

**ADDRESS TO THE
GRADUATING CLASS MCMXI
OF THE UNITRINIAN SCHOOL
OF PERSONAL HARMONIZING**

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Address to the Graduating Class MCMXI of the Unitrinian School of Personal Harmonizing by
Bliss Carman

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ADDRESS
TO THE GRADUATING CLASS
MCMXI OF THE UNITRINIAN
SCHOOL OF PERSONAL
HARMONIZING

FOUNDED BY MARY PERRY KING
AT MOONSHINE, TWILIGHT PARK
IN THE CATSKILLS

By
BLISS CARMAN
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ADDRESS AT MOONSHINE



ICANNOT EASILY express the satisfaction I have in being asked to address the first class formally graduating from this School of Personal Harmonizing. Its establishment and prosperity are matters of far greater moment to me than the successful issue of any merely private aims and ambitions. Whatever anyone may hope to achieve in the world of art and letters, however disinterested and devoted, must be after all only a partial and individual success, the contribution of a single mind, of a single pair of hands, to the great cause of human happiness. Labor as we may in the limitless domain of art, we are only humble workmen still, restricted to the narrow confines of our individual power, capable of adding all too little to the world's splendid overflowing treasury,—our vogue destined to pass, our

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novels, our operas, our poems, our paintings, our statues destined to be forgotten. But here in the establishing of a school for the education of personality, our feet are on the foundations of the world, partial aims are merged in those which are universal, and we become co-workers with the Lord of Life. We are no longer merely students acquiring knowledge for our own gratification, no longer merely artists proud in the perishable achievements of our skill, but seers and prophets of a new day, taking part in the creation of that better world which is to be.

Do you think my words too high-flown? Then, pray, to what greater tasks do you think we mortals can give ourselves than to the transcendent art and science and religion of human culture? May we not truly call education the most divine of all the arts, at once the most primitive and fundamental, the most ancient, modern and far-reaching. To create new forms of loveliness, as the artist does, for the enheartening and beautifying of daily life, is indeed a calling worthy of our

best endeavors; and happy are they who pursue it in any direction. But to create and illumine new spirits, to set new and larger boundaries for the outlook of the mind, to recreate and develop jaded bodies,—to fashion, in short, new personalities,—here surely is a labor really angelic, never to be accomplished without an unselfishness, an insight, and a devotion, that may truly be recognized as divine.

I speak thus loftily of the profession of teaching because I believe it to be so vital in our time. We live in a day of great spiritual awakening, when the soul of man, having so largely mastered the resources of material existence, is turning everywhere to secure the finer requisites of its being,—peace, security, joy. Our political and religious institutions are all on trial, summoned to the bar of incorruptible goodness, in the supreme court of the soul, to answer for their deeds,—not whether these have been good, but whether they have been the best. But all our economic and sociologic problems come back at last to the man and

the woman, to the single individual person. No machinery of government, no ingenuity of law, can procure for us the justice and innocence and gladness which our spirits with their incredible foresight so imperiously demand. There can be no making people free, nor honest, nor happy, in the mass. Only through education can we reach the goal; there is no other adequate panacea for misery; no other assurance of adequate happiness. Only by making boys and girls, men and women, more kindly, more sincere and brave, more courteous, honest, and industrious, can we make this generous and impartial earth more hospitable for human habitation, and life itself as glorious and fully significant as we instinctively believe it destined to become. Our days are stirring with the devoted deeds of men and women in every activity tending toward human amelioration and reform. In no direction can fine effort be more helpful, in no field can it bear more sure and imperishable fruit, than in the garden ground of education. Democracy, socialism, single tax, the referendum, and

a score of other devices for better government have their adherents and advocates. And we should all do well to form unbiased judgments on these subjects, and heartily espouse whatever social or political reform seems to us best. For widely as they differ in the means they propose to apply to flagrant ills, they are alike in the beneficence of their aims, and in their effort to secure justice from the unjust and to impose honesty upon the knave. But education is more radical; it would implant justice in every heart, and establish ideals of decency and fair play in every growing life.

I may very well, therefore, offer you my congratulations that you are to be engaged in a profession which is at once so dependent upon radiant ideals and of such immense practical importance. Education, as I have said, is not only one of the finest, but one of the greatest of the arts; it is indeed the mother art, the *alma mater* of genius, the preceptress of intelligence, the patient and unwearied foster parent of life. We are children of a cosmic matriarchy, sprung from the conscious