

IN THE WORLD OF SPORTS

HELEN WILLS HANDICAPPED IN EUROPEAN TENNIS MEET

American Champion Will Be Compelled to Play on Turf Instead of the Clay Courts of California; She Is Only Eighteen.

NEW YORK. June 5.—In making her first invasion of Europe in quest of the world's tennis championship Helen Wills, the 18-year-old American champion will be handicapped by the schedule which will make her play her first game in England.

Mita Wills is just away from the clay courts of her home club in Herkules, where she has been playing fast driving game against male opponents.

In England she will have to play upon strange turf with an English ball on the Wimbledon turf and in playing, with an American ball on Forest Hill, will have to make a special adjustment when the British woman's team come over here and were disastrously beaten by the American feminine stars.

One would doubt after those remarks that Helen Wills, the English ladies did not play their best game and then excuse that they could not get the feel of the American court, but get the next day on Forest Hill and you will repeat as everything did an all. The English ladies too were gracile to all themselves and all the international who saw the matches told that the English girls were the most graceful, fit, politic to discuss conditions which brought about their defeat.

"Even though she will have a month in which to get acclimated to the turf, I am living, the popular young California champion will find when she takes the court, for actual competition that she may have to make her game over again."

Such a competent critic as young Vito Richards believes that the use of the English ball is going to be the big handicap that the British will have to take to in their Womans Cup matches and in the British championships at Wimbleton.

The English lady, he says, "will have to learn to play on our turf over there and she will have to learn to hit much softer and it is hard to get the feel of the ball."

"When I played my first match in England, I was surprised to find that I had lost at one point when I was playing against Washer, the Belgian star, and it was fortunate that he was having the effect of the ball on his side and I could not get a grip and found that I could not get my control and I was being beaten badly because I was forcing the attack, and he was letting me loose on him."

"Finally I decided that I must let him carry the game and see how he could do. I started chopping them back at him and, started driving them over the place, and won on his errors."

Tennis Ass'n May Reinstate Tilden

PROVIDENCE, R. I., June 5.—The William T. Tilden II will play on the Davis cup team of the United States Tennis Association, according to a statement following Tilden's announcement this afternoon that he would "accept" an invitation to join the squad, if his services are still required.

NEW YORK. June 5.—Believing the time inappropriate the executive committee of the United States Tennis Association, at its meeting last night, did not call a special meeting of the national organization to reconsider the player-write rule.

"The decision came great surprise to the tennis authorities," said W. T. Tilden, the champion, in his fight against the association, though they forced a special meeting which would result in a victory.

World Flyers Arrive in China From Japan

SHANGHAI, June 5.—Gen. Lewis S. Smith, commander of the United States army round-the-world flight, arrived at noon today after a successful tour of the Orient.

Lieutenants Nelson and Wade, who arrived yesterday, waiting for the commander, and Captain Smith, who came ashore from the Olympic, joined the party.

TODAY'S GAMES

NATIONAL LEAGUE

At New York:	R. H. E.
Chicago	6 1 2
Baltimore	6 1 2
Hartford—Kens. and Hentz	7
Barnes, Jonard, Main, Huntimer and Snyder, Gowdy.	
Hartnett hit Homer in 6th.	
State hit Homer in 8th.	

AT BROOKLYN:

Pittsburgh	2 8 1
Brooklyn	6 8 2
Batteries: Cooney and Schmidt; Van Slyck and McHenry.	
Puryear hit Homer in 8th.	

AT PHILADELPHIA:

Columbus	R. H. E.
Boston	6 1 2
Batteries: Shlesinger and Wilson; Barnes, Conney and O'Neill.	
At Boston:	

AMERICAN LEAGUE

AT CHICAGO—END 1st:	R. H. E.
New York	0 0 0
Batteries: Hoyt and Schaeffer; Weeney and Crouse. Game called, ratio.	
At Cleveland:	R. H. E.
Philadelphia	4 1 2
Cleveland	5 1 2
Batteries: Remondi, Heimann and Perkins; Uke and Myrick.	

AT DETROIT:

Washington	R. H. E.
Detroit	3 1 2
Batteries: Oden, Zahn, Lohr, Levy and Rust; Colling, Pfeifer, Collier and Harzer. Gorilla hit Homer in 8th.	
At Boston:	R. H. E.
St. Louis	101 000 0 0 0
Batteries: Blumke and O'Neill; Wilt and Bevard.	

WATCHING THE SCOREBOARD

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

IS A "WILD PITCH"

BY SCOTT

OF THE NEW YORK TIMES

SCOTT'S FANTASY

TWIN FALLS DAILY TIMES

OFFICIAL NEWSPAPER OF TWIN FALLS COUNTY

The Times has more readers in this city than any other publication.

Published Every Evening Except Sunday by the Times Publishing Company, Twin Falls, Idaho.

L. H. MASTERS Editor-Publisher



Mailed at the Twin Falls Post Office as Second Class Matter as a Daily Publication, April 11, 1918.

SUBSCRIPTION RATES

Daily, one year	\$6.00
Daily, six months	3.00
Daily, one month	60¢

Opening of a school of interpretive dancing in this city by Miss Bertha Cutler of Burley will be welcomed by many of our young people.

Formation of a Guernsey Cattle association for southern Idaho is a good thing for the state and especially for the irrigated tracts. The more firms purchase cattle in the country the better it will be.

The Chamber of Commerce in deciding to celebrate July 4 with the approval of the business men of the city is showing a patriotic spirit. More of the old-time manifestation of enthusiasm on the Glorious Fourth would be a good thing.

The report of Manager Burton Smith that improved methods of handling the water and improvements in the canal system will reduce waste water so that less water-in-sight at Jackson Lake more will probably be delivered is gratifying.

The decision of the supreme court in the case of the Clear Lakes power site, sustaining Judge H. F. Ensign, indicates that the courts are not owned by the big interests. The decision was written by Judge T. Bailey Lee of this district, who was serving temporarily on the supreme bench. Should the question of power company rates ever get to the supreme court it would be settled according to the principles of law and justice.

AN OLD MAN'S DARLING

The funniest thing in history is how a pretty woman made a fool of Aristotle, the ancient Greek philosopher, in his old age.

His job was tutor and guardian of Alexander the Great, who "conquered the world" and died when he was 42.

Lovely woman was Alexander's weakness. He had pursued his career to worship at the shrine of an adventure.

Chided by Aristotle, Alexander mockingly said:

"Sighing, alone he cried, as I moved:

'Alas! These men, me seems, have never loved.'

The philosopher won out, however; Alexander jilted his sweetheart. She managed to get to him, learned why her lover had abandoned her. Burning-for-revenge, she set her traps.

Details are somewhat lacking as to what followed. But it wound up with Aristotle at the beauty's feet, his wisdom flung to the four winds.

Her answer was that, before she would become the old man's darling, he must gratify her craving to mount and ride the back of the wisest man in the world.

Alexander, watching soon saw her strap a saddle on Aristotle's back, fasten reins to him, mount and ride about the imperial gardens. Aristotle sat on all fours as he lumbered along with his precious burden.

When a white-haired philosopher made such a fool of himself, one doesn't wonder at the old boys of our generation whose affections and fancies get them on page one of the newspapers.

Aristotle, when he realized how he had been duped, admitted that youthful Alexander was crazy like a fox when he pursued feminine beauty.

"Love is master of mankind," agreed the aged man of wisdom.

MURTAUGH

Morning for Oklahoma where they will spend the summer months visiting in eastern cities before returning to their home in Twin Falls for the winter.

Mrs. Stewart Hendress has recovered from an attack of tonsillitis.

Mr. and Mrs. Herick and family from Twin Falls motored to Twin Falls Saturday.

Mr. and Mrs. Will Worrell of Oregon spent the week with Mr. Worrell's parents, Mr. and Mrs. W. Worrell.

Mr. and Mrs. A. L. Egbert and family attended a D. B. conference with their children.

Mr. and Mrs. Fred W. Woodburn entertained a number of friends at their small ranch home Saturday evening.

Mr. George Lewis motored to Twin Falls Saturday.

Mr. and Mrs. Francis Johnson passengers to Twin Falls Saturday.

Mr. and Mrs. M. Peck and Mr. and Mrs. Bowyer motored to Twin Falls Saturday.

Mr. and Mrs. Fred and daughter Rosella spent the week with Miss Alice Brown. Mrs. Brown, 1939, left Bakersfield, Calif., April 25.

Miss Emma Silver will have her

DAILY RADIO PROGRAM

(Compiled by Pacific Press)

FRIDAY, JUNE 6.

Friday's Best Features.

WEAR NEW YORK—Mrs. Jose

WERNER—WERNER—Finals

in WEAR NEW YORK—W. L. V.

WILSON—WILSON—Finals

in WEAR NEW YORK—WILSON—

BOISE PLANS GRAND PAGEANT IN HONOR OF NEW MAIN LINE

BOISE, Idaho, June 6.—Boise plans a grand pageant in honor of the summer opening of the completion of the main line into this city which will be in the nature of a pageant coupled with a program of fun and games and detailed plans have not yet been decided upon. A mass meeting called this week by Mayor Eugene H. Sherman resulted in the appointment of a committee under the chairmanship of Edward Peasey to plan the affair.

It is now anticipated that trains will be in operation over the new railroad early in August. The grading of the main line has been completed and the laying of rails will start shortly. The plans for the new depot to be erected on the handsome hill just south of the city have been perfected and bids will soon be called for. This depot will cost approximately \$160,000 and will be one of the finest to be found on the entire line. It is recommended that the letter part of June on a bond issue of \$125,000 for the building of what is known as the approach to the depot, a boulevard 110 feet wide, be voted on which the depot is located.

The celebrations committee plan to have a two-day celebration, to which all the intermountain country will be asked. The grand opening will be on June 24, 1924, at 12 m. The first day will be given over to the laying of the first rail, the second to the laying of the last rail, the third to the opening of the new depot, the fourth to the grand pageant.

Many die of black-kidney rats of Oregon—The rat infestation makes a thick fog with a two-foot murk which spreads ankle blankets over orchards, gardens and fields to prevent damage by frost.

Fog Protects Fruits. A new insect control method makes a thick fog with a two-foot murk which spreads ankle blankets over orchards, gardens and fields to prevent damage by frost.

Ancient Bronze Mirror. A bronze mirror dating from Chinese Han dynasty of 200 B. C. was found yesterday in half plating at the fair in the forest depths of the Celtic campment. It was presented to the British museum.

Bound Out in Court. Lay McMurtry, arrested yesterday on the charge of selling liquor to the 17-year-old son of his late wife, now was bound over to the district court today, after he had entered a plea of not guilty to the charge.

Playground Meeting. All boys interested in half plating are invited to come early to the city park tomorrow morning, to which

place all children, from 12 years up and below from 9:30 to 10:30 and until 12 until 11:30. There will be a meeting of all the parents in the carrying out of the playground idea. All interested in the project are invited.

LOCAL BRIDES

Hilda from Trieste. Mrs. J. W. Brown of San Francisco arrived yesterday to visit her mother, Mrs. Stuart Taylor.

Here from Albuquerque. Mrs. Goldsworthy, accompanied by her son, came to today to visit her mother, Mrs. Mickelwhite.

Visiting Children. The Larson of Chicago is here to visit his daughter, Mrs. E. H. Sherrill, who is Charlene P. Larsen.

Here on Holidays. G. R. Palmer arrived on the noon train from Helena, Mont., to look over his investments and visit friends.

Will Visit Daughter. Q. B. Fuller, arrived today from Detroit to visit his daughter, Mrs. Stuart Taylor.

Whiting Children. The Larson of Chicago is here to visit his daughter, Mrs. E. H. Sherrill, who is Charlene P. Larsen.

Here on Holidays. G. R. Palmer arrived on the noon train from Helena, Mont., to look over his investments and visit friends.

Will Spend Summer. Mr. and Mrs. George S. Jr., and daughter and Mrs. A. N. Stiles, of Denver, will be here and will be here for the summer.

Holiday Graduate. Mrs. Adell Robinson, daughter of Mr. and Mrs. C. A. Robinson, returned today from Berkeley, where she had been attending the University of California.

Many die of black-kidney rats of Oregon. The rat infestation makes a thick fog with a two-foot murk which spreads ankle blankets over orchards, gardens and fields to prevent damage by frost.

What is known as the approach to the depot, a boulevard 110 feet wide, the beach on which the depot is located.

The celebrations committee plan to have a two-day celebration, to which all the intermountain country will be asked.

Many die of black-kidney rats of Oregon—The rat infestation makes a thick fog with a two-foot murk which spreads ankle blankets over orchards, gardens and fields to prevent damage by frost.

Ancient Bronze Mirror. A bronze mirror dating from Chinese Han dynasty of 200 B. C. was found yesterday in half plating at the fair in the forest depths of the Celtic campment. It was presented to the British museum.

Bound Out in Court. Lay McMurtry, arrested yesterday on the charge of selling liquor to the 17-year-old son of his late wife, now was bound over to the district court today, after he had entered a plea of not guilty to the charge.

Playground Meeting. All boys interested in half plating are invited to come early to the city park tomorrow morning, to which

BURLEY NEWS

HIPPIEY. Idaho, June 6.—William H. Hippiery, 54, passed away yesterday morning in a Burley hospital. His wife and several children survive. He has been a resident of the town past two years of Hippiery white he resided for a number of years. The funeral service will be held Wednesday at 1 p. m. in the Gladys chapel with burial in the Oakley cemetery.

Owen Andrew. Mrs. Owen Andrew, 18-year-old daughter of Mr. and Mrs. James Settler, died at 4:15 p. m. Monday at the Bellvue General hospital in Burley following an operation for appendicitis the latter part of the day. The appendix had been ruptured for two weeks previous to his being taken to the hospital and it was not thought at the time of the operation that there could be any trouble.

The body will be held at the John's funeral parlor until the arrival of the brother from the east.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

Teacher—Teacher. What can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you tell the class about the iron age?

Student—I'm a bit rusty on that subject.

The Irony of It. Teacher—Teacher, what can you

