

A Lady's Opinion.
"Mrs. Geo. Gilbert, Bryan, Ohio, writes:
"Dr. S. B. HARTMAN & Co., Columbus, Ohio: I commenced on the fifth bottle of your PERUNA this morning, and should just as soon think of doing without my meals as without my medicine. I have been doctoring for about four years, and kept getting worse all the time and was just giving up in despair when I got one of your books, 'The Ills of Life.' I was in bed at that time. I read and re-read your book and felt like trying your medicine. My folks thought there was no use in trying anything more. I was too far gone, and might as well make up my mind to die. I told them PERUNA was the medicine I needed, and I intended to try a bottle. It proved success in breaking the chills, and if it had not done one thing more, I would have been satisfied. But it has done more, and I feel like another person. Every body that sees me is surprised to find me so well, as they all thought I was dying with consumption, and now my own folks have as much to say for the PERUNA as I. I recommend it to everybody I see. There were two of our neighbors in yesterday inquiring about my PERUNA. I gave them one my book to read; told them to bring it back, as I priced it very highly. The other got the name of the PERUNA to send to his son in Chicago. He is a telegraph operator. My disease is something similar to Mrs. M. Ingram's, though nothing compared to being so bad. There was a lump raised on my collar bone, and it was a long time before it looked like opening. The doctor said he would have to lance it in a few days, but I thought I would attend to that myself, so I put a blister on it and it opened; then I put a poultice on and then salve, and kept the salve on all the time. It got so bad and spread upon my left shoulder, and one place under my left breast. Then there were two places on my head, one near the temple, and one back of my ear that was just dreadful. No tongue can tell what I suffered. My head felt so strange sometimes. I thought I was going crazy. Since I have used the PERUNA I do not feel the same any more, my head has healed up right away. And oh what a relief it is to get around without chilling and having to suffer with my sores. I feel like letting every body know all about it."

TEACHERS' COLUMN.
"As the Teacher is, so is the School."
History as a School Study, and How to Make the Study Interesting.
(Continued.)
I have only suggested a point or two, while hundreds could be given. I finish upon it, that the teaching of history and geography should begin at the same time, in the manner I have spoken of, and in fact rather than the study of grammar.
When the pupil is old enough to have a text-book to study, he must be taught how to use it. No father will send his son to the field to plow, or to reap for the first time, without first showing him how, and then letting him do it. So the teacher should, by example, by doing, and so it is with your son in the field of history where there is so much valuable harvest to reap. He must first learn by seeing you do, and then learn to do by doing. And you must give him sufficient opportunity for such exercise.
The chief difficulty in the teaching of history in many of our schools, is one made by teachers themselves. The difficulty to which I refer is called the "memorizer plan." Many teachers require their pupils to commit to memory portions of the text, and if the pupils fail in this, they fail in reciting. This is the worst possible error. What the teacher may adopt, never use the memorizer, which only makes parrots out of things who may become thinkers. This method of reciting will never develop the reasoning powers of the pupils. Very little manual culture can possibly result from such a course of teaching. It will have pupils memorize selections of epic historical literature, as speeches or eminent statesmen, historical poems, etc. This would be looked upon as a delightful task, if not a privilege.
But what is your method of conducting a recitation in history, author or pupil with a true spirit of the subject at hand. Do everything in your power to save your pupils to think. "He who can think and do is a man in the world," says an aptly spoken. All your teaching should be a case to this effect. True, it is a fact, and a lamentable fact, that there are pupils whom you can not cause to think, at least to think for a very great length of time, and in an unconcentrated spirit of industry, and all the powerful inspirations of a Dr. Arnold, or an Agassiz could not rouse them from their torpid state. Such cases, however, are exceptional, for most pupils may be made to think in the study of history.
In order to interest a class in history, the teacher must know that an interest in the subject depends not on what is *taught* in the text-book, but what is *outside* of it. Such extraneous matter may be properly introduced. Encourage the pupils of your class to ask questions not answered by the text-book used. These questions convert the recitation into a debate, which must be judiciously controlled by the teacher. Ask your class to get at least one question each to be asked at the next recitation. This must not be made compulsory, it will encourage your pupils to make extensive research in every good book and journal obtainable. They will thus acquire such knowledge of history not apparent to you, and the silent influence of such direction can be traced through later years. Give each pupil provided with a good book in which questions and their answers may be written. Encourage them to make extracts from books, magazines, etc., upon the subjects of history, geography, and such others as they may desire; and, to these, request them to add their own thoughts upon the subjects of which they have read; to tell their reason for thinking the fact worth recording; and to give their own thoughts as they may deem proper. They should also have each another note-book "search-books" as we call them, but they should be ruled, in which they should be taught to make numerous outlines of history. History can not, I think, be more successfully taught than by outlines. The entire history of the United States should be properly outlined from first to last. Place upon the black-board "skeleton" outlines of the different periods of the history and have your class use the outlines as they look at a book to the skeleton and make it breathe. Use these for topical reviews. When the outlines have all been made, and corrected by a class and teacher, then have your pupils copy them into a separate blank book. This outline should be followed by a careful outline of the Constitution of the United States. At least three weeks of the six months' term should be devoted to the study of the Constitution.
I had in mind to discuss the use of atlases in your pupils should be taught this system, and how to use it successfully in their studies.
History can not be more successfully studied than through biography. Encourage your pupils to read the biographies of eminent and illustrious men. This will read within your pupils an insatiable longing to learn of the men and women who helped to make this nation what it is. They will then no longer desire to read the long, tedious, and often uninteresting, and, at times, almost unpalatable, and widely and roughly scattered over our land.
One thing more about this extraneous matter. If you see that your class is losing interest in the acquisition of the lesson, stop immediately, do not attempt to proceed further, because there is much valuable information in the lesson that will be forever lost to some of them. What shall you do? Why, tell them some pleasing or amusing anecdote connected with the lesson, or anything of interest not in their text-books. "But," you may say, "to himself of course," "what shall I do if I do not know anything interesting to tell?" Then, on the other hand, as well as they, they should be taught to be glad to be pleased by the great store-house of knowledge everywhere around you. Extensive reading of good books, and exhaustive investigation in the many fields open to you, will all help you, and you may thus be able to respond to your pupils with a greater readiness than you would otherwise possess.
Sometimes use such means as the following to get the attention or arouse the interest of the class. To illustrate: Hold out to them a bank note, or a silver dollar, and ask them if they will tell you the complete history of that dollar, or of that bank note, and why one or the other will pay a debt or purchase an article. This will bring the histories into the discussion, and settle all questions relative to its legislation concerning money. See if any of them can tell you the history of the government dollar from the manufacture of the paper to the time when it becomes money, ready for use. Some will likely think they know, you will thus open up a way to their minds and cause them to think, and valuable information may thus be acquired.
For fear I weary your patience and that you become disinterested in this theme, I will close by presenting one thing more to be considered in this connection. It is a link that will be done by many of our country schools at least, by observing at school the anniversaries of great events. This is one of the many good ways in which you may succeed in interesting your class in

history. To illustrate and make my meaning clear, will suggest that you choose to observe Washington's birthday. Resolve to have a real Washington Day in your school. No strange programs that every member of your school may take an active part in the exercises. Have everything they do or say, every exercise or recitation to help to commemorate the life and work of Washington, to perpetuate the memory of the "Father of his country." This idea may be carried much further. You will find by such a policy well carried out, that you have made lasting impressions and done much in the right direction.
I will give the teachers the following suggestions that may prove beneficial if followed:
1. Know what you are going to do before you attempt to instruct your class.
2. Never telling is not teaching.
3. Let the class do the reciting. Your work is to draw out, and to lead.
4. That the class may do the reciting it is necessary that they be interested, and that you hold the interest of the class to the end of the lesson, pay close attention to all the difficult statements of the author.
5. After the lesson has been read, discuss the events narrated in the lesson. Convert the recitation into a conversational tone. Always talk in a conversational tone. Encourage your class to converse with you, and with each other on the subject at hand. Make the recitation a pleasant conversation.
6. Do not appear morose and distant. Let your pupils know, by smiling, that you are interested and want them to be.
7. Seldom require your history pupil to give you anything in the language of the book.
8. Do not make parrots of your pupils, but make men think. To make them thinkers they must be required to express thoughts in their own language. When they have done this, they created a thought.
9. When you thus teach, you and your pupils become much less a machine.
10. An event is the ultimate effect of one cause, possibly many causes and very remote. You should trace the subject back and find its chain of causes. You should help your pupil go from the effect itself back to the immediate cause, from the immediate cause to the remote or original cause. This may be illustrated by the causes of the Civil War. For instance, the invention of the cotton-gin by Eli Whitney in 1793, may be considered to be a remote or original cause, yet not more than one-half of the thirteen or so mentioned it.
11. A mere, meager statement of historical facts "cold as an iceberg, and barren as a desert," will create no interest.
12. The interest in the study of history is not to proceed from what is in the text-book. Hence, use as many books and sources of information as you can. Do not allow yourselves or your pupils to become mechanically bound.
13. Study history through biography. No other source of history proves more interesting and instructive.
14. See that by teaching history you teach true patriotism.
15. Remember that a correct knowledge of Civil Government is one of the prime requisites to be made. If you are not prepared to teach civil government, you are not prepared to teach one of the most important parts of history.
16. Celebrate great events. Make a "Washington Day," for the study of your pupils (the younger members of your school) "I have been benefited by celebrating 'Washington Day.'"
17. Introduce much extraneous matter. This on the part of the pupil can best be done by writing "what I learned" but do not call them compositions or essays, for these words are repulsive to many. Just encourage them to write down their thoughts, or what they know of any appropriate subject.
18. Frequently resort to the story-telling method of teaching history. Have something new prepared for each day.
19. After telling them something not before known to them (and of course you should not digress them by telling anything they already know), always require them in return to tell you.
20. Use judicious questioning. Seldom ask a question that may be answered by a mere yes or no. No thought is molded by such an answer.
21. Frequent reviews. When properly stated, should hold have any part of the answer expressed in it.
22. Use frequent reviews. Have no set day for reviews. Make every lesson a practical review, or let them occur whenever they naturally suggest themselves. Review! review! REVIEW!!!
23. Last, remember that "It rains your toll, and that, to me Dr. Richardson's words at Lakeside last summer. 'More credit and honor may be given to teachers who have brought forth from their school, an humble, honorable citizen, than to him who has produced a Wellington.'"
I have used a great many words to express a few common-place thoughts; and I trust, fellow-teachers, that you will, as you ask, you will be honest to bear your 'elves and do all in your power to make the study of history in our schools what it should be. I have merely made a few suggestions, and if I have been the means of causing you to think, you have accomplished the main object of this paper.
HENRY G. WILLIAMS.

Mrs. Mariah Abrahams.
"The day of death is better than the day of our birth." — Eccles. 7: 1.
My sorrowing friends, we are assembled here today to pay a last tribute of respect to the departed. The cold form before us is but an additional evidence of the fact that there is an "appointment unto death" and that "there is no discharge in that war." Our kindred and friends are called to depart irrespective of age, rank or condition. We can offer no ransom. Death is inevitable. Solemn, awful thought, viewed from a human standpoint. But from a divine standpoint despair gives place to hope and joy as we listen with astonishment to the announcement made by the Preacher, the son of David, three thousand years ago, declaring that "the day of death is better than the day of our birth." In the light of God's word we are to understand this declaration not *absolutely*, but *conditionally*. Thousands make no effort to know and to do the will of God and are stranded. The day of their death is one of hope—the entrance on a life which might have been one of true goodness, and of faith in the son of God, and hence a life of preparation for an abundant entrance into the everlasting kingdom. But precious opportunities are neglected, and the day of death is the end of all mercy and hope. Of all such persons the truth in our text will not hold good, but applies only to those "who die in the Lord," to such as believe in the Lord Jesus Christ, the sinner's friend. "The day of the Christian is better than the day of his birth," and he is affirmed to be happy, that "the day of death is better than the day of our birth." This affirmation is true of the Christian's death, since it brings deliverance from sorrow, suffering, pain and grief.
The day of death is better than the day of our birth, but death does not bring the Christian to endless joys, but becomes the gateway to endless joys, "where all tears are wiped away." The end then of our voyage, is better than the beginning, for now all the anxieties are laid down, and we are no longer sorrowful. We sorrow in it, but we have no fears with regard to their destiny. It is sorrow of personal loss, the counsel, encouragement and society of the deceased. It is sorrow that associates with hope, and therefore it gradually ripens into joy as we read and reflect that "there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain, for the former things are passed away." The day of the Christian's death is the day in which he has a triumph and he triumphs over death. The day in which the Christian soldier lays his armor by, to rest in peace at home, is far better than when he first buckled it on, and went forth to the conflict. The words of our text are true of all Christ's followers, because death introduces them into a state of endless fruition. But what will it be to be there! "Joy unspeakable and full of glory." Cease your mourning and dry your tears while we listen to him that speaks from heaven, to him that overclouds the sun, to sit with me on my throne, as I also overcome, and am set down with my Father on his throne." What a precious promise then to all those who love and serve the Saviour. To stand then in his presence, where there is "fulness of joy" or "rest at his right hand, where are pleasures forever more," is the consummation of every aspiration and hope which the regenerated spirit can cherish. No wish of ours can soar higher than *this*, and the day that you die, is better than the day of our birth. It is the day of all our triumphs, and the day of our precious information. "He abolished death and declares whosoever liveth and believeth on me shall never die." The lifeless body is laid in the grave, but it rises in the sure hope of a resurrection; and the ransomed and liberated spirit enters into a state of glorious fruition. "A building of God, a house not made with hands, eternal in the heavens." This is what we feel to the believer. And how well fitted to comfort and cheer our mourning and wounded, when bereft of those we loved so well. They are not lost but gone before, and are now realizing the sublime truth of our text, "The day of death is better than the day of our birth."
My sorrowing friends, let me beseech you, I beg of you, to remember the promise of Him who is mighty to save and strong to deliver. Amen.
Mrs. Mariah Abrahams, wife of A. C. Abrahams, was born in Salem Township, Highland County, Ohio, on 11th day of March 4, 1855, aged 36 years, 11 months and 21 days. She was a daughter of William and Susanna Scott, who emigrated to Ohio from Kentucky about the year 1812. She was of a family of ten children, four boys and six girls. Of these children she had two survivors, viz: John Scott, living in Time, Pike county, Ill., and Wm. Scott, living in Road House, Green county, Ill. Sister Abrahams was the mother of eight children, all by her first husband, James Withrow, who died in Salem Township, Ohio, on the 10th day of July, 1891, aged 59 years, 3 months and 21 days. Three are left to mourn their loss, a loving mother, Samuel Withrow, of Hillsboro, Mollie Barkley and William Withrow, of Princeton, who were ever ready to care for their loving mother and to relieve her in any way possible. Her husband and pain that she had borne so long. But her sufferings are over and she rests in peace. Let us hope to meet her "where the living live forever, and the sun goes down no more."
Declared for the writer in Princeton, March 5th, 1891. J. B. FARR.

CLIFTON HOUSE—
Re-Opened February 7, 1895
J. S. GOLDTHRAIT, Proprietor.
W. E. NELSON, Clerk.
House Refitted and Refurbished throughout. Good Laundry Attached. Simple Rooms for Commercial Travellers. Sleeps on first floor. Hillsboro, Ill.

ROBUST HEALTH
Is not always enjoyed by those who seem to possess it. The least of corrupted blood may be secretly undermining the constitution. In time, the poison will certainly show its effects, and will have more violence the longer it has been allowed to permeate the system. Each particle, viz: bile, skin disorder and sense of unnatural lassitude, or languor, is one of Nature's warnings of the consequences neglect.
Ayer's Sarsaparilla
Is the only remedy that can be relied upon to cure catarrh of the bladder, gonorrhea, urinary disease and the special corruptions of the blood. It is the only alternative that is sufficiently powerful to thoroughly cleanse the system of hereditary and malarial impurities and the pollution of Contagious Diseases. It also neutralizes the poisons of gonorrhea, Syphilis and Scars, and enables rapid recuperation from the enfeeblement and debility caused by these diseases.
Myriads of Cures
Achieved by AYER'S SARSAPARILLA. In the past forty years, are attested, and there is no blood disease at all possible of cure that will not yield to it. Whatever the ailments of this class, and wherever found, the remedy has been successful. It is the only remedy that has afforded health to the sufferers by whom it was employed. Druggists everywhere can attest numerous cases, with their personal knowledge, of remarkable cures wrought by it, where all other treatment had been unavailing. People will do well to

ACHES! PAINS!
"I ache all over!" What a common expression; and how much it means to many a poor sufferer! These aches have a cause, and more frequently than is generally supposed, the cause is the Liver or Kidneys. No disease is more painful or serious than these, and no remedy is so prompt and effective as

MISHLER'S HERB BITTERS.
No remedy has yet been discovered that is so effective in all KIDNEY AND LIVER COMPLAINTS, MALARIA, DYSPEPSIA, etc., and yet it is simple and harmless. Science and medical skill have combined with wonderful success these herbs which nature has provided for the cure of disease. It strengthens and invigorates the whole system.
Geo. Thaddeus Stevens, the distinguished Congressman, once wrote to a fellow member who was suffering from indigestion and other diseases: "Try Mishler's Herb Bitters, I believe it will cure you." It cured him for both indigestion and diseases of the kidneys, and it is the most wonderful combination of medicinal herbs I ever saw."
MISHLER'S HERB BITTERS CO., 355 Commerce St., Philadelphia.
Farrar's Pleasant Worm Syrup Fever Falls Jan'y 1st.

BURDOCK BLOOD BITTERS.
WHAT IS IT?
A strictly vegetable preparation, composed of a choice and skillful combination of Nature's best remedies. The discoverer does not claim it a cure for all the ills, but boldly warrants it cures every form of disease arising from a torpid liver, impure blood, disordered kidneys, and where there is a broken down condition of the System, requiring a prompt and permanent tonic, it never fails to restore the sufferer. Such is BURDOCK BLOOD BITTERS. Sold by all druggists, who are authorized to refund the price to any purchaser who is not benefited by their use.
PRICE, \$1.00.
FOSTER, MILBURN & CO., Props., BUFFALO, N. Y. m2121

PETTIT'S BLOOD PURIFIER—
A MARVELOUS MEDICINE.
Composed entirely of choice Roots, Herbs and Berries, prepared so as to retain all their medicinal qualities. Dr. Pettit does not claim it a Cure for all diseases, but claims it will cure all diseases arising from Impure Blood, Torpid Liver, Disordered Kidneys, and where there is a broken down condition requiring a prompt and permanent remedy, it never fails to restore the sufferer.
PETTIT'S AMERICAN COUGH CURE.
CURES CONSUMPTION—ONE TO THREE WEEKS.
PETTIT'S EYE-SALVE.
Large Size Bottle, 50 Cents. For Sale by All Dealers.

LIVE STOCK.
Beaves, cwt. gross..... 3 50
Beaves, shingles..... 3 50
Beaves and Lumber, per cwt..... 2 50
Shoe cut, gross..... 3 50
Horn Hogs, gross..... 3 50
Milk cows, with calves..... 30 00

The Trouble Safely Over.
Stomach trouble is a serious ailment while it lasts, but what a blessed relief to have it eliminated. Mrs. E. G. Wolk, of 10 Atlantic street, Hartford, Conn., writes that she tried Dr. Williams' Pink Pills for Stomach Trouble, and she experienced such relief that she is now writing to all who are afflicted with indigestion and liver complaint.

His Slippery Glass Eye.
"The Eye says the author of 'His Slippery Glass Eye' was constantly slipping out of focus, and the wig turning around sideways on his head. He was addressed by the people of the Flat Green District, Sedgewick, Parker's Hair Balsam preserves and promotes the growth of the natural hair, and restores the natural color of hair which has faded or become gray. Clean, elegant, beneficial, highly perfumed. mar

A Lady's Perfect Companion.
PAINLESS CHILDREN, our new book, tells how any woman may become a mother without suffering any pain whatever. Also how to treat and overcome morning sickness, swollen limbs and other evils attending pregnancy. It is reliable and highly endorsed by physicians as the wife's true private companion. Send two-cent stamp for descriptive circulars and confidential letter sent in sealed envelope. Address: Frank Thomas & Co., Publishers, Baltimore, Md. out105

CHICAGO, ROCK ISLAND & PACIFIC RAILWAY
By reason of its central position and close relation to all principal lines East and West, and its important position, constitutes the most important mid-western link in that system of through transportation which invites and facilitates travel and traffic between cities of the Atlantic and Pacific Coasts. It is also the favorite and best route from points West, Northwest and Southwest, and corresponding points East, Northwest and Southwest.
The Rock Island line includes in its main line and branches, Chicago, Joliet, Ottumwa, La Salle, Peoria, Geneseo, Moline and Rock Island, in Illinois; Dubuque, Muscatine, Washington, Fairfield, Ottumwa, Oklawaha, West Liberty, Iowa, and Mt. Pleasant, in Iowa; Audubon, Harlan, Guthrie Centre and Council Bluffs, in Iowa; Gallatin, Trenton, Cameron and Kansas City, in Missouri; Leavenworth and Atchison, in Kansas; Albert Lea, Minneapolis and St. Paul, in Minnesota; Watervorn, in Dakota; and hundreds of intermediate cities, towns, villages and stations.

Hillsboro Prices Current.
Corrected Weekly by H. ROADS & Co., Wholesale and Retail Grocers and Produce Dealers.
BUYING PRICES FOR COUNTRY PRODUCTS
Hillsboro, Monday, Mar. 16, 1895.
Dealers are paying the following prices for the various articles named:
Wheat, bushel..... 80 1/2
New Corn..... 45 1/2
Oats..... 30 1/2
Flax seed..... 2 40 1/2
Flour, cwt..... 6 00 1/2
Corn Meal, bushel..... 60 1/2
Potatoes..... 30 1/2
Sweet Potatoes, bushel..... 1 25 1/2
White Beans, bushel..... 30 1/2
Dried Apples, lb..... 30 1/2
Apples..... 75 1/2
Green Apples..... 40 1/2
Butter, lb..... 15 1/2
Eggs, dozen..... 10 1/2
Bacon, lb..... 12 1/2
Sides..... 7 1/2
Shoulders..... 6 1/2
Lard..... 9 00 1/2
Hay, ton..... 9 00 1/2
Sorghum Molasses, gal..... 3 1/2
Tallow, lb..... 6 1/2
Live Chickens, lb..... 6 1/2
Dressed Chickens, lb..... 7 1/2
Turkeys, alive..... 7 1/2
Dressed..... 7 1/2
Honey, lb..... 12 1/2
Wool, medium, per lb..... 16 1/2

RETAIL PRICES OF PRODUCE AND PROVISIONS.
Groceries and other articles retail from stores at the following prices:
Sugar, N. O. lb..... 7 1/2
Coffee, Crushed and powdered..... 12 1/2
Coffee, Rio..... 12 1/2
Tea, Imperial, Y. H. and G. P..... 40 1/2
"Black..... 50 1/2
Chives, fat..... 2 40 1/2
Flour, good family brand, 24 lbs..... 5 50
Flour, 48 lbs..... 10 1/2
Flour, 96 lbs..... 20 1/2
Flour, 192 lbs..... 40 1/2
Kittling, No. 1, 5 lbs..... 5 00 1/2
Kittling, No. 2, 5 lbs..... 4 50 1/2
Molasses, N. O..... 60 1/2
"Bourbon..... 50 1/2
Golden Syrup..... 45 1/2
Lard Oil..... 1 00 1/2
Salt, Kansas and Ohio, 50 lbs..... 1 30 1/2
Hams, City single cured..... 12 1/2
"Cure..... 10 1/2
Rice, lb..... 4 1/2

Teachers' Certificates.
At a meeting of the Board of School Examiners for Highland County, Ohio, held March 7th, 1895, certificates were granted as follows:
For One Year.—W. L. Duncan, John F. Nave, Arthur Wilkin, T. M. Wilkin, P. S. Bell, R. S. Roush, John D. Booth, William Shelton, Ida Mackery, Minnie Kern, Abbie U. Barry, Ollie Sprinkle, B. F. Barr, J. F. Reams, Mattie Patton, Alpha Marshall, John Cronson, Rosa Shepherd, Clay Elly, John W. Powell, William Sanders, C. M. Jackson, Amanda Noble, Grant Mattice, Robert Davidson, A. E. Fyler, Tillie Walker, Mattie Doggett, Maggie McCren, Ira Booth.
For Two Years.—Lincoln Snyder, Aaron Musgrove, William Abernathy, Jacob Fling, Mattie Cannon, John M. Maxey.
For Three Years.—H. L. Garrett W. W. West.
The above is correct.
E. G. SMITH, Clerk.

Pettit's Blood Purifier is equal in merit to Pettit's Eye Salve which is conceded best in the World.
FOR SALE BY
m2121

NEATLY EXECUTED
AT THE
NEWS OFFICE.
HANLON & LEMON,
—Dealers in all kinds of—
CEMETERY WORK.
Prices as Cheap as the Cheapest.
ALL WORK GUARANTEED
Corner Main and West Streets,
HILLSBORO, OHIO

Ayer's Sarsaparilla,
PREPARED BY
Dr. J. C. Ayer & Co., Lowell, Mass.
Sold by all Druggists; Price 25¢;
Six bottles for \$5.

Trust Nothing Else
than AYER'S SARSAPARILLA. Numerous cures have been offered to the public as "blood purifiers," which only assure the patient with the pretense of many cheap doses, and which do not even experiment with this disease is steadily becoming more deep-seated and difficult of cure. Some of these mixtures do much lasting harm. There is no doubt that the only medicine that can radically purify the vitiated blood is

A Lady's Perfect Companion.
PAINLESS CHILDREN, our new book, tells how any woman may become a mother without suffering any pain whatever. Also how to treat and overcome morning sickness, swollen limbs and other evils attending pregnancy. It is reliable and highly endorsed by physicians as the wife's true private companion. Send two-cent stamp for descriptive circulars and confidential letter sent in sealed envelope. Address: Frank Thomas & Co., Publishers, Baltimore, Md. out105

Pettit's Blood Purifier is equal in merit to Pettit's Eye Salve which is conceded best in the World.
FOR SALE BY
m2121

WHO IS UNAQUAINTED WITH THE GEOGRAPHY OF THIS COUNTRY, WILL SEE BY EXAMINING THIS MAP, THAT THE

Ayer's Sarsaparilla,
PREPARED BY
Dr. J. C. Ayer & Co., Lowell, Mass.
Sold by all Druggists; Price 25¢;
Six bottles for \$5.

Trust Nothing Else
than AYER'S SARSAPARILLA. Numerous cures have been offered to the public as "blood purifiers," which only assure the patient with the pretense of many cheap doses, and which do not even experiment with this disease is steadily becoming more deep-seated and difficult of cure. Some of these mixtures do much lasting harm. There is no doubt that the only medicine that can radically purify the vitiated blood is

A Lady's Perfect Companion.
PAINLESS CHILDREN, our new book, tells how any woman may become a mother without suffering any pain whatever. Also how to treat and overcome morning sickness, swollen limbs and other evils attending pregnancy. It is reliable and highly endorsed by physicians as the wife's true private companion. Send two-cent stamp for descriptive circulars and confidential letter sent in sealed envelope. Address: Frank Thomas & Co., Publishers, Baltimore, Md. out105

Pettit's Blood Purifier is equal in merit to Pettit's Eye Salve which is conceded best in the World.
FOR SALE BY
m2121

CHICAGO, ROCK ISLAND & PACIFIC RAILWAY
By reason of its central position and close relation to all principal lines East and West, and its important position, constitutes the most important mid-western link in that system of through transportation which invites and facilitates travel and traffic between cities of the Atlantic and Pacific Coasts. It is also the favorite and best route from points West, Northwest and Southwest, and corresponding points East, Northwest and Southwest.
The Rock Island line includes in its main line and branches, Chicago, Joliet, Ottumwa, La Salle, Peoria, Geneseo, Moline and Rock Island, in Illinois; Dubuque, Muscatine, Washington, Fairfield, Ottumwa, Oklawaha, West Liberty, Iowa, and Mt. Pleasant, in Iowa; Audubon, Harlan, Guthrie Centre and Council Bluffs, in Iowa; Gallatin, Trenton, Cameron and Kansas City, in Missouri; Leavenworth and Atchison, in Kansas; Albert Lea, Minneapolis and St. Paul, in Minnesota; Watervorn, in Dakota; and hundreds of intermediate cities, towns, villages and stations.