

The Normal Index.

Vol. II.

SAN JOSE, CAL., SEPTEMBER, 1886.

No. 2.

NORMAL BOOKS!

NORMAL STATIONERY!

NOTE BOOKS, COMPOSITION BOOKS, ETC.

Special Rates to Normal Students.

E. H. GUPPY & SON,

60 South First Street, - - - San Jose.

A WORD TO THE WISE.

Suits to Order from Twenty Dollars Upward.

Pants to Order from Six Dollars Upward.

Good Business Suits, Ready-made, from Ten Dollars.

Fine Dress Suits from Fifteen Dollars Upward.

THE LARGEST STOCK OF
**CLOTHING, FURNISHING GOODS, HATS,
BOOTS AND SHOES IN THE COUNTY.**

You can Save Five Dollars on Every Twenty You spend by Purchasing Your Goods at

T. W. SPRING'S GREAT AMERICAN STORE,

Terms Cash.

SAN JOSE, CAL.

CONTENTS OF THIS NUMBER:

	PAGES		PAGES
EDITORIALS.....	17-18	ROBERT BURNS.....	22
THOUGHTS ON HABIT.....	18	A DIFFERENCE.....	23
MEMORY GEMS.....	18	LOVE'S PILGRIMAGE.....	23
REVERENCE.....	18	MANUAL TRAINING.....	24
ALL SOUTHS.....	19	LOS ANGELES DEPARTMENT.	
INDIVIDUALITY.....	20	CHRISTMAS GRADUATION.....	25
THE Y. M. N. D. S.....	20	SCHOOL ITEMS.....	26
ALUMNI NOTES.....	21	ALUMNI NOTES.....	27
WINES.....	21	BOOKS.....	27
		GUARD THINE ACTION.....	28

✧ Try ✧ a ✧ Pair ✧ of ✧ HEYLER'S ✧ Own ✧ Make ✧
 ONLY GENUINE FRENCH KID SHOE, "Greison Brand,"

Sold at \$4.00. - - - - - Our Kid Shoes formerly \$3.50, Reduced to \$3.

REMEMBER THE PLACE! 64 SOUTH FIRST STREET.

FREE RIDES? FREE RIDES?

Normal Students can Save Their Car-fare by trading at WAGENER'S DRUG CASH STORE. Most complete assortment of Perfumery, Soaps, etc., in town. Colgate's Cashmere Bouquet Soaps, 25c. per cake, and all other articles in proportion. Patent Medicines, Chemical Sets, etc., at lowest possible rates. Prescriptions compounded by a thorough Chemist.

S. H. WAGENER, Contractor for Normal Chemicals, Beyond Wells Fargo & Co's.

✧ WILLIAM FISCHER, ✧

THE ✧ PEOPLE'S ✧ GROCER,

— DEALER IN —

Family Groceries.

Goods Delivered Free of Charge to any Part of the City.

UNDER THE ELECTRIC TOWER.

75 West Santa Clara Street, San Jose.

THE NORMAL INDEX.

Special Bargains in SHOES to Normal Students

AT ALEXANDER'S

43 North First Street, San Jose, California.

MC CABB,



THE HATTER

AUZENAS HOUSE,

Importer and Manufacturer of

HATS and CAPS

KEEPS THE

Largest and Finest Stock of Hats and Caps South of San Francisco, and sells 50 per cent. Lower than any House in San Jose.

THE HOME BAKERY

KEEPS FRESH

HOME MADE BREAD.

PIES AND CAKES ALWAYS ON HAND.

A Share of Normal patronage respectfully solicited.
119 SOUTH SECOND STREET.

MILLINERY! - - MILLINERY!

We have on hand a full supply of Goods for the Fall and Winter trade. Those will be sold at "LIVE AND LET LIVE" prices, call and examine as you will save money by so doing.

MRS. D. STANFIELD,

J. C. STOUT, M. D.

SAN JOSE, CAL.

Office Hours:
From 12 to 2,
1 to 4, and 6 to 7 P. M.

Office Rooms, I. O. O. F. Building.
Residence, 22 E. 2nd Street.

MRS. CHAPPEL,

DRESS MAKER,

60 South Second St., San Jose, Cal.

SPAW & WHIPPLE,

DENTISTS.



Safe Deposit Building, Southeast Corner First
and Santa Clara Streets,
SAN JOSE. - - - CALIFORNIA

CHAS. NAVLET & CO.,
Florists and Decorations,

48 1/2 South First Street, opp. El Dorado,
SAN JOSE, CAL.

Bouquet and cut Flowers always on hand. Decorations
attended to. Best of work at reasonable prices.

S. E. SMITH,

Importer and Manufacturer of

Gentlemen's Fine Furnishing Goods,
UNDERWEAR, HOSIERY, KIDNEY GLOVES,
SHIRTS MADE TO ORDER A SPECIALTY.
16 South First Street, SAN JOSE, CAL.

H. LAURILLIARD,

Dealer in

PIANOS, ORGANS, MUSIC,

Stationery and Fancy Goods.

Stairway Warerooms, Opposite Auzanais House,
Santa Clara Street.

Pianos to Rent. - - H. LAURILLIARD.

Ice Cream and Cakes.

15 CENTS PER DISH.

AT

RUDOLPH & CO'S.

No. 47 NORTH FIRST ST. - - SAN JOSE, CAL.

SPECIAL REDUCTION IN SHOES TO NORMAL STUDENTS

FINE SHOES.

AT

KOENIG'S

FIRST-CLASS SHOES.

LADIES' KID BUTTON

From \$3.50.

88 S. First Street.

Ladies' American Kid Button

From \$2.50.

SOLE AGENT FOR THE JAMES MEAN'S MEN'S \$3.00 SHOES.

THE NORMAL INDEX.

**THE PIONEER BOOK STORE,
GEO. W. WELCH,
BOOK-SELLER, STATIONER,
AND MUSIC DEALER,
44 South First Street, San Jose, Cal.**

.....
A COMPLETE ASSORTMENT OF ALL BOOKS USED IN THE NORMAL
KEPT CONSTANTLY ON HAND.
.....

Also Standard and Miscellaneous Books, Students' Note Books, Writing Tablets,
Fine Stationery, Gold Pens, Cutlery, and General News Agent.

THE LARGEST STOCK OF SHEET MUSIC OUTSIDE OF SAN FRANCISCO.

New Music Received Direct from the Publishers.

**T. W. HOBSON & CO.,
STRICTLY ONE PRICE,
SUITS.:MADE.:TO.:ORDER,
\$12.50, \$15.00, \$18.00, \$20.00.**

We have a full Stock of all the Latest Patterns in Ready Made
Goods for Fall and Winter; also a complete Stock of Under-
wear, Furnishing Goods, Trunks, Valises, Etc., Etc., Etc.

**DON'T FORGET OUR HAT DEPARTMENT,
THE LARGEST IN THE COUNTY.**

44 to 54 W. Santa Clara Street, - - SAN JOSE, CAL.

The Normal Index.

VOL. II.

SEPTEMBER, 1886.

No. 2.

The Normal Index.

SAN JOSE, CALIFORNIA

PUBLISHED MONTHLY BY THE
SENIOR CLASSES OF THE STATE NORMAL SCHOOL.

Terms: Seventy-five cents per year; fifty cents per term.
Single copies, ten cents.
Subscribers not receiving the Index will please notify the Business Manager.

EDITORIAL BOARD:

DUNCAN STEBLING, Editor-in-Chief.
MARGARET A. HANSON, ELLITA MOTT,
JERA SUTCLIFF, ELLA LEARNER.

WILLIS H. PARKER, Business Manager.
DAVID A. WILSON, Assistant Manager.

Entered at the San Jose Postoffice as Second-Class Matter.

McKen Bros., Printers and Bookbinders, 85 to 91 South First Street.

THE question of Manual Training in our public schools is one which is now receiving a good deal of consideration from our educators, and it is, indeed, worthy of such attention. Those who attended the exhibition of drawings and models at the last meeting of our State Teachers' Association, could not help but note the great advantages which would be gained if this branch were taught in all our schools. Many of the models made by the pupils certainly exhibited skill and mechanical ingenuity worthy of admiration. The benefits of such education cannot be denied, for in this work would be laid the foundation for our skilled workmen and mechanics of the future. Many children are forced to leave school at an early age in order to learn some trade whereby to make a living. A system of industrial training would, in a measure, overcome this necessity, and in the end, by receiving both manual and intellectual training, the child would be much better fitted for practical life. In another column of our present issue will be found a further discussion of this subject. We would recommend it to our thoughtful readers.

EVERY member of a class should take pride in maintaining a class organization; for it shows that they are public spirited, that they are willing to make a little sacrifice for the good of others. Each should feel, in some degree, responsible for the success of the work undertaken by the class. If every one thinks he may stand aside and watch the experiment, the effect is much the same as if every stone in the foundation of a building should crumble away at once. We are the stones, and public spirit the cement that should bind us together. In war, in labor, in politics, in religion and in the home, we learn that only "in union is strength."

THE work of the Normal students has grown to such an extent, that the time assigned for the literature classes has been reduced to ten weeks. The most important points in literature can be learned, but a careful study of an author's works can not be done in class. To supply this lack of careful research, should be the aim of the class societies. Unfortunately, the Senior classes are so crowded with work that it is impossible for them to spare the time, although they would probably be the ones most benefited by such work. We are glad to see, however, that the Middle and Junior classes maintain these class societies. Even when there is no definite object in view, the members of the society can not fail to be benefited by the discipline they receive in discharging their part of the work, and by the interest excited in the various subjects brought before them. How much better, then, it would be, if the work tended to accomplish some particular purpose. By taking a special author for one meeting, preparing a sketch of his life, and recitations or readings from his works, classified knowledge will be gained. Variety may be given by occasionally compiling the programme from various authors, or discussing either some subject about which noted men have written, or some important problem of the times. In this way the work can be made exceedingly interesting, as well as highly beneficial. We shall all be glad to aid in such a reformation, and hope the societies will carefully consider the matter.

Teachers, who have so much to do with children, should especially be kind and cheerful. By being kind is not meant the allowing of pupils to do as they wish because it would not seem kind to refuse, but the kindness that will punish, if it is for the good of the child. Often this is hard to do; but if not done then, how much harder it will be after the slight disobedience has grown and become great! Kindness, when done with this feeling, or when you do not feel kind, becomes a moral virtue. And it is the same with cheerfulness. Besides being a virtue, it is a gain in self-control, when you can be cheerful without feeling so. This is hard for teachers, especially under the trials of the school-room; but if done and persevered in once, it is so much the easier next time.

THOUGHTS ON HABIT.

Character is an essential force in the working out of man's destiny. Its strength and quality measure the full extent of his success. Poor character brands one as fundamentally weak; it testifies one's abuse of nature's most precious gifts. Good character, on the other hand, results from a healthy growth and correct training. It is the very embodiment of happiness, progress, and profit.

What is character's relation to habit? During the period of youth most habits are formed, especially those of a permanent nature. Character, also, grows, maturing in the adult. As conspicuous and lasting as a scar is the impression of a habit on the character. The story of youth repeats itself in manhood. Little kindnesses toward playfellows create a fountain of noble impulses that proves a source of never failing good in after life; while petty meannesses kill generosity in the bud, and supplant it with the bitter weed of selfishness. Thus we see that as the habit is, so is the character; that the one is activity, the other, produce. In other words, Habit is the mother of Character.

But to specialize: Habit has much to do with the benefits of study. Let one observe some law in the order of things, use tact in the method of procedure, and study becomes comparatively easy. Method economizes time, corrects many abuses, aids progress, and creates order out of chaos. Observe it in preparing to-morrow's lessons, in reviewing yesterday's, in sitting for an examination—in short, make a habit of it. Applying a medicine is the only way to test its efficacy. The strongest conviction comes from experience.

"WHATEVER cultivates care, close observation, exactness, patience, and method must be valuable training and preparation for all studies and all pursuits."

MEMORY GEMS.

"The mind's the standard of the man."—*Watts*.

"There is no crown in the world so great as patience."

"Character is what you are; reputation is what people think you are."

"Who ever knew truth put to the worse in a free and open encounter?"—*Milton*.

"To persevere in one's duty and be silent, is the best answer to calumny."—*George Washington*.

"Study yourselves; and most of all note well
Wherein kind nature invites you to excel."

—*H. W. Longfellow*.

"I call, therefore, a complete, generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both private and public, of peace and war."—*Milton*.

REVERENCE.

There is a special need in this country, and in this age, that the reverence of children should be trained. In the abounding life and freedom of this new country, we seem to forget, to a great extent, that there is anything to be treated with reverence and respect. And it is a serious question whether this tendency is not on the increase. Most of the flippant nonsense in our newspapers that passes for wit would lose all its point if the irreverence were taken out of it. And the children and youth are not slow to imitate the example of their elders. The "old man" or the "governor" is the boy's frequent appellation for his father, nor does the "old woman" signify the mother much less frequently.

Similar disrespectful terms are ready to apply to men and women who by age, or character, or position, should be treated with special respect.

The reverent attitude of mind or speech toward God or man seems to be very unpopular just now. This fact does not augur well for the future, and the best efforts of our schools should be turned to its correction.

We remember when our teacher, in the old country school in New England, used to teach us to meet her with a respectful "good morning," and to leave her with a gentle "good night." She also taught us to stand by the road side and lift our hats when we met travelers. It is often said that we must put into our schools whatever we desire to have in the thinking and in the behavior of our people. Is this not true? And if this is so, must we not look to our schools to train their pupils in reverence and respect if we would see less of the roughness, vulgarity, and rowdiness that now disgrace us as a people, and make thoughtful men fear for the future?—*Howett*.

ALL SORTS.

Examinations are coming.

A Senior young man has discovered a diamond in the Junior class.

Advice to Middle A's: Remember thy formulas in Algebra examinations.

Young ladies wishing to have their hearts examined will please report at room I.

The members of Junior A's, by their skillful evolutions, have surpassed all previous marching.

Why are the girls so fond of a certain young man in Senior B? Give it up; *moustache* him.

The members of Senior A boast of "my class" as calmly as though they have been full-fledged teachers for years.

The Senior B's, on their recent visit to the ice works and gas works, were treated to some of Professor K's choicest puns.

The craze for "chestnut" bells has reached the Normal. Let us hope the attack will be light, and the patients soon recover.

Lost, strayed, or stolen—A smile, three feet seven inches long, and slightly disfigured. Return to Middle A and receive reward.

The fall campaign has already begun in Room E. One of the classes is being daily entertained by stump speeches from its members.

The Junior classes contain a larger proportion of boys than is customary at the Normal. Some of them, however, are extremely bashful.

Some of the new students are beginning to appreciate the meaning of the word "conditioned," which strikes such terror to an older student's heart.

Wanted—Contributors to the "All Sorts" department of the Normal Index. No restrictions as to age, color, or past or present condition of servitude.

A pupil in Physical Geography, when asked, "Why are days longer in summer than in winter?" replied, "Because it is hotter in summer, and heat expands."

Caution to Juniors: Never wish to be Seniors; for

"Where ignorance is bliss,

'Tis folly to be wise."

Two of the class pictures in Room K became violently agitated, on a recent morning. Whether the classes disputed with each other, or the members of such class quarreled among themselves, or whether they were endeavoring to show their contempt for the little band of Senior A's who occupied the room, has not yet been discovered.

"What does this mean?" asked a Senior A, who had been scanning some lines written by a classmate. "Oh," she replied, "it doesn't mean anything; it's poetry."

A certain young lady in Junior A takes great delight in ringing a "chestnut" bell, which she conceals under her apron. She evidently desires to be the *belle* of the school.

The Normal bicyclists still delight in frightening the young ladies by whizzing past them. This should be stopped. The sudden apparition of a young man is enough to upset any Normal girl's nerves, to say nothing of the noise produced by the bicycle.

During Institute Week a number of our former students availed themselves of the opportunity to visit their Alma Mater. They were cordially welcomed everywhere except to the Training School Rooms, presided over by the Senior As. Miss McLennan, our former pianist, kindly officiated for two evenings.

Recently a party of Senior As visited the Middle B Society. A debate on a profound psychological subject took place, and some of the visitors responded to the call for volunteers, bringing to bear upon the subject some of their extensive knowledge gained in pedagogy. Some of them, however, suffered from stage fright, and hereafter will carefully avoid visiting societies when debates are on the programme.

One evening a former student of the Normal applied to a San Jose livery stable for a buggy, saying she was going out to find her little cousin. The rig was procured and the young lady drove home to see if the wanderer had returned. He had not, so a brave Junior B volunteered to accompany her on her search. About two hours later the young lady and the dauntless Normalite returned the buggy to the livery stable. A broad smile appeared on the faces of the stable men, as they mentally took the measure of the stalwart Normalite, (five feet, nine). The lady and gentleman, however, failed to see the point till some time afterward.

EDUCATION should be an inspiration; and unless teachers themselves are enthusiastic students, they cannot inspire their pupils with a love for books and study. A man whose perfect attainments are limited, but who is brimful of enthusiasm for reading and study, is a hundred fold more likely to make a successful teacher than a man with a better furnished mind who has lost his zeal for intellectual pursuits. A steady growth in knowledge and culture should be required of every teacher; and when it is known that one is passing his time in intellectual sloth, he should be made to give place to another, who is worthy of preferment.—W. H. Payne.

INDIVIDUALITY.

The first step toward securing individuality is to teach the pupil to see, to use his senses. And to this, it seems to me, text-books are frightful obstacles. The text-book has become a wonderfully magnified institution. Are there not schools in which it is a punishable offence to look from the printed page to the face of nature? They call that idleness. Has not our system of education become one vast process for stamping out inquisitiveness and investigation? What has become in the high school pupil of all that restless tearing to pieces and wanting to see the inside of things, which he had when a child of five or six? Is the text-book responsible for this premature death? If not the text-book, then what?

The second step toward individuality is the cultivation of the "why" spirit. Upon all occasions induce pupils to look for the "why." Do not be content with a little scraping of the surface. Dig down and bring up the hidden cause and the concealed motive. A spirit of this kind encouraged, will, many times, vex the teacher with questions beyond his power to answer; beyond the power of any one to answer. A frank acknowledgement of ignorance will do no harm. It may lead him to think; and none of us does too much thinking. We are all our lives uttering second-hand opinions.

Another thing does much to induce a spirit of independence; and that is, breadth of view. To acquire this, the study of history and geography is admirably adapted. Choose some obscure or disputed point, and gather from all available sources; then exercise the judgment upon the material collected, and put it through a sifting process. This will do much to accustoming one to look all around a subject before coming to a decision. The decision will not be hasty, and, therefore, not hastily revoked.

The power of independent thought is chiefly the result of labor. Some teachers seem so anxious to save their pupils from hard work. No excellence without labor. Labor conquers all things. There is such a thing as making a school too pleasant. The school is not a playhouse. Of course we must bear in mind the plastic condition of body and mind in childhood, and avoid maltreating either. But labor does not mean time so much as intensity. A child must learn to dig; and it is often a mistaken kindness to help him over the rough places. The teacher may wisely devote his entire strength and effort to breaking up disastrous habits of relying upon others and outside circumstances. Self-reliance is the main prop of manhood.—*Selected.*

"An open hand, an open heart, and an open mind will find an open door everywhere."

THE Y. M. N. D. S.

September 17, 1886.

Contrary to the expectations and desires of the Society, there was something more than standing room in the Assembly Hall at this, the third open meeting of the Y. M. N. D. S.

What audience there was, however, was very select and appreciative.

The roll call and the quotations from Macaulay were "first on the programme." Of course, all were prepared, and the selections were perfectly committed, but modesty caused some of the speakers to hold up little pieces of paper to ward off the glances of admiring friends. Of these, some concerning genius and the molasses barrel, and "The Most Beautiful," were the favorites. Somebody has evidently met his fate.

The sketch of Macaulay's life and works was excellent; just long enough and pointed enough to please. Following it were a few warm words of welcome to the audience and encouragement to the members from the President, Mr. Elliott.

"Prometheus Bound" was very effectively rendered by Mr. Bailey, and Mr. Fox favored us with a temperance reading.

As for the eunuchisms, they brought down the house, and Mr. Albee kept it down, through a laughable mimicry of some of the faults of the pulpit.

The quartette was fine. The singers being unprepared for an encore, the second song was something like an imprudent speech, disconnected—not exactly a work of art.

At the recess, some of the audience, probably afraid that so many faces would scare the orators, kindly withdrew.

The debate on Riparian Rights, while showing thought on the part of the debaters, was not convincing. In the words of the judge, "The affirmatives had the best language and delivery, the negatives the best logic." Mr. Geary's address was especially pleasing.

The critic's summary closed the exercises. *

"A large number of teachers seem to have the idea that teaching consists wholly in imparting instruction. The idea is false, and leads to wrong methods and unsatisfactory results. The teacher's business is to bring the pupil and the subject to be taught into proper relation to each other, and then show the pupil how to work to gain knowledge for himself. It would be about as sensible to talk of imparting strength. The pupil gains strength, both physical and mental, by his own exertions. No one can pour either into him or impart it to him. This is the learner's own work."

ALUMNI NOTES.

Miss Edith E. Ayer, May '85, is teaching in the public school of Milpitas.

J. M. Holmes, of May class '86, is teaching at Kingston, Fresno county.

Miss Mary S. Smith, May '83, is teaching in the public schools of San Jose.

A. M. Gray, May '86, is principal of the Evergreen school, Santa Clara county.

Hurace Bacon, Dec. '85, is principal of the Alamo school, Contra Costa county.

Miss Susie R. Hamilton, Class of '78, is now Mrs. D. C. Agler, of Wells, Nevada.

Miss Mary T. Manney, Dec. '83, is now teaching in the Urban School, San Francisco.

Miss Kate M. Elwre, of the Dec. class, '84, is teaching in Auburn, Placer county.

Miss Frances Murray, of Xmas class of '85, is engaged in one of the Oakland schools.

Miss Fanny Mooney, Dec. '82, is teaching in one of the primary schools of San Francisco.

Miss Fannie L. McKean, Xmas '85, has a school in the Union district, Santa Cruz county.

William O. Blodgett, May '85, is principal of the public school of Dayton, Butte county.

Miss Kate Bardenwerper, class of '79, has taught continuously for seven years in Carson, Nevada.

Miss Marion True, one of the class of '85, is engaged in teaching the Riverside school, Lassen county.

Miss Minerva M. Quinby, March '77, now Mrs. E. A. Kennedy, taught three years after graduating.

Nan Tuttle, May '85, has been engaged, since graduating, in the Casserly district, Santa Cruz county.

Miss Sarah A. G. Locke, May '80, now Mrs. Wm. S. Smith, is living in Ferndale, Humboldt county.

Miss Meggie Robb, May '86, opened school with nineteen pupils in the Redrock district, Monterey county.

John F. Ogden, Dec. '85, has been spending most of his time on his brother's ranch, in Sutter county, since graduating.

Miss Ella G. Saunders, Dec. '83, has commenced her fifth term of school in the Pleasant View district, Monterey county.

Mr. H. E. Witherapoon, May '85, is now representing the San Francisco firm of Law, King and Law as assistant manager.

Miss Etta Ellerhorst, Dec. '83, is teaching the Brannan Island school, Sacramento county. Her P. O. address is Rio Vista.

Miss Marie Johnson, May '86, is teaching in Eureka, Humboldt county. She opened her school in August with a class of seventy-nine.

Miss Clara E. Shaw, Dec. '85, has a school in Erie, San Benito county. She is the first Normal graduate they have had for a teacher in ten years.

W. O. Pock, May '86, is not teaching at present, as he is interested in some mines. He had the good fortune to discover a rich ledge this vacation.

Miss Myra Parks, May '86, is teaching the Lakeview school, Lassen county, and is the nominee for County Superintendent of Public Schools of the same county on the Democratic ticket.

H. C. Petray, May '83, is teaching in Guerneville, Sonoma county. He spent Admission Day in San Jose, and was agreeably surprised, on returning home, to find that he had been elected a member of the County Board of Education.

Miss Jennie McCarthy, Dec. '84, is teaching in Humboldt county. Since graduating, she has taught nearly two years. Her sister, Miss K. McCarthy, Dec. '83, has nearly completed her third year of teaching, and is now engaged in the work in the same county.

WINKS.

Who is "Jane Williams?"

Beware of the Senior B's. They have been to the gas factory.

Junior A. query: "Has the missing link been found?"

Has Prof. C. turned dude? He was recently seen sporting a cane.

Why sighs the brown-eyed dude of Senior B? Too much Sparker, I guess.

Are the members of the Faculty trying to start a rage? It seems as if they were "specks"ing something.

Wanted, during the morning exercises—A small boy to fold papers and arrange note-books for a certain Senior A young lady.

Found, in the Normal hall during the noon hour—A stray sheep with a bell on. The owner can have the same by calling at the office and proving property.

A certain young man of the Normal sighs for the return of summer. He is deeply interested in the study of astronomy; but owing to cold nights and pressing duties, he fears he will have to discontinue it. He is about to lose the use of his observatory.

ROBERT BURNS.

FANNY L. M'KEAN.

Robert Burns, one of "auld Scotia's" sweetest singers, was born in 1759, near the town of Ayr. His father occupied a humble station in life, but was a man worthy of much respect. Of him Burns wrote:

"My father was a farmer upon the Carris Brier,
And rarely he brought me up in decency and order,
And bade me set a manly part, tho' I had ne'er a farthing,
For without an honest, manly heart, no man was worth regarding."

Burns' parents were very poor, and during his short life, he drained the bitter cup of poverty to the dregs. Though not highly educated, he received some instruction from Mr. Murdock. He was a great reader, and his brother Gilbert, says: "No book was so voluminous as to shadden his industry, or so antiquated as to dampen his researches." He was an excellent conversationalist, brilliant and fascinating, and always commanded attention. He died at the early age of thirty-seven, and it is sad to think his death was hastened by his own intemperate habits.

Regret has been expressed that so much of his life was spent in collecting and writing Scottish songs. Scott says: "Notwithstanding the spirit of many of his lyrics, and the exquisite sweetness and simplicity of others, we can not but deeply regret that so much of his time and talents were frittered away in compiling and composing for musical collections." Curlye, on the other hand, says, "It is on his songs, as we believe, that Burns' chief influence as an author will ultimately be found to depend."

Burns began composing when he was about fifteen years of age. It seems to have been the custom for men and women to work in pairs in the harvest field, Burns' partner was a "bonnie, sweet, sonsie lass," to whom he wrote his first verses, "Handsome Nell." He speaks of it long after, thus: "Silly and puerile as it is, I am always pleased with this song, as it recalls to my mind those happy days when my heart was yet honest, and my tongue sincere."

What is it in Burns' poems so dearly loved by all Scotch people, yes, I think I can safely say, by all who read his native tongue? They contain not the wisdom of Shakespeare, nor the grandeur of Milton, but yet, as we read them, we feel their sweet melody thrill our whole being. How readily the tear starts as we read the exquisite lines, "To Mary in Heaven." How the blood tingles through our veins as we follow Tam O' Shanter in his mad ride on old Maggie, closely pursued by the witches, who follow

"Wi many an eldritch scream and hallow."

It seems to me the secret of his power lies in this: He wrote of the things of every-day life, of things that

all can feel and understand, and his writings are sincere, the outpourings of a full heart. As we read, we forget the poet in the poem. "He does not write from hearsay, but from sight and experience. It is the scenes he has lived and labored amidst that he describes; those scenes, rude and humble as they are, have kindled beautiful emotions in his soul, noble thoughts and definite resolves, and he speaks forth what is in him, not from any outward call of vanity or interest, but because his heart is too full to be silent."

One is impressed all through his writings with his great love for nature. His poems are overflowing with the songs of birds, the fragrance of flowers, the sparkling of dew drops, and the rippling of waters. In the trilling of the birds he heard more than a few musical notes. After listening to a wood lark, he writes:

"Say, was thy little mate naked,
And heard thee as the careless wind?
Oh! nocht but love and sorrow joined,
Such notes as thou couldst waken.
Thou tellest of never-ending care;
O, speechless grief and dark despair;
For pity's sake, sweet bird, use mair,
Or my poor heart is broken!"

Burns' heart was as tender as a child's. His *Lines on a Wounded Hare*, his poems *To a Daisy* he had destroyed with a plough, and *To a Mouse*, show how loth he was to injure the smallest of God's creatures. *To a Mouse*, he says:

"I'm truly sorry man's dominion
Has broken Nature's social union,
An' justifies that ill opinion,
Which makes thee startle
At me, thy poor, earth-born companion
An' fellow mortal."

In this poem we find the true and oft-quoted words.

"The best laid schemes o' mice and men
Gang aft agley,
And leave us naught but grief and pain,
For promised joy."

In his *Two Dogs* is found an excellent portrayal of the lives of the gentry and the poor. And where is there a better picture of the lowly cottier's home than is given in the *Cottier's Saturday Night*? We can see the "thrifless wife," the "toil-worn Cottier," and the bairns, as "they, round the ingle, form a circle wide." We can almost hear them as "they chant their artless notes in simple guise."

The question often arises, "Has Burns' work been of any benefit to the world?" Burns was thoroughly patriotic, and "it seemed to him as if he could do little for his country, and yet would most gladly have done all." One of his early poems shows how dearly he loved his native land, and how he wished to work for her:

"E'en then a wish, I mind its power,
A wish that to my latest hour,
Will strongly heave my breast;
That I, for poor old Scotland's sake,
Some useful plan or book might make,
Or sing a sang, at least,
The rough bar thistle spreading wide
Among the heathered beard,
I turn'd my wooing clips aside,
And spared the symbol dear."

He found that he could do something, he could "sing a sang." Patriotism seemed to be dying out, not only in Scotland, but in England. Carlyle says, "Even the English writers most popular in Burns' time were little distinguished for their literary patriotism. Literature was, as it were, without any local environment; was not nourished by the affections which spring from a native's soil. The Scottish language was beginning to be considered vulgar, and was gradually falling into disuse. Burns' songs aroused the national feeling that was fast dying out, and his poems, followed by Scott's, not merely revived the use of their native tongue in their own country, but gave it a currency in the polite world generally."

When one reads Burns' poems, he can but feel that it is a lasting disgrace to Scotland that she allowed one of her brightest lights to go out in poverty and neglect. True, she erected a beautiful monument to his memory, but small good can that do him. Poor Robert Burns, you are not the only genius that "asked for bread, and they ga'e ye a stane."

A DIFFERENCE

Teachers are sometimes impatient because the public does not appreciate their work. The instructor of youth does not receive as much gratuitous advertising as some other workers. The woman suffragist, the prohibitionist, the law-and-order leader, the friend of animals, all receive abundant newspaper attention. There is philosophy in this. The man who is tearing down an old building will have more lookers-on than the man who is laying the foundation for the new one. The man who is uprooting a tree will have a host of friends about him, but the man who plants one does it alone. The reform clubs, for instance, are tearing down poorly formed characters, and uprooting bad habits, and the reporter is on the alert for every bit of news about them. The teacher is forming characters that will never need the reform club process—is planting habits that will never need to be uprooted. She receives no public attention, because the work she is doing is not peculiar. She works like the sunlight, and not the lightning; she tones up, builds up, purifies, clarifies, awakens and quickens. She is doing precisely what is expected of her, and silence on the part of the

press means good work on her part. It is only when she does the unexpected that she becomes notorious. It is all to the credit of the profession that the teacher is rarely in the news column.—*Journal of Education*.

"We are governed, to a great extent, by the company we keep. If our associates are intemperate, licentious, or immoral, we cannot be pure; and the wretch must be lost, indeed, who comes in contact with the innocent and godly, unawed by their presence. Thus it is with our reading. We should shun bad books as we would bad company. Our reading always leaves an impression on our mind, and if it does not, the time spent in reading is worse than lost."

LOVE'S PILGRIMAGE.

MABEL J. FIELD.

Long, long ago, 'neath Syria's soft, deep sky,
A conqueror's daughter loved a captive knight,
Off with her kin, the flowers, looked in at him,
And lit the dungeon grate with prison light.

Then flew the happy hours, that else had dragged
Like his long chain across the prison floor,
Sweet words were said in that sad, Syrian tongue,
And faintest promises made o'er and o'er.

All her bright lips could say of our cold speech,
Was the one name of "Gilbert," her own knight,
And the strange name of "London," his far home,
Beyond where the great sun sank out of sight.

The heavy prison gate swung to and fro,
Grinding its cruel iron teeth in rage,
A prey-rubbed monster, for the knight's escaped,
Like long kept eagle bursting from its cage.

O, the frantic, searching maiden knows him fled,
And starless nights have followed sunless days,
Yet still her sad, dark eyes will westward turn;
She trusts her lover deeply and always.

The wastes between less desolate are than she,
Her heart as furnished as the borders they keep,
The fair mirage her feet cannot allure,
She knows than desert sun a fiercer heat.

She passed the desert, crossed the wild, dark sea,
Parting with precious jewels everywhere,
Found jarring London, and, in foreign parts,
Alone, despised, she wandered weary there;

Searching the throng with saddest, eager eyes,
And gently calling "Gilbert," near and far,
In sweet, old way, as when down mossy steps
And long dark halls she strayed, like wandering star.

And low called "Gilbert" at the dungeon grate,
Unconscious Gilbert here, and soaks her face,
And quickly from the sneering crowd he clings
The wanderer in lingering embrace.

O loving heart, though often desolate,
Scorned, tossed by mighty storms that will not cease,
O! desert-faint, and losing jewels rare,
Thy path shall lead unto a perfect peace!

MANUAL TRAINING.

The senses have been aptly termed "the gateways of knowledge." By them, or through them, man is unable of acquiring any or all knowledge. Therefore their harmonious training is a necessity for a perfect intellectual development. We say harmonious, because the world is full of one-sided men, whose sense training has been too much in one direction. We see too many renowned artists, but erratic; famous musicians, but otherwise queer; celebrated authors, yet ignorant of common objects; strong, able-bodied men, helpless as infants in the use of their hands. It is well to cultivate the æsthetic sense, but much more important to know the useful arts. The majority go through life with eyes wide open, yet untrained to seeing, with ears that hear, yet hear not, and with hands ignorant of any use outside of their immediate personal necessities.

The hand, in its relations to life,—to its pleasures, its occupations, its adornments, its intellectuality—in next to the eye in value. Sight and touch go side by side in gathering in the materials of sense; yet the hand has been neglected most by the educational forces of society. It is true that those engaged in industrial or mechanical pursuits have had the faculty trained to some extent by the manipulations attendant upon their peculiar industries, but the majority of mankind are as powerless as infants. Slowly the truth has been gaining a foothold in intellectual centers, that man, to be complete, must be wholly educated or trained, that all men, if they would be men in the fullest sense of the term, must be educated, mentally, morally, physically.

The Manual Training or Industrial Schools established in various cities is the practical expression, primarily, of this thought. The fundamental idea underlying the whole system of such schools seems to be somewhat diffused and variously interpreted. By some it is claimed that trades are to be taught, that such scholars are to take the place of the old apprentice system, and that from them are to be sent forth an army of artificers, skilled workmen in all the handicrafts of life.

By others it is claimed that only special mechanical operations are to be taught, and that as the great majority of the artisans are workers in wood or metal, the end will be reached if such classes are trained specially in the manipulation of such substances.

Others contend that the idea of trade or special handicraft must be utterly abandoned, and that the only object, the only true aim of such schools must be the training of the hand and fingers, with or without tools, to do the wish of the brain.

The first claim is only tenable on the presumption

that the State must provide her children with all the means and appliances necessary to secure a living; the second presents too much one-sidedness or partiality to be considered; the third presents the only reason why such schools should be maintained. For if we look at the individual components of society in regard to their ability to do, we find a development mainly in one direction, and that if they are cast off from the means of support derived from this development they are lost. There is a sad want of a knowledge of practical methods or doings, and that while they know what they want to do, they are helpless in any effort to secure that want by any personal exertion of their own. The willing hand is there, but it is not supplemented by the doing hand.

We find, too, that the avenues which lead to mechanical employment are few, while those that lead to professions, to office work, to mercantile employments, are crowded. The hand training afforded by the trades is lost, and we have as a result a nation of helpless men. This is a result of a system of education which develops the head, but affords no instruction for the hand; that exalts, unintentionally, the professional and mercantile life, and places a stigma of reproach upon all mechanical employments. The remedy for all this is evident. The hand must be trained; the pupil must come in contact with tangible things; the judgment that results from such contact must be cultivated; the self-reliance, the poise of character, the equableness of disposition, the restraint that comes from the handling of tools, are but the inevitable sequences of hand-training. No man handles tools well while in a passion. Anger cools quickest when the fingers are working at some handicraft.

If this cool judgment, this equableness of character, this fixity of purpose is the result of hand-training and the use of tools, this same judgment, and care, and tact will be carried into the school-room from the workshop, and all the purely intellectual subjects must be benefited by it. The consideration of health derived from the attendant bodily exercise need not be referred to here.

The Kindergarten is based upon the idea that the activity of childhood shall be turned in the direction of sense-training; and so with paper, or sticks, or clay, they build, and weave, and make. They play, indeed, in their work, but the little fingers are trained in apt work.

Is there room for the continuation of this hand and finger training in the schools that come after? The eye still receives its lessons, why should the hand cease to do, and become stiffened with disuse?—*Selected.*

"There is more power in one tear of a loving sister than in a dozen lectures about duty."

LOS ANGELES DEPARTMENT.

BRANCH NORMAL,

LOS ANGELES, CAL'F.

EDITORIAL BOARD:

A. M. GUIDINGER.

LURELLA H. BRYAN.

LUTIE B. MORTON.

CHRISTMAS GRADUATION.

A few days ago, the Principal of the school somewhat surprised the Senior A class by informing them that the Board were about to adopt regulations requiring a private graduation of the Christmas classes. They had discussed the matter at their last meeting, but had not come to a definite conclusion, and had not taken a vote. It seems they are of the opinion that we come before the public too often, which makes the exercises uninteresting and tiresome; that money might be saved by both school and pupils if private graduations were adopted; and that it would dispense with considerable labor which is comparatively unprofitable. The Principal stated that it would be left to a majority vote of the present class, whether they would have a private or a public graduation.

This caused quite a stir among the members of the class, and not a few gave way to anger. One of the ladies said she had been waiting three years for a graduation suit, and did not propose to run the risk of being compelled to graduate in an old dress, in case it were private. Some few argued that it looked like sending the Christmas classes out the back door, while the May classes were allowed to go out the front door. Pert and uncalled-for as these remarks may seem, they are only the outbursts of a feeling excited not entirely without reason. A vote was taken on the matter immediately after school, and with only three dissenting votes the class expressed themselves in favor of the usual public graduation.

A good many things militate against the Board's requiring a private graduation of the December classes and a public one of the May classes. It seems to us they must be guided mainly by custom. It has been the practice in the past to make some demonstration at the close of school in May, no matter what was done at the end of the winter session. No good reason is apparent to us for preferring to have exercises at one time and not at the other. If were high time we stop obeying the dictates of custom for custom's sake.

If having exercises twice a year is irksome to the people, and induces a lack of interest on their part, which necessarily would cause a meagre attendance,

then why not continue them until the audience becomes small enough to be accommodated in the Normal Hall, where the exercises were formerly held? This would save the expense of rent for the Opera House, which is one of the objects of the Board in their present deviation.

But our commencement exercises have been in the past, and should be in the future, interesting enough to command a full house. So long as this is the case, it might be well even to enforce a public graduation upon every class. The benefit of a sermon has, perhaps, not so much in the actual amount of information gained as in the good impression made. The impression made on a Normal student when he appears upon the stage in the role of a happy graduate, in the presence of a large audience of refined people, is such as will never be forgotten. To this, compare the influence upon students of being handed their diplomas in a comparatively cold, formal manner, with little or no ceremony, at the usual graduation supper given them by the faculty. Those who ended their school career a score or two of years ago—and, perhaps, most of the Board and our Normal teachers belong to that class—probably did not experience the graduation demonstrations common in our day. When we, ourselves, shall bear marks of years and experience, we may concur with them in the opinion that there is much worthless show in such exercises. But whatever may be the opinion of our seniors, we students, for want of better judgment, perhaps, believe that they should not treat our wishes slightly, as to the mode of our graduation. It is one of the few events which mark each an epoch in our lives. If in this one we find occasion for regret, its bearing upon our literary career hereafter may be considerably for the worse.

Already most students prefer to graduate in May. If to this predilection be added unimpressive ceremonies in December, a great many will be induced to gauge themselves as to graduate in May. Those who happen to be in a Christmas class will, if possible, and need be, stay out a term simply for this purpose; so that it would not be surprising if, in the course of time, the operation of the proposed rule would be such as greatly to reduce the number of graduates in every December class. Such a numerical proportion between the spring and winter classes is not very desirable. Besides, most students prefer to graduate with the class which they join when they enter school. This rule will give many of them the Hobson's choice between dropping out of their class or graduating in December, neither of which would be very congenial. Also, if some did not have any compunction about leaving their class, but desired to graduate in May, with pompous exercises, it would, at least, set them back a term. Nearly all of us like to

get through school as soon as possible, so that such a set-back would not be pleasant.

Some students have asserted and re-asserted that if their standing were not sufficiently high to entitle them to read, they would not graduate at all. What would such say if they were forced to graduate without any exercises whatever! To this we might add that most people who send pupils to school here are not too well off, financially. They take a deep interest in the education of their children, and are willing to overtax themselves in order to meet school expenses. When the time comes for their sons and daughters to graduate, such parents take a just pride in having them appear in public, where others may see what they have done for their children. If, then, to the disappointment of students themselves, we add the chagrin of parents and friends, we shall have quite a mountain of displeasure.

Here, too, we must not overlook the stimulus which public graduation gives to students. It is an incentive to study, and one that is not subject to the ordinary objections which may be raised against certain other incentives, such as the giving of prizes. Approbation is a natural reward of good work, one which has a powerful influence for good. The public demonstration which is made at the close of school, in honor of the graduates, is a strong signification of the deep appreciation of their work. Annihilate this incentive, and you strike a severe blow at the energy of students. Their standing for the last two terms constitutes the basis upon which those who read or orate are selected. It is but just that those who have been at or near the head of their class for a whole year should receive some reward for their extra labor. One of this kind remarked, the other day, that she would not study half so hard if the graduation were to be private. Certainly most of us would be inclined to do the same.

We are not aware that the Board, which governs both schools, intends to enforce the same rule in the San Jose Normal. If it does, we waver this point; if otherwise, we do not. Already the word *branch* is looked upon as a detraction, by a large majority of our students. The same amount of work is required of us that is required of San Jose students, and our diplomas receive, or should receive, the same recognition that theirs do. We desire to be placed on a footing of equality. If, instead of this, we be further subordinated, we shall rebel with as much vigor, and, perhaps, as much success, too, as did young America against old England.

Verily such a rule would work incalculable mischief. Altogether, it would seem to be more judicious to spend a little extra money and labor, and give each class an imposing demonstration on the eve of its school life.

SCHOOL ITEMS.

Senior A's—training school on the 17th.

Prof. More went to Sacramento on the 8th, on business. During his absence, Miss Lizzie Henderson conducted the recitations in Spencer, and Miss Hattie Taylor presided in Mental Philosophy.

It is amusing to see the ladies not accustomed to salutatory movements experiment in the graceful art. It seems as if the pedal extremities were too much for the levers, or as if the proper organs were not prolific enough of synovia.

"Miss W.," said Prof. More, in discussing moral education, "give us your opinion of allowing the youth to spend their leisure time on the streets." No one has yet analyzed the cause of the blush on Miss W.'s face when she arose to express herself.

Miss Maggie Clark, a member of the last editorial board, spent a part of the vacation at Orange. As far as foresight is concerned, she is well qualified for the arena of politics. Several months before their election, she predicted that the present members would constitute the next Board.

The students found a deal of novelty about our first issue. Between the editors and the publisher an unaccountable conglomerate was made of our school items and alumni notes. They were all mixed up and inserted under the latter heading. Indeed, some of them were queer alumni notes.

The Senior B's have been lately initiated into the art of dying; and judging from the appearance of their fingers after a visit to the laboratory, one would imagine that the Normal students were imitating their downtrodden sisters of the Orient and fancied that colored finger nails are an ornament.

Miss Taylor: "Tell us about the seat of the mind, Mr. Walker."

Mr. Walker: "The mind dwells in the brain, the brain dwells in the head, and the head rests upon the shoulders."

J. Lawrence took his seat, his face lit up with a sweet smile of satisfaction.

The students were well pleased on the morning of the 30th of August, when, after the usual exercises, the Principal introduced Ira G. Hoitt, President of the Board of Education of San Francisco, and present Republican candidate for Superintendent of Public Instruction of California. Prof. Hoitt spoke a few minutes to the school, and seemed satisfied of the success of our institution. Mr. Hoitt is a man of fluent speech and commanding appearance,—physically strong and healthy, personally neat and attractive. His snow-white locks and beard well become his smooth,

flushed face, and give him an air of gentility and wisdom.

The L. O. L. met in regular session on the evening of the 10th. The exercises were opened with a trio by Misses Clark, Clough, and Bowman. Misses Ellis and Stermer each read a choice selection. Some one wished to know whether Miss Holmes' knowledge of the dude, as portrayed in her essay, was rational or insipid. Miss Badham displays considerable familiarity with elocution in reciting. Mr. Crothers brought the house down, and kept it down, with his ludicrous semi-harangue. It has been suggested that he also wrote his comical little speech. Mr. John Wright then unfolded himself mentally before the Normal assembly. No one doubts that John's remarks were original. An excellent copy of the "Normal Gazette," prepared by Misses Baker and Patten and Mr. Shirley, was read by Miss Baker and the senior Secretary. An instrumental solo by Miss Baird wound up the programme, and after the proposal of several names for membership, the Society adjourned.

A photographer came up to the school on the morning of Sept. 1st to take a picture of the building. The Principal told the students that they might stand in front of the building and on the steps, if they so desired. No sooner had a large number of them arranged themselves in position than some "coward" played the "contemptible trick" of sprinkling water over them from the upper story. For this the young men were required to see the Principal in his office immediately after the exercises, instead of going to their class-rooms. The boys exchanged many a hearty laugh before the Professor came down, when suddenly all were seriously calm. After a few curt, pointed remarks, the Professor asked the parties to confess their guilt. Two hands went up like arrows. The other boys were at once dismissed, and after being told that the matter would be brought up before the faculty, the two transgressors were also sent to their recitation rooms.

Although the two young men should have known better, judging from their standing in the school, we can not admit it to have been a grave offense. There was in it nothing immoral, wicked, or grossly vicious. It was one of those harmless offenses—harmless in effect, harmless in intention—of which anybody, without taking a second thought, may be guilty. I would not give a filip for a boy who does not play an inoffensive trick once in a while. I would rather have my own son, if I had one, come a harmless game, even on myself, now and then, than to have him be so timid or void of vitality as never to try his hand at playing jokes.

ALUMNI NOTES.

T. C. Gower is in San Diego county.

Miss Florence Ellis is teaching at La Puente.

Miss Carrie Atkinson has a school near Santa Monica.

Miss Ellen S. Hale teaches near Santa Monica, while her sister, Lucy B., is at home with her folks.

Mrs. Blake has the principalship of the San Pedro school, of which Miss Field teaches the primary department.

And still the alumni marry. Mr. Spurgeon Riley and Miss Portia Cowan have been bound by the tender ties of matrimony, to battle with the world for "better or for worse." Mr. Riley is an easy-going, industrious young man, of temperate habits. If we can judge of others by their companions, Miss Cowan must be in every way worthy of his honor and ambition.

BOOKS.

Solomon once said, "Of making many books there is no end." This has been clearly proven to be a fact, for books have been written on almost every subject, and will be written as long as there are people to write and read.

Probably one of the most important inventions made by man was the alphabet, which we owe to the Phoenicians. From them the Greeks derived it and changed it from the Phoenician tongue to the Greek. After the alphabet had been invented and put to the use of forming words, the necessity for something on which to inscribe the words was felt. So the inner bark of trees, or papyrus, was used. From this we get the word library. Then a kind of paper was made from hyblus, which was used long before the time of Abraham. Paper was also made from a plant called papyrus, found in Egypt. This was continually used until the seventh century.

The art of writing was known by very few people of ancient times excepting the lawyers, monks, and scribes. Papyrus was very expensive, so prepared sheepskin and wax tablets came into use.

Owing to the severity of material on which to write, many valuable writings have been lost to the world; for often an important fact in history has been erased to give place for the legend of some saint. These writings were known as palimpsests (twice written).

It was not until the close of the eleventh century that paper was made from cotton rags, and in the fourteenth century from linen rags. After this the writing of books increased, as then materials for this purpose were more easily obtained.

No exact record of the date when printing was first invented, can be found; but it was about the first of the fifteenth century Laurence Coster, a native of Harlem, is said to have been the inventor of the principle of impressing characters on paper by means of carved wood; but Shonffer and Faust first invented metal type.

The earliest dated print was made in the year 1413, known as the "St. Christopher Print," a single engraved page. The first Bible was printed in the year 1455. It was printed in Latin and called the Mazarine Bible, because found in Cardinal Mazarine's collection of books. In 1474, Caxton printed the first book in England, entitled "Ye Game and Playe of ye Chesse." He presented it to King Edward IV of England.

Books and scrolls were very valuable at this time. Bibles were so scarce that they were chained to the desks on which they lay, and none but monks or people holding high offices of state were allowed to touch them.

It has been estimated that over three millions of books had been issued from the presses of Europe down to the first part of the nineteenth century. Owing to greater advantages since then, the number of books printed could hardly be estimated. For this reason, I think if Solomon could visit this world now, he would exclaim, as did Her Majesty the Queen of Sheba, "The half has not been told."

L. R. MORTON.

GUARD THINE ACTION.

When you meet with one unexpected
Of some secret deed of shame,
And for this, by all rejected,

As a thing of evil fame,
Guard thine every look and action;
Speak no heartless word of blame;
For the slanderer's vile distraction
Yet may spoil thy goodly name.

When you meet a brow that's awing
With its sprinkled lines of gloom,
And a hangly step that's drawing
To a solitary touch,
Guard thine action; some great sorrow
Made that man a spectre grim,
And the smother of his sorrow
May have left thee like to him.

When you meet with one pursuing
Paths the lost have entered in,
Working out his own undoing
With his recklessness and sin,
Think, if placed in his condition,
Would a kind word be in vain?
Or a look of cold suspicion
Win thee back to truth again!

There are spots that bear no flowers,—
Not because the soil is bad,
But that summer's gentle showers
Never made their beams glad
Better have an act that's kindly,
Treated sometimes with disdain,
Thus, by judging others blindly,
Doom the innocent to pain.

Selected.

INTERIOR VIEW OF FRANK E. SMITH'S



NEW JEWELRY STORE,

UNDER LICK HOUSE, No. 98 South First Street, Opp. Wilcox's Shoe Store.

THE NORMAL INDEX.

Don't fail to see the New Styles of Dress Goods now opened

«at the Trade Palace.»

40 SOUTH FIRST ST., - - SAN JOSE, CAL.

THE BOSTON SHOE BAZAAR.

Has removed to 126 SOUTH FIRST STREET, where they will
be pleased to show you their Stock of

— BOOTS AND SHOES. —

Don't forget the Celebrated \$3.50 Ladies' French Kid, in all sizes and widths.

BOSTON SHOE BAZAAR, 126 S. First St., San Jose, Cal.



FOR THE BEST

PHOTOGRAPHS



—• GO TO •—

WRIGHT'S • GALLERY.

•••GO AND SEE•••

THE LATEST STYLE PHOTOGRAPHS.

EVERYTHING NEW.

THE NORMAL INDEX.

TRADE • AT • OSTERMAN'S • SHOE • STORE,

No. 12 South First Street, - - San Jose, California.

LARGE • ASSORTMENT • OF • FINE • SHOES.

GARDEN • CITY • COMMERCIAL • COLLEGE.

H. B. WORCESTER, Principal,

P. O. BOX 490, - - SAN JOSE, CAL.

First-class, Centrally Located, well equipped, Full Corps of Teachers. All branches belonging to the Modern Business College. An institution designed to shorten the Apprenticeship of Young People, of both sexes, in Life's Work.

— SEND FOR CIRCULAR —

ITS LOCATION, healthful and accessible.
ITS HALLS, supplied with all necessary means of instruction.
ITS TEACHERS, persons of ability, experience and enthusiasm.
ITS COURSE OF STUDY, most practical, progressive and best balanced.
ITS WORK, endorsed by the people of the Coast.
ITS VARIETY AND EXTENT, equal to the widest requirements of business.

ITS INFLUENCE AND DISCIPLINE, promotive of habits of order, diligence and integrity.

ITS GRADUATES, in places of trust and profit all over the country.

ITS TESTIMONY, less than any other first-class Business College in the State.

D. STANFIELD,

156 East Santa Clara St., near corner Fourth.

Ladies' and Gentlemen's First-Class Boots and Shoes
MADE TO ORDER

From any kind of leather you may desire. Call and have your order. Warrant a perfect fit or no sale. Repairing neatly done. Very Respectfully, D. STANFIELD.

R. BLAUER'S NEW MARKET,

No. 155 South First Street,
Opposite Hall's.

Smoked and Cooked Meats, Delicacies.

ALL KINDS OF SAUSAGE

NICE • FAT • POULTRY.

LOS ANGELES ADVERTISEMENTS.

WESTERVELT,

— Photographer. —

18 South Main Street, LOS ANGELES.

H. D. GODFREY,

— DRUGGIST. —

DRUGS, CHEMICALS, PERFUMERY, TOILET
ARTICLES AND FANCY GOODS,

11 South Spring St.,

NADEAU BLOCK. - LOS ANGELES, CAL.

FINE PERFUMES A SPECIALTY.

The LEADING MUSIC HOUSE in Los Angeles.

Everything in the music line.

ALSO SCHOOL AND FINE STATIONERY,

DAY & BROWN, 11 N. Spring Street, Los Angeles.

HIRSCHFELD & SELDNER,

(Successors to FINE, HIRSCHFELD & CO.)

Wholesale Dealers in

BOOKS, STATIONERY,

NOTIONS.

215 North Main Street,

DOWNEY BLOCK. - LOS ANGELES, CAL.

SCHEMMEL & DENIKE,

—Keep the Largest—

STOCK OF SHEET MUSIC,

PFISTER BLOCK, 72 E. SANTA CLARA ST., SAN JOSE.

Agents for Steck, Schwechten and Estey Pianos, and Smith American Organs.

Tuning and Repairing of Pianos and Organs our Specialty.

→* GEO. + W. + RYDER, *←

JEWELER AND OPTICIAN,

Safe Deposit Building, 8 SOUTH FIRST ST., San Jose, Cal.,

GOLDEN RULE BOOK STORE

156 South First Street, San Jose, Cal., Near the Normal School.

E. J. GILLESPIE,

DEALER IN

CARDS,

STATIONERY

AND

BOOKS.



STATE NORMAL SCHOOL,
SAN JOSE, CAL.

A Full Stock of

Normal School
Text Books.

A New and Beautiful
Line of

Blank Books

BEAUTIFUL LINE OF PAPATERIES.

◁THE 9C. STORE.▷

Knowing the desire of Normal Students we now offer our Stock of Goods at a rebate of 10 per cent. to all Normal Students trading at Our House.

CALL AND SEE FOR YOURSELF

19 SOUTH FIRST STREET, SAN JOSE, CAL.

—J. A. COOK—

—Manufacturer of—

Plain and Fancy Candles,

210 S. FIRST ST., SAN JOSE, CAL.

SECOND-HAND BOOKS.

STUDENTS DESIRING TO SAVE MONEY SHOULD
INSPECT THE

Co-operative Store,

WESLEY FANNING, Manager,
St. John St., bet. 1st and Market.

E. B. LEWIS, Newsdealer and Stationer,

Next to Postoffice, SAN JOSE, California,

AGENT FOR JOHN B. ALDEN'S CHEAP BOOKS, McCALL'S GLOVE-FITTING PATTERNS, CELLULOID COLLARS AND CUFFS.

✦ E. ✦ J. ✦ WILCOX, ✦

IMPORTER OF AND DEALER IN

BOOTS AND SHOES.

Your Patronage Respectfully Solicited. 95 First Street, South, San Jose, Cal.

✦ RICH & BLUMENTHAL, ✦

Clothing

AND MERCHANT TAILORING.

51 South First St., Phelan Block,

SAN JOSE, CAL.

✦ THE "ARCADE" ✦

A. & G. MARTEN,

LEADERS IN LOW PRICES.

DRY GOODS, NOTIONS,

HOSIERY, WORTED AND FANCY GOODS,

19 E. Santa Clara St., and 12 N. First St., San Jose, Cal.

HOLLY & SMITH,

DEALERS IN

First-Class Boots and Shoes.

No. 11 Santa Clara Street,

Under the Town Clock,

SAN JOSE, CALIFORNIA.

✦ LEVY BROS., ✦

— HARTFORD —

Men's and Boys' Clothing

SUITS TO ORDER, \$15.00.

74 to 78 E. First Street. - SAN JOSE, CAL.

THE LARGEST ASSORTMENT!

THE BEST GOODS!

— AND THE GREATEST —

✦ Bargains ✦ in ✦ Dry ✦ and ✦ Fancy ✦ Goods, ✦

— CAN ALWAYS BE FOUND AT —

"CITY OF SAN JOSE," Loeb & Etchebarne.

Northeast Corner of First and Fountain Streets, San Jose, Cal.