

The Normal Index.

Vol. V.

SAN JOSE, CAL., APRIL 25, 1890.

No. 7.



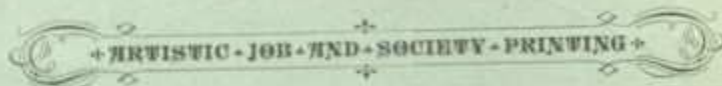
Published by the Senior Classes of the State Normal School.

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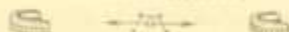
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The Normal Index.

VOL. V.

APRIL 25.

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SAN JOSE, - - - CALIFORNIA.

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

Terms: Twenty-five cents per year; \$5.00 per term.
Single copies ten cents.
Subscribers not receiving the Index will please notify the Business Manager.
Contributions from the Alumni are respectfully solicited.

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

PRINTED BY THE MEMPHIS JOB OFFICE, 207 1/2 CLARK STREET, SAN JOSE, CALIF.

APRIL 11th ended one of the hardest terms we have ever had. With the exception of three days' vacation, school has been in session for fourteen weeks. The wisdom of abolishing written examinations was apparent to all, for, during the last few weeks, the pupils did not go about with tired, anxious faces, but kept their courage to the last. With the vacation has come renewed strength and good resolves, so that this term may begin with such zeal, as wisely used, will easily carry us through the next ten weeks of school work.

AMONG the resolutions adopted Mar. 20th, by the California Teachers' Association, which met at Los Angeles, appeared the following:

Resolved, That it is the sense of this Association that instead of a National Bureau of Educa-

tion in charge of a Commissioner, there should be established by Congress the Department of Public Instruction, presided over by a Secretary, who shall be a member of the President's Cabinet, to the end that we may ultimately have a national system of education.

The thought in the above seems to us a wise one. That there should be any need for making such a resolution is strange. The United States has always been foremost in educational movements—why has there never been any Department of Public Instruction? When compared with other Departments, for example, the Department of the Navy, its claims are certainly more urgent.

As Commissioner of Education, Pres. Harrison appointed Wm. T. Harris, not a politician, but rather one of the most widely known and ablest educators of our nation. Were he, the head of a Department of Public Instruction, a member of the Cabinet, his influence in school matters would be felt throughout the whole land; would be constantly tending toward better things; toward, as the Association well phrased it, 'a national system of education.'

DURING the last few years, a growing interest in patriotism has been felt throughout the schools of our land. Teachers are everywhere trying to instill into the hearts of the children a love for the Mother Country. The latest method employed has been to hoist the national colors over every school house in the United States. School after school has reported as adopting this plan, until it now seems that those schools over which the stars and stripes do not float must be in the minority.

In the *Pacific Journal of Education* for March and April, appeared an interesting discussion among the various schools as to which had been first to adopt the new idea. No decision has been reached, apparently; yet the claims of so

many serve to indicate that the interest felt throughout the State is great.

Many schools have, by subscription, raised enough funds to purchase the new flag with its forty-two stars. The Sup't of Alameda county has even issued circulars recommending this plan. From the enthusiastic exercises which our school has always held in commemorating Washington's birthday, it would seem that a spirit of real patriotism pervades our Normal. To the general public, however, the flag at present floating from our mast, with its mutilated stripes, does not indicate the patriotism of our students. Why not get a new one?

HEREAFTER, we shall have an "Exchange Column," one composed of a list of papers received from other schools and colleges, with perhaps, a short review of the most pleasing numbers. These papers we purpose to file, and place upon the library tables. As our students come from so many places, their interest in home schools must extend over a wide section of country; hence this column will serve as an index to point out to our students what papers, on our own library tables, will furnish further information in this direction. Then, too, it is a pleasant way to remember our sister schools, in whose welfare and progress we have a vital interest.

TO fill the vacancy in the Board of Trustees, caused by the death of Hon. Thos. H. Laine, Governor Waterman has appointed Mr. Henry S. French, a prominent citizen of San Jose. For years Mr. French has been an active and enthusiastic worker in the Young Men's Christian Association and in the Temperance movement. And while we are always mindful of the loss we sustain by Mr. Laine's death, we are glad one so able and conscientious has stepped into his place.

FOR the last few days, San Jose has been resplendent in our National Colors. The unusual display has been in honor of the Encampment of the Grand Army of the Republic, of those remaining veterans who, for the sake of their country, risked their all. What we could do to show our respect, was done. School was adjourned on Tuesday, the 22nd, that the students might witness the parade, see the brave "boys in blue," and feel the glow of patriotism and national pride that can be felt in no other way.

COMPLICATION.

WHAT MIGHT BE DONE.

In the March number of the *INDEX* there appeared a letter from F. A. Butts, in which he makes a suggestion that is worthy of careful consideration.

In his letter Mr. Butts says, "You might be the 'Popular Educator' of California." And so you might if each would lend a helping hand.

There is no one thing more needed among teachers of this State than a first class California educational paper. There are many excellent Eastern journals, and there is no reason why we should not have at least one good one upon the Pacific Coast. What is needed is practical work for teachers—things they may do in their own schools, exercises, suggestions, and helps of all kinds; and there is no place where a better opportunity is afforded for giving this help than here in our Normal School at San Jose.

We have over five hundred people gathered daily, and bending the whole power of their intellects in the earnest endeavor to find the best ways to deal with the questions in the daily routine of every school-room.

We have a Training Department in which from fifty to eighty teachers are daily endeavoring to present school work, reaching from the first to the ninth years, in its most practical and attractive forms. As Mr. Butts suggests, why not put the results of all this thinking toward the same grand purpose, in a form that will benefit the hundreds of teachers who are struggling along alone, and hopelessly striving to find new, interesting, and profitable devices and methods.

Our course in Manual Training throughout the whole school is becoming more and more extended. One very practical feature of this work could be a printing and publishing department. Aside from the hand skill acquired, the students would here have an opportunity to see some of their best intellectual efforts in useful printed form, and through them be able to do wonderful educational missionary work.

In addition to the present editorial staff of the *INDEX*, there should be appointed from among the students some good reporters. The most important work done upon our newspapers is that done by the reporters. It is the business of those thus employed to gather whatever is of interest and profit, and give it to the public. So it should be one aim of the *INDEX* people to make a point

of seeing what is going on every day around them, and put it in a shape that will assist fellow workers outside of the school.

If once this work was fairly started, the INDEX would receive ample help from the teachers throughout the State. LIZZIE P. WILSON.

LECTURES.

On March 28th Mr. Raymond, Editor-in-Chief of the State Board of Education, talked to us on the subject of how books are made. Though apparently a dry subject, Mr. Raymond succeeded in making it quite interesting as well as instructive. He endeavored to impress upon our minds the many difficulties to be encountered by those whose duty it is to provide text books for use in our public schools.

He began by explaining the manner in which those who prepare the manuscript are selected by the Board. Then he discussed the primary steps observed by the appointed author in the compilation and arrangement of his manuscript, followed by a minutely detailed account of the embarrassing ordeal through which every text book has to pass, from the time it is first taken to the printer until it is "launched on the stormy sea of public opinion."

The lecturer then spoke of the great value of school-book work to those who perform it. He said when one has successfully taught a subject, he can understand the principles involved much better than by the mere study of a text book, and that the same principle applies in the formation of text-books. He added that if any one wishes fully to appreciate the many and stubborn difficulties encountered in school-book work, there is no better way than by attempting to do the work, or what is similar to it—the preparation of model lessons to be taught by other persons.

In conclusion, he made some very valuable suggestions in regard to the keeping of note-books. He said that most of us are "intellectual bankrupts"; we have all received the wealth, but we have not kept it. As an illustration of this, he cited examples of men who are praised and admired for their wisdom and success, all due to their preserving, in a note-book, those things of value which occurred to them during their lives. His closing admonition was "Cultivate your note-book."

PROFESSOR WORCESTER'S LECTURE.

"The History and Practice of Penmanship,"

was the subject of an interesting lecture by Professor Worcester on April 4th.

Fifty years ago, he said, penmanship received very little attention, and was not regarded as a science. There was no definite way of teaching this art. It was subject to the caprice of the individual, and it followed that as often as the teacher changed, the methods employed changed.

The implements then in use were goose-quill pens and unruled paper; one may readily perceive how much at sea the writer must have been.

The old round hand, the style first used, was followed by the angular, and later by the semi-angular method. This last style, which was formed by a combination of the straight and the curved line, was devised and taught by Carterian; but, although he was the originator of it, his name made little impression, and the system is usually credited to Spencer.

Spencer invented and perfected a set of principles, eight in number, upon which the system already introduced could be based. Through his influence, the interest of the public was drawn to the science of penmanship, and its practice was greatly increased. After Spencer's death, the work established by him was carried on by his children and pupils. Mr. Rice, an admirer of Spencer, first secured the recognition of penmanship in the public schools, through the Legislature of New York.

Many of Spencer's pupils, as well as other penmen, attempted to establish new systems, but their work was essentially the same as their instructor's, so that they reaped very little honor or benefit. Eventually, the system of Spencer was universally adopted.

Professor Worcester then spoke on the methods of teaching beginners, saying that he did not believe in giving the principles first; he thinks it easier and better to teach a letter as a whole, than to teach it by piecemeal.

The speaker concluded by discussing the implements used in writing, correct position, and the manner in which a pen should be held. When the directions given are followed, the pupil will derive much benefit from the exercise, and will find that the practice of writing calls into use more faculties than that of any other study in the curriculum of the school.

SCIENTIFIC.

The inventions by which electricity has been turned to practical use, made in the last few years, are unparalleled in the history of science.

Of these inventions, we shall mention, with only a superficial explanation, some of the most interesting and recent.

A very novel work in this line, is the gastro-scope. The essential part of this instrument consists of a glass tube with a small-incandescent light in one end, which is closed. The tube is forced down the gullet and the stomach lighted up. By means of reflectors the condition of the interior of the stomach is viewed from without.

Another instrument lately brought into practical service is the sonometer, which is used for testing the acuteness of a person's hearing and for examining telephones. The underlying principle of this instrument is the inductive power of electric currents. There are two circuits, a primary circuit containing an ordinary electric battery, and a secondary circuit, in which is an induced current of electricity and which has in it a telephone. An insulated coil in the secondary circuit is placed upon a rod that connects two coils, with currents running in opposite directions, in the primary circuit. The coil in the secondary circuit is placed on the rod at a point marked zero. At this point the influences from the two coils in the primary circuit neutralize each other. If, however, the coil in the secondary circuit be moved, the balance will be destroyed, and the ticking of a clock in the primary circuit will be heard. A person's hearing is tested by putting the ear to the telephone and moving the secondary coil toward the point marked zero. When the person ceases to hear any sound, a graduated scale on the rod marks the degree of acuteness of that person's hearing.

Telephones are tested by introducing them into the secondary circuit, and noticing the distinctness of the sound from the clock. The more distinct the sound, the better the telephone.

The induction balance is an electrical contrivance constructed on the same principle as the sonometer and very similar to it, having in the secondary circuit a telephone. In the induction balance, the secondary circuit is brought under the influence of the primary circuit through two hollow ebony cylinders, each of which has around it two coils, one from the primary and one from the secondary circuit. The coils on these cylinders are so arranged that there will be no sound in the telephone. Any change in the conditions will produce a sound in the telephone, and if a coin be dropped into one of the cylinders, the telephone immediately begins to sound. This sound may be silenced by readjusting the coils

on the cylinders; then, if the coin be removed, the equilibrium will again be destroyed, and a sound will be heard in the telephone. The equilibrium can again be restored by replacing the same coin or another one exactly like it in form, weight, and composition. The balance is so sensitive that even the changing of the physical condition of a coin by hammering produces a different result. For these reasons the induction balance is valuable in testing the purity of coins or metals.

Modified forms of the induction balance are used for detecting the presence of ores under ground, for finding metallic bodies in the sea—such as anchors, torpedoes etc., and for locating projectiles in the human body. For this last purpose, it was first used by Prof. Graham Bell in the case of President Garfield. The experiment was unsuccessful, owing to the patient being on a metallic mattress. Since, it has been used with very satisfactory results.

The location of a bullet is found by passing the coils over the body, and the place at which the telephone sounds the loudest is known to be the nearest to the bullet. A still more accurate location is made by bringing a piece of lead, supposed to be similar to that in the wound, where it will silence the telephone, thus showing the depth to which the bullet is buried.

The electric probe is a similar instrument, but is used in probing. When the projectile is touched, a distinct sound is made in the telephone.

The microphone, also made practicable by the use of the telephone, is an instrument for increasing the intensity of a sound. "So perfect has it been made that the stamp of a fly's foot on a sounding-board is magnified to a sound like the noise of a war-horse's tread."

The principle on which the microphone is based is very simple. The instrument is made by merely introducing something to make a loose connection in a circuit in which is placed a telephone. A rude form of the instrument is made by cutting the wire of the circuit, and attaching to each end an ordinary nail, placing these parallel and then closing the circuit again by laying a third nail across the other two. The vibrations of sound cause the nails to vibrate, which varies the contact between them, thus alternately weakening and strengthening the electric current, which increases the intensity of the sound in the telephone. This instrument, which is an invention

of Prof. Hughes, has added greatly to the practicality of the telephone.

Another form of the microphone is used in examining the pulse. From its use, it has received the special name, sphygmophone.

The telephote, as the name indicates, is an instrument for the transmitting of light, as the telephone is for sound. It is possible by means of the telephote for a person living, for instance, in San Jose, to view a scene in Sacramento, or for a man in New Orleans to have his photograph taken by an artist in San Francisco. This wonderful piece of electrical apparatus is based on the peculiar property possessed by crystalline selenium, of having its electrical conductivity varied by the action of light. It would be difficult to give a clear explanation of this instrument, but the following will perhaps illustrate the principle on which it is constructed. A person in San Jose wishes to make a photograph of an object in Oroville. In Oroville is a selenium cell connected by wire to the needle of a galvanometer in San Jose. To the needle of the galvanometer is attached a shutter, which, as the needle is affected by the electric current, lets the light fall on a screen behind it. A strong ray of light falling upon the selenium cell in Oroville increases the strength of the electric current, which affects the needle in San Jose, thus opening the shutter and throwing a strong light upon the screen. A shade or darkness produces an opposite effect on the selenium cell, and a shade or dark spot is thrown on the screen, thus making a negative as in ordinary photography, though the object is hundreds of miles away.

Another very remarkable instrument in this line of inventions is the photophone. The photophone is an instrument by which telephonic messages will be sent upon a ray of light instead of upon a wire. The possibility of such a mode of communication has been practically demonstrated, and its general use is a question of only a few years.

The vibrating disk of a telephone will be made to serve two purposes—as a vibrator and as a reflector to throw the light to a certain point or station. At the receiving station a parabolic concave mirror gathers the rays of light and throws them upon a selenium cell, in a circuit connected with a telephone. Speaking in the telephote at the sending station causes the disk to vibrate; and, as the disk is also the reflector, the vibrations vary the intensity of the light

thrown upon the selenium cell at the receiving station. And as different degrees of intensity of light affect the electrical conductivity of selenium, the current of electricity is varied by each vibration of the disk. So, in this way, the sound is reproduced at the receiving station. There are many other interesting inventions which we should like to mention, but time and space forbid.

LITERARY.

GEORGE ELIOT.

George Eliot is a writer ranked among the greatest English authors. As evidence of a good, useful, intellectual life, she left behind her some of the best novels in English Literature. In 1856 she wrote her first fictitious story. "Amos Barton" was highly praised by Mr. Lewes and her publisher, John Blackwood. She felt so much encouraged, that she made arrangements with Mr. Blackwood to publish, in his monthly magazine, a number of stories entitled "Scenes of Clerical Life." In "Amos Barton," the first one of these, there was one defect. The characters were described instead of being left to work themselves out. "Adam Bede," her first novel, is thought by many to be her best. This, with "Romola," "Silas Marner," and "Felix Holt," is certainly far ahead of her other writings, and these four are the results of her hardest study, her deepest thoughts, and her most untiring efforts. George Eliot wrote to a friend, "I felt young when I began 'Romola'; I finished it an old woman."

The scene of "Romola" is laid in Florence, in the year 1492. At this time, the city was at the height of its splendor and glory. To a person who has been there, Florence is excellently described; but when a person who knows nothing of the city commences to read the book, he feels much of the same bewilderment that Tito felt when he found himself in the midst of a network of strange streets, and a sea of large houses.

The characters in "Romola" are very finely drawn. Nothing comes upon the reader suddenly. Tito, the young Greek, has a gentle, loving nature, which is easily influenced by his immediate surroundings. He dreads pain for himself, and for another when the sufferer is near him. At first the reader admires this handsome young Greek and wishes him success in all his undertakings. But so gradually that it can

hardly be perceived, a slight contempt for the weakness of his character is felt. He yields once to the love of his own ease and comfort, rather than go in search of his father, who has been sold into slavery. This is the turning point in Tito's life, and from this time on, his sunny, open nature becomes selfish, scheming and deceitful.

Romola, the heroine of the book, is Eliot's strongest character. She is as simple and trusting as a child, and yet, when her father dies, and her faith in her husband is cruelly swept away, she has almost a man's strength and reliance. Tito and Romola present a strong and striking contrast. The one, from a bright, sunny, innocent boy, sinks into a dark abyss of misery, guilt, and shame; while the other, a simple, confiding girl, toils on alone, overcoming every obstacle by her own power of will and strength of character, until she reaches a point where, for mingled dignity, intelligence, pathos, and supreme womanliness, she is far ahead of any other character in the range of our imaginative literature.

Again, Eliot has strongly drawn the character of Silas Marner. The old man broods over the loss of his gold, shutting all else out of his life, until he is suddenly awakened from his dreams and given new life and vigor by the appearance of little Eppie, with the bright golden hair. The author writes in these beautiful words, "In old days there were angels who came and took men by the hand and led them away from the city of destruction. We see no white-winged angels now. But yet men are led away from threatening destruction. A hand is put into their's, which leads them forth gently towards a calm and bright land, so that they look no more backward. And the hand may be a little child's."

Dinah, the Methodist preacher in "Adam Bede," must not be forgotten. Her strength of character and her earnestness in her work almost equal Romola's. Different from Romola, she was always happy. It is not cheering to think that Romola, with her noble, unselfish nature, was never truly happy. Some one has said, "In George Eliot's mind, the pursuit of pleasure was a snare; dress was a vanity; society was a danger." Perhaps the author thought her heroine all the nobler for going through life with a sad, yearning heart.

George Eliot had none of the power that Dickens possessed, of weaving a story out of an

incident, or trivial little thing, and making the characters to order. She chose her characters first, knew what they were to be, and then shaped the story so as to bring out their characteristics—good or bad as the case might be. Her early life was the source from which she drew many of her stories and characters. Mr. Burge, in "Adam Bede," is a good representation of her father. Dinah Morris is a picture of her aunt, while Adam and Seth Bede represent her uncles, William and Samuel Evans. The relation as described between Dorothea and Celia in "Middlemarch," is somewhat like that which existed between George Eliot and her sister, Christiana—a strong family affection. In "Daniel Deronda," her girlish feelings are expressed when she says, "You may try, but you can never imagine what it is to have a man's force of genius in you, and yet to suffer the slavery of being a girl."

It is true that George Eliot had a great mind—"a man's force of genius"—and that for pure intellectual grasp and power, she must be placed before the three most noted contemporary women—Harriet Martineau, Charlotte Brontë, and Mrs. Browning. But, in many ways, it was far better that she should "suffer the slavery of being a girl." She was not suited to stand alone, and battle with life. She needed some strong, noble nature constantly by her side, upon which to depend. Like Tito she was very sensitive to pain or pleasure, and was easily influenced by her surroundings and associates. Described in her own words, she had "an ivy-like nature."

Several times she changed her religious views, and on that point her mind was never entirely settled. One day she would be full of life and energy, and accomplish much work. The next, she would be in the lowest depths of despair, afraid she could not accomplish any good in the world, and wondering if life was worth living. In one of these moods she wrote to a friend, "Life, though a good to men on the whole, is a doubtful good to many, and to some not a good at all. To my thought it is a constant mental distortion to make a denial of this part of religion—to go on pretending things are better than they are."

As a letter writer, George Eliot was not a marked success. She had none of the natural fluency and rapidity that makes an interesting and amusing letter. When writing to any but her most intimate friends, she was so full of

serious thought, and her mind was so turned to the deeper elements of life, that she dropped the pearls of wise speech even in notes. In one she says, "It so often happens that others are measuring us by our past self, while we are looking back on that self with a mixture of disgust and sorrow."

The author led a very quiet and secluded life. She did not understand children, and in her stories they appear forced and unnatural—probably from being compared with "puppy dogs" and "little pigs." Her intimate friends were few, but of these she was passionately fond. Her letters to them consisted of an affectionate greeting, a loving paragraph of nothings, and a lingering fond farewell.

George Eliot had many literary friends and admirers, among whom were Dickens, Thackeray, Carlyle, Herbert Spencer, and Emerson. Of the latter she wrote, "He is the first *man* I have ever seen."

Mr. Lewes and John Blackwood helped the author very much by their influence and warm praise of her works. Mr. Lewes would look over the newspapers and magazines and cut out any criticism he might find on George Eliot's writings, for if she saw them they might discourage her in her work. Surely, if there was any danger of this great author's becoming discouraged, this was a wise precaution. For by her have been penned some of the most beautiful descriptions, the strongest portrayals of character, and the wisest, wittiest, and tenderest thoughts that we have in the English Literature. And when we read her writings, we can never appreciate enough the great noble mind of the author, who, with untiring efforts accomplished a grand life work. Although her character was weak at many points, and she could never have made a *man*, after all, it was her *mind* that wrote her books. And with Elizabeth Stewart Phelps, all should consider this "Her Jury."

"A lily rooted in a sacred soil,
Arrayed with those who neither spin nor toil,
Dinah, the preacher, through the purple air,
Forever in her gentle evening prayer
Shall plead for Her—What ear too deaf to hear?
'As if she spoke to some one very near,'"

"And he of storied Florence, whose great heart
Broke for its human error; wrapped apart,
And scorching in the swift, prophetic flame
Of passion for late holiness, and shame—
Than untired glory grander, gladder, higher—
Deathless for Her, he testifies by fire."

"A statue fair and firm on marble feet,
Womanhood's woman, Dorothea, sweet
As strength, and strong as tenderness, to make
A 'struggle with the dark' for white light's sake,
Immortal stands, unanswered speaks. Shall they,
Of her great hand the moulded, breathing clay,
Her fit, select, and proud survivors be—
Possess the life eternal, and not *she*?"

FRANCES BROTHERTON.

As the shepherds of Bethlehem watched o'er their flocks
And talked of the Christ that was promised to them,
A wonderful light broke forth from the sky,
That threw its soft rays to the mountains afar.
The shepherds amazed, did spring to their feet;
"The sky is on fire!" the watchman cried.
For the golden light grew radiantly bright
And blinded the men as they looked around.
Then a noise like the rustling of wings was heard
And a mighty dread filled each shepherd's heart.
They fell on their faces, for each one felt
The angel of God, himself, was near;
Then a voice that was low, and clear, and sweet,
Broke forth on the still night air, "Fear not!"
"For behold unto you, and to all the world,
I bring good tidings of greatest joy,
For unto you is born this day
A Saviour, which is Christ the Lord."
The herald ceased. His mission was o'er.
In grateful repose one moment he lingered,
Then, spreading his pinions, he lightly arose,
And up as far as the shepherds could see
Was the flashing of wings, and the glitter of shields,
With the coming and going of radiant forms;
And down from the sky, to the earth was borne
The voice of that multitude chanting as one,
"All glory to God in the highest," they sang.
"And on earth, peace and good will towards men."
That song of the angels, you'll hear it today
As, mellowed by distance, it onward floats;
Spreading afar o'er the hill tops and vales;
For the echoing notes of that joyful song
Still linger around us 'twixt heaven and earth,
A message of joy unto men for all time.

P. B.

EDUCATIONAL DEPARTMENT.

MORAL TRAINING.

Morality depends upon such essential conditions that without them manhood disappears; hence, we cannot begin too early to train the child's moral faculties. "The vital part of human culture," says Russell, "is not that which makes man what he is intellectually; but that which makes him what he is in heart, life and character." Too long has intellectual development been the principal object in common school instruction. Moral training should be on an equal basis. A step toward this end is the law obliging teachers to give instruction in morals and manners, and upon the nature of alcoholic

drinks and narcotics, and their effects upon the human system.

The teacher finds many difficulties in moral teaching; for, as Sweet says, the child's moral tendencies are largely the result of home influences, or hereditary transmissions. A child's first right is to be born physically, mentally and morally sound; but many children bear the follies and sins of parents who were ignorant of the laws of heredity or neglected them. Every man admits the heredity of physical peculiarities, and since the foundation of the art of medicine has the heredity of disease been observed. "Traits of character, dispositions, talents, aspirations, passions, and depraved conditions," says Rebot, "are transmissible as surely as are disease, form and complexion." How can it be otherwise, for mental heredity is but a form of physical heredity.

The ancient Greek mother was forbidden anything that would be detrimental to the strength of her children. Wine, especially, was forbidden. To-day fathers are dissolving in their wine-cups something that can never be regained—the will power of their children. The steadiness of nerve which rightfully belongs to them is being puffd away in tobacco smoke. Nothing is more fully proved than that alcoholic drinks and tobacco weaken the body, dull the mind, and deaden the moral sense. "In a diluted state," says Dr. Woods, "alcohol produces the most deplorable consequences." Physicians have given the following list of diseases which are caused by its use: hyptenia, dyspepsia, liver disease, heart trouble, dropsy, paralysis, apoplexy, idiocy, imbecility, and insanity. Seven out of ten who drink malt liquors die of apoplexy! Ah! if these rained lives did but carry with them their cursed inheritance! Not only is a taste for liquor transmissible, but also these dreadful diseases. That innocent children suffer for the sins of their parents is the most sorrowful aspect of the liquor crime. The children of a parent who has decreased the size of his brain until it no longer fills its bony case, are robbed of their mental powers. Twelve thousand idiots curse the land, from drunken parents; twenty-four thousand more are almost idiots and some otherwise diseased; add to this the fifty thousand and more of inferior intellect and you have, as Rebot says, "the sickening but truthful picture of the awful ravages of the liquor scourge." The evil effects of intemperance are often entailed by moderate drinkers, who though they may never have been "dead drunk" in their lives, have kept their systems continually under the influence of alcohol.

All scientists agree that there is a close relationship between the tobacco habit and the thirst for alcoholic drink, but tobacco, in itself is highly detrimental and has a long train of diseases following in its wake.

The day is past when one needs to prove that intemperance is the father of crime and pauperism. Intemperance is responsible for eighty per cent of all crime, ninety per cent of all divorces, and seventy per cent of all insanity. In this estimate not only the tendencies inherited from immediate parents are taken into account, but also those from collateral branches. Alcoholism in a grandparent may become disease or insanity in the second generation, remain dormant in the third, and appear as dipsomania in the fourth. Senator Blair asks, "Is it possible to conceive of a more hideous crime than that which fastens on the unborn infant the pains and penalties of outraged laws?" Yet there are fifteen million intemperate people! It will take a long time to outlive the sins of the present, but can we be human and not try to arrest this terrible evil?

Originally man had difficulty in training the animals which are now domesticated and his work would have been in vain had not heredity come to his aid. Acquired modifications are transmitted no less than natural instincts. "Intemperance transmits itself with the certainty of gravitation," says Blair, "and it is only by fortunate surroundings or strong elements of resistance implanted in his nature from other sources, that a child, or even a grandchild can escape its baneful power."

Much can be done by precept and example. Shall we, then, by example, by word, or by our silence tempt those who for aught we know may have inherited a taste for alcoholic liquor? Could we commit a greater sin? Let us parley not with the foe; let us be total abstainers, remembering always that

"They enslave their children's children
Who make compromise with sin."

"This heredity! this heredity!" said a learned doctor, "is a mighty power for good or a fearful help to evil. When this is thoroughly understood," he adds, "and our men and women are alive to their duties in the matter, the beginning of the millenium will have come. L. S. B.

A DRILL LESSON IN SUBTRACTION.

The attention of the class gained, the teacher says, "We have some hard work to do to-day. How many have ever heard of fairies?" Several

have, and volunteer information about fairies,—what they are, where they live, and what they do. A picture of a fairy entrapped in a butterfly net is passed around the class. The teacher then says, "The fairies have sent you each a letter asking you to do some work for them." She then produces a package of tiny letters and distributes them about the class. These letters are written upon fancy note paper about two and one half by five inches, and are in envelopes one by two and one half inches. Each envelope bears the name of a pupil and the class, and is sealed with colored wax. The children open the letters very carefully, and read them. They are again shown the picture of the fairy, and asked if anyone has received a letter from her. One little girl says, "It is Faye, the butterfly fairy, and my letter is from her, for it says:

FERNUDELL, FAIRYLAND, March 13, 1895.

DEAR SUE,

Will you please do some arithmetic for me? Many years ago the books were all banished from our kingdom, and now we must beg others to do our work.

Mistress Spring wants 1,216 pounds of yellow dye for the butterflies' wings. I have made 829 pounds. Can you tell me how many more pounds I must make?

I have made 695 pounds of gilt for the spots on the brown butterflies' wings, and Mistress Spring wants 1,000 pounds. How many more must I make?

Yours truly,
FAVE.

Another child reads:

FERNUDELL, FAIRYLAND, March 15, 1895.

DEAR LAURA,

Last month the Queen of Violets ordered me to make 1,965 pounds of perfume. I have made 1,499 pounds, but do not know how much more I have to make. You would be very kind if you would tell me how much I need.

I have made 975 pounds of perfume for the lilies, and they want 1,500 pounds. Please tell me how much more I have to make.

I am very busy this sunny weather making perfume for the May wild flowers.

Yours truly,
CLYON.

The children pass to the board, and work the two problems the fairies have asked of each. They are told that fairies like neatness, and so are very careful about their work. They are allowed to write the name of their fairy above their work.

For their busy work, the children answer the letters. They are told to be very particular to tell the fairies the correct answers. Here are their letters:

SAN JOSE, CALIFORNIA, March 19, 1895.

DEAR LILLY,

I worked your examples about dew drops with much

pleasure, and will show you how I did them, and how many dew drops you will have left over.

(1.) 1,712 dew drops less 1,587 dew drops equals 235 dew drops.

(2.) 1,233 dew drops less 876 dew drops equals 357 dew drops.

Yours truly,
FANNIE.

SAN JOSE, CALIFORNIA, March 19, 1895.

DEAR RYLIN,

I received your letter this morning, and will try to work the examples.

(1.) 1,115 clouds less 1,957 clouds equals 158 clouds.

(2.) 825 clouds less 737 clouds equals 98 clouds.

Yours respectfully,
ALYDOR.

THE GAME OF PROGRESSIVE SPELLING.

Games that are brisk, played without cards or other material aid, and suited to groups of a dozen or more, are so constantly and urgently in demand that I need make no apology for presenting to you an account of a game which is played, I think, in few localities, and should be more widely known. As the game has no name, to my knowledge, I have ventured to christen it "Progressive Spelling."

Young Doctor Cardington, a tall youth with spectacles, took his stand before the party, about a dozen in all, who were arranged in a long row.

This was the order in which they stood:—The Minister, Miss Willoughby, Willy Cardington, the Schoolmistress, the Professor, Miss Cardington, Master John Fallows, Miss Simpson, the organist, Miss Lucy, and Miss Wilson.

The Minister began by saying "S," thinking, possibly, of the word "soap." Miss Willoughby at once said "T," having in mind the word "stay." Next, young Willy Cardington snapped out "R" adding aloud, with a chuckle, the word he was thinking of—"strap."

"Thank you," said the Schoolmistress, "though it is against the rules of the game to think out loud." And so she added the letter "A." The Professor did not dare add "P," because that would have finished the word, and have sent him to the foot of the class. So he said "I," thinking, luckily, of "strain." But Miss Cardington was thus placed in trouble. "S-t-r-a-i-n," she murmured, perplexed, and fell to thinking. Thereupon the Doctor, in front of the row, began to count deliberately. He counted ten, and Miss Cardington had to go to the foot, being unable to add a letter without finishing the word. Master John Fallows then made all sorts of faces, while the Doctor counted out his

ten, and at last cried in desperation, "L." Miss Simpson was astonished, and cried, "John, I challenge your word!" "Yes, sir!" said the Doctor. "I don't believe you have any word!" And John was obliged to confess that he had none, and to take his place at the foot of the class. "If John had really had a word, Miss Simpson, the challenger, would have had to go to the foot," explained the Doctor.

Miss Simpson herself failed to add a letter in the allotted time, and followed John to the foot. The organist, however, promptly said "G," having improved this little interval in thinking up the word "straight!" "H," said Miss Lucy, whose bright wits saw the word at once, and she clapped her hands as she turned to Miss Wilson, who was compelled, of course, to put on the final letter "T," and go to the foot, because she had finished the word.

By this time I had seen enough to warrant me in joining, and the doctor, too, was added to the row, still assuming the duty of counting, when necessary. I took my place next to Miss Wilson, and the Doctor next to me, at the foot. It was my time, of course, to introduce a new word, so I started with "J." "E," quickly added the Doctor, crying at the same time to the Minister at the head of the row, "You are caught! Come down here!" "T," said the minister, innocently, and was sent to the foot, having completed a word, in spite of his protestations that he was thinking of "jetsam."

"Y," began Miss Willoughby. "O," said Willy Cardington. Then the Schoolmistress, unable to think of anything but "U," went silently to the foot, after the Doctor had counted ten. The luckless Professor, thinking of "young," added the fatal "U," and went down amidst much merriment. "He should have added 'L' for 'yolk,'" said the Organist quietly.

It was found necessary to rule out proper nouns, slang words, and contractions, and to ordain that a player, in case a combination of letters like "y-a-c-h" came to him, in preference to adding the obvious "t" should go silently to foot, thus forcing his neighbor to go to the foot as well. That trick should be played only twice; the third player should end the word. It must further be added that any one may challenge a word who suspects that the person who made the last addition is under a misapprehension as to the correct spelling of the word. If the word thought of is rightly spelled, the challenger goes to the foot. If the person challenged has

made a mistake, he himself goes to the foot, and his place is taken by the challenger. Of course, a person at the foot having no position to lose, may venture to challenge freely, in hope of an advance; but a person at the head must be cautious, and only challenge when he sees an impossible combination of letters coming dangerously near himself.

AMOS R. WELLS in "The Christian Union."

SOCIETY NOTES.

Y. M. N. D. S.

Friday evening, March 21, was the occasion of one of the most interesting events in the history of the Society. In pursuance of a challenge to a friendly literary contest issued by the High School Senate, a joint session was held in the Society rooms, and the following programme was carried out:

1. Quotations from any author of both societies.	Members
2. Violin solo	H. M. Kennedy
3. Declamation	R. O. Orvis
4. Declamation	E. E. Roberts
5. Instrumental duet and Battle.	Messrs. Leland

DEBATE.

Resolved: That a man's success in life depends more upon his education than upon his natural ability. Affirmative, H. S. S., Geo. Crothers, Horace Foster; Negative, Y. M. N. D. S., F. M. Rutherford, Alva Hill; Judge, Mr. McNaught.

An intense interest was manifested on the part of both societies. This was shown, not only by the presence of so many members, but also by the direct bearing of the quotations given upon the question to be debated. Mr. Kennedy's reputation as a violinist was well sustained by the performance of his part on the programme. The declamations which followed would have done credit to an institution in which oratory is made a specialty. The privilege of listening to the rendering of the fifth number on the programme was a pleasure much enjoyed by all present. The debate, however, was the principal feature of the evening. The question was discussed with energy and ability on both sides, but, on referring it to the judge, he gave his decision in favor of the negative.

On the evening of Friday, April 4th, the following corps of officers was chosen to fill their respective positions for the ensuing term: Pres.,

Wm. P. Doyle; Vice-Pres., W. J. Cagney; Rec. Sec., M. E. Brooks; Cor. Sec., Thos. Roseman; Treas., A. N. Berreyesa; Sergeant-at-Arms, Jas. Preston; Assistant Sergeant-at-Arms, Jno. Cave.

ALL SORTS.

Kusel, Holland O'Neill.

Should we expect a *double* to ring?

Which class is it that is worth but one Nickel?

Junior Girl—"Say, has a frog four legs or two?"

We hear a hollow echo from our Cave occasionally.

The thing that smells most in a drug-store,—the nose.

A match safe—when it is put where a small boy can't get at it.

The Junior B 2 Class in Botany have the best specimens of Yarn-wood.

"Little boys," especially in the Middle Classes, should be seen and not heard.

Teacher—"Why is *being* a common noun?" Pupil—"Because it is not proper."

Who will hang this sign over the door—"No walking Cyclopedias need apply?"

Middle A boy in composition—"The old blind man was glad to see the little boy."

Books in the library: How Plants Grow GRAY; Methods of Teaching John Swift.

Pupil in Geometry class—"The triangles A B C and D E F are respectfully equal—"

Teacher—"What is the duality?" Pupil—"I believe it is the ten commandments."

Teacher of Music—"What is the last note in the measure?" Pupils (unanimously) "A rest."

Prof. E—"Hush" sounds as if he had had experience in the art of midnight floor-walking.

A ventury sign, roast pig was fed to the favorite—Lamb. Such extravagance is impossible in this age.

It is rumored that there is a Lamb in room H. We are all anxious to see "A Lamb at school."

Why is a certain young man in the Junior Class like a ton of haled hay? Because he is a Press(er)ion.

Item reported in Newspaper Class—"Epidemic raging in Russia. The patients either die or get well."

Spring is always the best time for F's. No one realizes this better than the Senior A pedagogy classes.

We have heard of millers being in a bee-hive, but we never heard before of one turning into a bee, too. (B &.)

When a chicken is three weeks and two days old, why does it go across the street? To get on the other side.

Strangers wishing to take a first-class Car(r) may be accommodated by applying at headquarters of Middle A 3 Class.

Why does France have so many bacteria, microbes, and animalcules? Because it is a good place for Paris-ites.

The young lady in the Middle Class who left her *door* in the laboratory, will probably *find* when she sees it again.

Why did California have so much rain during the winter of *thp*? Because the Dipper was turned upside down.

Reading Teacher—"What is the moral of this little story?" Pupil—"The moral is if you have a lover—climax."

Word Analysis Teacher—"What is the meaning of *apocryph*?" Pupil—"I'm not sure, but I think it is a kind of duck."

Middle—"Did you ever study entomology?" Junior—"We are studying the scale, now." M—"Who is your teacher?" J—"Prof. Edward."

The price of Lamb's Tails has gone up. The butchers can not supply the demand, as there are about ninety pupils call for a share each day.

The golden text for Sunday, March 6th, Luke V., 30, was a source of comfort to the young ladies of the Normal School, in more ways than one.

The effect of geometry upon the Seniors has been very bad indeed. One of their number is guilty of the grave offense of signing a letter "Yours respectfully."

The Junior A 4's were regaled with angleworms several days last week. But that is nothing; Martin Luther saved over a diet of worms three hundred years ago.

Training the Conception. Teacher—"The coffee bean is found inside of a fruit resembling a cherry." Pupil—"When the cherries come, I am going to get some coffee."

Who is the young man that did not know where she lived, and consequently had to walk several miles into the country, going home with her from church? He belongs in Middle A.

Miss D—"To whom was God supposed to have given the decalogue?" First Young Lady—after some hesitation—"John the Baptist." Second Young Lady—"Adam and Eve."

Teacher of Word Analysis—"Which would you use at the close of a business letter,—'Yours Respectfully,' or 'Yours Respectively'?" Many pupils—"Yours Respectively." Teacher—"Yours Respectively" means 'yours alone.' Remember, this is a business letter."

One of the philosophic minds of the Senior Class says that he finds occasional promiscuities with the Junior girls almost a necessity; his own class are so dignified and stately and bookish and reserved and—well, so old that one can have no pleasure in their company.

Class in geography, who have been almost through the book. Teacher—"What two continents in the Western Hemisphere?" Class—"North and South Carolina." Y—"What is a mountain?" Class—"A large pile of dirt." Y—"What do we live on?" Boy is back part of room—"Grub."

TID-BITS.

Failures from the letters of the alphabet of Success.
Intelligence and courtesy not always are combined;
Off in a wooden house a golden room we find.

"Accuse not nature; she has done her part: Do thou
thine."—Milton.

I.

If you your lips would keep from slips,
Five things observe with care:
Of whom you speak, to whom you speak,
And how, and when, and where.

II.

If you your ears would keep from jeers,
These things keep meekly hid:
Myself and *I*, and *mine* and *my*,
And how I do or did.

"Silence is the highest wisdom of a fool, and speech
is the greatest trial of a wise man. If one would be
wise, let his words show him so."—Quarles.

According to the reports of public libraries, *Don Quixote* is
now the most popular book in the United States, while
David Copperfield ranks next.

The death of Lillian Payson recently brought to
light the fact the copies in Payson, Dutton & Scribner's
copy-books were the work of a woman. She was a
writer of short poems and children's stories.

"Lost, yesterday, somewhere between sunrise and
sunset, two golden hours, each set with sixty diamond
minutes. No reward is offered, for they are gone fore-
ever." HORACE MANN.

There are 150,600 miles of railroad in the United
States—about half the mileage of the world. They have
cost \$3,000,000,000, and afford employment to more than
1,000,000 people.

One life; a little gleam of time between two eternities;
no second chance to us forever more. It were well for
us to live, not as fools and simulacra, but as wise and
realities. THOMAS CARLYLE.

ALUMNI NOTES.

Mr. J. A. Coughlin, Dec. '87, is teaching at Bishop,
Inyo county.

Mary E. Thurwachter, —, is still teaching in the
Watsonville District.

Miss Mary J. Tinsley, June '89, is teaching in Douglas
City, Trinity county.

Mrs. Lou H. Graves, Jan. '90, has thirty-five pupils in
her school near Lakeport.

Miss Nannie L. Callison, May '88, is junior teacher of
the Healdsburg High School.

The Palmdale school, San Benito Co., has for its
teacher, Miss Leoline Ladd, June '89.

Miss Edwina J. Duffey, Jan. '90, has a school of ten
pupils in Eureka Dist., Marin county.

The school at Willows, Colusa county, has for its vice-
principal, Miss Kate H. Johnson, May '83.

Miss Mary J. Gray, Jan. '90, opened school in Colonia
district, Ventura county, on the 3d of March.

Mr. Geo. A. Tebbe, May '88, is teaching a school of
forty pupils at Fort Jones, Siskiyou county.

Miss Anna L. Thompson, May '88, has a school of
twenty-three pupils in Killee Dist., San Luis Obispo
county.

Miss Margaret Richmond, May '85, has taught con-
stantly since her graduation, near Ferndale, Humboldt
county.

Miss Nannie T. Matlock, Dec. '88, opened her school
at Creston in February. She is well pleased with her
position.

Miss Margaret McIntosh, Dec. '84, is teaching in the
public school of Reno, Nevada, where she has been
since April '86.

Miss Maud M. Martin, Jan. '90, is teaching in Temes-
cal Dist., Ventura county. She writes, "I have an at-
tendance of ten pupils, four of whom cannot speak Eng-
lish."

Mrs. Alice M. Kigerly (nee Lasater), May '87, writes
that she has a very pleasant school in Clark Dist., Hum-
boldt county, where she has been teaching for a year
and a half.

J. Bunyan Sanford, Jan. '90, is teaching a very pleas-
ant school of thirty or forty pupils at Yorkville, Men-
docino Co. He enjoys teaching very much, and finds
that the Normal advice and methods are very beneficial.

Miss Cornelia Richards, May '88, is teaching at Mono
Lake. Her school has been much interfered with dur-
ing the winter by the severe storms. She writes, "I
have met but two teachers since coming here. There
are only eight of us in the county."

EXCHANGES.

Our exchange list is large and constantly increasing.
We gladly acknowledge the receipt of the following:

"The Oracle" of the Malden High School, the "Occi-
dent" from the University of California, "High School
Times," Dayton, "Monthly Inside Track" Ripon, Wis-
consin, "The High School Aegis" of Oakland, "The
Ohio Teacher" of Cambridge, "Lanford Miles" from
Minneapolis, "Normal Educator," Monmouth, "High
School World," St. Paul, "Pacific Pharos" of College
Park, "High School Bulletin" from Lawrence, "Weekly
Amateur" from Petaluma, "University Monthly" from
Reno, "Napa Classics," and "The Practical Student"
from Delaware, "The Crescent," and "High School Ga-
zette" are worthy representatives of Massachusetts.
All are heartily welcome.

We observe with interest the attention given to ath-
letics in most of the Eastern exchanges.

Among other papers are the "Association Record"
published by the Y. M. C. A. of San Jose, and the
"American Sentinel" of New York. Both are good
Christian papers.

THE NORMAL INDEX

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