The Mormal Pennant.



May, 1899.



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LIERARY

TENNYSON'S "PRINCESS" - Harriet Cory
THE CORRELATION OF LITERATURE IN
THE PUBLIC SCHOOLS - Nellie McMahon

COMMEMORATIVE ODE - - Estelle Greathead
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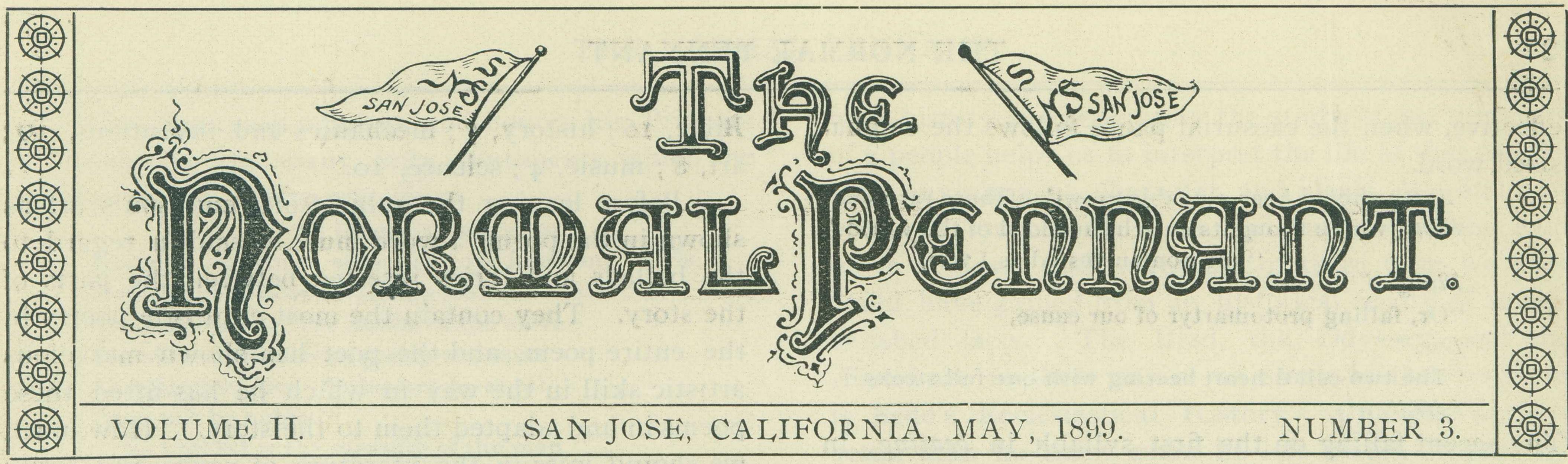
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TENNYSON'S "PRINCESS."

(CONTINUED.)

The Artistic Beauties of the Poem.

In reading the poetry of Tennyson, one is always impressed with his marvelous skill in adapting the meter, rhythm, rhyme, harmony—all that constitutes the outward form—to the soul of his theme. In describing Pandemonium, Milton says:

"Anon out of the earth a fabric huge Rose, like an exhalation, with the sound Of dulcet symphonies and voices sweet."

So from the poet's thought, the poetical form takes shape and color; and so exquisitely does he set to music for us human thoughts and feelings that we lose sight of the artist in the melody of his cadences.

Tennyson, in *The Princess*, proves himself a master of blank verse, and he has given to it a charm peculiarly his own. Although it is perhaps not so grand and majestic as Milton's, yet Tennyson has in a more wonderful degree the art of sweetness and melody, and we read his poetry often for the music alone. His blank verse is not a mechanical mould, but a variable and pliable instrument, which he fits perfectly to his thought. In many subtle ways does he produce the effect desired, but so naturally that we are not conscious of the devises until we seek for them. Let us notice a few of the artist's methods of working.

It is noteworthy that Tennyson never changes the iambic foot until he has a good reason, either for emphasis, or to make the verse fit the thought. Thus, in the following examples, the accent is shifted from the second to the first beat, making a trochee instead of an iambic foot:

"Than if my brain-pan were an empty hull, And every Muse tumbled a science in."

"and jewels five-words long
That on the stretch'd fore-finger of all Time

Sparkle for ever."

Extra syllables are sometimes thrown in, and give the impression of passion or hurry.

"on to the tents: take up the prince."

"the river sloped

To plunge in cataract, shattering on black blocks A breadth of thunder."

On three pages taken at random, there are sixty run-on lines, and one hundred and twenty-one end-stopt lines, making the large proportion of one-half. Here is an example of his use of the run-on line:

"till to horse we got, and so Went forth in long retinue following up The river as it narrowed to the hills."

The effect of the word long is heightened by the two three-syllable words that follow it, and the whole intensifies the idea of a procession. In these run-on lines, Tennyson gives a variety in his use of the caesurial pause. Sometimes he has several in one line; as,

Of hemlock; our device; wrought to the life."

The emphasis is often thrown on the first word after the pause:

"I tried the mother's heart. Shame might befall Melissa."

The thought is very frequently carried over from one line to the next, and the accent made to fall on the first word of the next line, or on the first syllable of that word, if it is not a monosyllable. This is most

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effective, when the caesurial pause follows the emphasized word.

> "Earth should bear a double growth of those rare souls Poets, whose thoughts enrich the blood of the world."
> "but woman-vested as I was,

Plunged."

"Or, falling protomartyr of our cause,

Die."

"The two-cell'd heart beating with one full stroke Life."

The accent falling on the first syllable in beating, in the last example, adds also to the effect, and the monosyllables before and after it also heighten it.

Tennyson's use of monosyllabic words is worthy of notice. Many examples might be given.

"Let there be light and there was light; 'tis so:
For was, and is, and will be, are but is."

And in the closing words of the story, when the
Prince tells the Princess of his love, how well Tennyson understands that passion can best be expressed
in simple, Anglo-Saxon words of one syllable!

"I waste my heart in signs; let be. My bride, My wife, my life. O we will walk this world" etc.

The melody of Tennyson's poetry is due largely to his skilful use of liquid consonants, melodious vowels, and alliteration. There is scarcely a line without this alliteration, and the illustrations given are picked out at random.

A wind arose and rushed upon the South
And shook the songs, the whispers, and the shrieks
Of the wild woods together; and a Voice
Went with it, Follow, follow, thou shalt win."

"Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea."

"Myriads of rivulets hurrying thro' the lawn,
The moan of doves in immemorial elms,
And murmuring of innumerable bees."

In the last illustration, notice how the change of meter from the two-to three-syllable foot, the soft liquid consonant and rich vowel sounds, and the alliteration all bring about the effect that the great artist knew so well how to produce.

The Princess, like all Tennyson's poetry, abounds in imagery. Not only are we impressed by the aptness of the comparison and the beauty of the language, but by the versatility of the man as well. At one time, I attempted to classify the figures of speech in The Princess, as to the sources from which they were derived. Many of the most obscure or most common figures I purposely omitted, and the result is far from accurate; but in order to give you some idea of the poet's variety of knowledge, I include here the folowing summary: nature, 87; animals, 31; human life, 37; mythology, 25; superstition and religion, 9;

Bible, 16; history, 7; mechanics and inventions, 10; art, 8; music, 4; science, 10.

Before leaving the subject of Tennyson's art as shown in the poem, a word must be said in regard to the ballads and lyrics inserted between the parts of the story. They contain the most exquisite poetry in the entire poem, and the poet has shown marvelous artistic skill in the way in which he has fitted these poems in and adapted them to the story. How much we should miss in the literature of songs and lyrics without the sweet music and delicate feeling of "Sweet and Low," "The splendour falls on castle walls," "Tears, idle tears," "Ask me no more"!

TENNYSON'S PHILOSOPHY OF LIFE.

The key-note of *The Princess*, as of most of Tennyson's poetry, is progress—evolutionary progress. We must not study things from the point of view of what we should like, but what is in the nature of things practicable. Browning says, "Find out what may be, then make it fair up to your means." Tennyson, like his Princess, sees all the evils and needs of the world, and has a high ideal of what life should be; but, unlike her, he sees clearly that this ideal must be reached by struggle and by slow stages.

"'Have patience,' I replied, 'ourselves are full Of social wrong; and maybe wildest dreams Are but the needful preludes of the truth; For me, the genial day, the happy crowd, The sport, half-science, fill me with a faith. This fine old world of ours is but a child Yet in the go-cart. Patience! Give it time To learn its limbs: there is a hand that guides."

Those who would be leaders in the world must begin with the world as they find it. They must give up their pet theories, and live their lives with and among others, as God has meant them to do. Only by helping those about us can we find peace and happiness ourselves. Isolation, one-sidedness, extravagance, will always end in failure. In the following Homeric similitude, Tennyson gives us one of his finest pictures and truest lessons:

"And she as one that climbs a peak to gaze
O'er land and main, and sees a great black cloud
Drag inward from the deeps, a wall of night,
Blot out the slope of sea from verge to shore,
And suck the blinding splendour from the sand,
And quenching lake by lake and tarn by tarn
Expunge the world: so fared she gazing there;
So blacken'd all her world in secret, blank
And waste it seem'd and vain; till down she came
And found fair peace once more among the sick."

How beautifully the poet tells again this truth in the sweet Idyll:

"Come down, O maid, from yonder mountain height; What pleasure lives in height?
For Love is of the valley, come thou down!"

That Tennyson admires and honors his Princess is shown by the many lofty sentiments which he ascribes to her. Here are a few:

"O lift your natures up:
Embrace our aims; work out your freedom. Girls,
Knowledge is now no more a fountain seal'd:
Drink deep, until the habits of the slave,
The sins of emptiness, gossip and spite
And slander, die. Better not be at all
Than not be noble."

"The highest is the measure of the man."

"great deeds cannot die."

"nor would we work for fame."

"wherefore, up and act, nor shrink
For fear our solid aim be dissipated by frail successor."
"And Knowledge in our own land make her free,
And ever following those two crown'd twins,
Commerce and conquest, shower the fiery grain
Of freedom broadcast over all the orbs
Between the Northern and the Southern morn."

HARRIET CORY. .

(To be Continued.)



The Correlation of Literature in the Public Schools.

of

When I look at the curriculum followed by the children in the grades I am tempted to wish for the days of our forefathers, when the "three R's" constituted the course of study in the public schools. The time which then was devoted to reading, writing, and arithmetic now is distributed among the same studies, plus a varying list of others. The length of each recitation period is of necessity short, the ground to be covered in a term is comparatively extensive; and how to work these two facts into harmony with each other is the puzzling problem that is presented to the grammar school teacher of to-day.

A first glimmer of the solution appeared with the realization that between many of the subjects which hitherto had been treated independently of each other, exists a relation too close to be ignored. History, for instance, when studied as a sequence of causes and

with history and geography the study of the literature of a people helps us to interpret the life of that people, their environment, character, and ideals. We find ourselves in touch with them, and our sympathies help us to a closer understanding of them than we ever could have gained from an historical record of unembelished facts. The Iliad, the Odyssey, and the Æneid are in their way of as much historic value as is Bede's Ecclesiastical History. Chaucer builded better than he knew when he left us the Canterbury Tales, with their inimitable sketches of English character, while the Beowulf widely pictures the early life of the English across the North Sea.

Reading, in the first years of a child's school life, should be less a process of word-calling than an introduction to literature. It is in the early grades that the foundation of a taste for good literature is laid, and we cannot begin too soon to use the best. Nature study affords excellent opportunities for such a beginning. Flower lessons may be made intensely interesting by a judicious use of such classic myths as Narcissus, Hyacinthus, Daphne, and Clytie, together with suitable poems. These are invaluable as a basis for language work.

With all these subjects it is more than desirable, it is imperative, that we use good literature if we are to make them understood and appreciated by the child. He is led to observe from a different angle, he is enabled to look at everyday things through the eyes of masters, and to find his thoughts interpreted for him in a style more uplifting than his own. Best of all, he discovers through this correlation that things which before seemed to him to be as widely separated as the poles now cannot be disconnected in his mind because he has found them to be parts of the same whole. Until this point is reached we should not rest. We should not be satisfied merely with giving our bits of choice literature as a sugar coat to the subject with which we are dealing.

We may encounter some difficulty in correlating literature with other subjects. There are the varying tastes of individuals to be consulted and provided for, there are prejudices to be overcome, and there is the ever-present danger of flying too high for the class to follow. A reasonable amount of care and common tense, however, will tide us over these difficulties. Then there is also the danger of overdoing the matter. 'A surfeit of the sweetest things will cloy,' and if iterature is brought in on every occasion, suitable or insuitable, the child's ideas will be vague and confused. Discriminate in correlating, give time for assimilation—and let the masterpieces of literature do their work of inspiration.

Nellie McMahon.

Commemorative Ode.

*

Mrs. Estelle Greathead, author of the prize ode in commemoration of Dewey Day, is an alumnus of the San Jose Normal, having graduated with the class of March, 1874. She was then Estelle Hammond. The ode has been received with much praise and comment.

Since, first, upon the bleak New England shore, Our fathers landed, 'neath a wintry sky, And, witnessed by the sullen tempests roar, Planted the standard of our liberty,

Our country never has been forced to wait

For noble men to do her noble deeds;

For every crisis that the times create,

She finds a man—the measure of her needs.

The voice of Freedom, whose clear tones from far
Called to our fathers in those early years,
Still peals its heaven-born music from the star
That guides our footsteps and dispels our fears.

In those sad days, when heads were bowed with shame,

Our listening leader heard, and with his pen, Guided by God above and in His name, He changed three million chattels into men.

While freedom thus smiles on our sun-kissed vales
And liberty is in the air we breathe,
We could not turn deaf ears to those sad wails
That plead with us our strong swords to unsheath.

That cry that came to us across the wave

From crushed and bleeding brothers in despair
Came not in vain; men who are true and brave

For suffering souls will every danger dare.

We boast about our mountains with just pride;
Our vales, where many a noble river runs;
Our prairies boundless and our meadows wide,
But we've a nobler heritage—our sons.

And if the wealth of all the ages past
Were gathered in one heap of golden hue
It could not balance, be it e'er so vast,
One deed of valor by our boys in blue.

Although from Santiago's blood-stained field
Came tidings that a grateful nation learned,
Manila's hero to no one can yield
The laurel that he so justly earned.

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That tropic night, beneath the bending sky,

The shining stars, the silent moving ships,

The darkened waters and the gentle sigh

Of warm winds from the far-off mountain tips.

The dawn that broke at last, so gray, so still,

Each soldier at his post, with heart aglow,

The straining of those clear eyes and the thrill

That flashed from boat to boat at sight of foe,

The swift-fought battle by a master planned,

The booming guns, the ships in circling line,

And then, the victory, complete and grand,

That down the pathway of the years shall shine;

On seventy million throbbing hearts are burned

These pictures, time nor death can ever fade

A bloodless victory, so nobly earned

Deliver representations are been provided and the problem.

By him, upon whose brow our wreaths are laid.

All honor to the steel-strong arm that felled

The boastful pride that would not brook defeat,

All honor to the fearless eye that quelled

A nation's frown and brought her to our feet.

All honor to the matchless nerve and power

That held his heart and brain, the while he hurled
A blow to tyranny that in one hour

Brought him the homage of a waiting world.

Yet, while we honor him, upon whose brow
We wreathe our laurel with a greatful hand,
And while with thankfulness, our heads we bow
To Him, whose kindly care has blessed our land.

Already, in the east, the dawn that glows,
Gives promise of a day, than this, more fair,
That shall not round unto its perfect close
In sight or sound of war's unholy glare.

Ah, then, we trust, that flashing swords shall rest,
That victories shall bring no loss, no tears,
That peace, at last, world-wide and heaven-blessed,
Shall brood eternal o'er the waiting years.



Training School.

JACK WALLACE, MISS MCFARLAND.

5 A I Class. April 17, '99.

Nature Study.

"Ho!" said the palm as it looked at the elm tree, "what do you call those little round leaves upon your branches? Why, you'll be the laughing stock of all this great park."

"That's all very well," said the elm, "and I should like to inform you before I proceed that these are not leaves but seed pods."

"Seed pods," echoed the palm, "as sure as bark is around my trunk they are leaves."

"You are right there," said the elm, "for the men who are working below you have just finished peeling the bark off you."

"You are very witty my friend," said the palm, "but I assure you, no more leaves than those alleged seed pods of yours will appear on your branches again this year."

* * * * *

"Good morning Mr. Elm, you have pretty buds that soon turn into flowers, have you not?" said Mr. Palm.

"No sir, I haven't," said Mr. Elm, "these buds will turn into leaves;" and in two weeks so they did.

The Hammer Throw at the A. A. L. Field Day.

Standing high above the many brilliant performances at the A. A. L. Field Day held at Berkeley on the 8th ult., was the breaking of the world's amateur record for the twelve pound hammer throw by Mr. Estes of our school. The day was perfect, Mr. Estes was in fine form, and, barring accidents, we felt confident that the former record of 166 ft. 3 in. held by Mr. H. D. Plaw of Oakland, would go.

About 3 P. M. the hammer throw was announced,

and five contestants made their appearance.

On his second trial Mr. Estes easily shut out all of his competitors by a throw of one hundred fiftyseven feet, Mr. Nuckolls of Ukiah following him with a throw of one hundred forty-eight feet. Then came the trial for the record; the number of throws being limited to six. One hundred sixty, one hundred sixty-two, one hundred sixty-five feet, and with three trials left, the former record was only a foot away. All present realized that the next was to be the supreme effort. With the impetus from three rapid whirls, the leaden missile rose into the air and flew until it seemed as though it would reach the little hill at the edge of the grounds. It was plainly evident that the effort had been successful. And when the officials announced the remarkable distance of one hundred seventy-three feet as the new record, Mr. Estes justly deserved the showers of congratulations from friends and admirers that were heaped upon him.

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SAN JOSE, CALIFORNIA, - - -

MAY, 1899.

Governor Gage calmly pocketed the bill intended to allow women to vote for school trustees. Women are qualified to teach, but not to help elect people that choose teachers. Queer logic, isn't it?

of

Readers will notice that the present issue of the Pennant is the May number. Owing to unavoidable difficulties, the paper was delayed, so the Executive Committee of the Student Body thought it best to omit the magazine for April and call this issue the May number. An extra number will be issued for July during the last of June.

2

Under the Department of News is mentioned the great number of teachers of California who are out of employment. Normal students should not be appalled at the statement, for the list includes teachers that are incompetent and ought not to teach, and well prepared teachers that are permanently out of the profession.

Omit these and there are but few unemployed left. Well prepared teachers will always find places to teach if they will but keep their eyes open.

Societies.

2

The Y. W. C. A. meetings are especially good now and are well attended. Special music has been prepared for each meeting. On the eighteenth, the male quartette composed of Messrs. Kelley, Estes, Heston and Cuthbertson favored the society with a selection, "Nearer My God to Thee."

On the fourteenth the Sappho Club held a meeting in honor of Dr. Arnold. Flowers were the order of the day. Members responded to roll call with suitable quotations.

The election of officers resulted with Miss Gertrude Gracy in the chair and Miss Thomas secretary.

What has become of that entertainment the N. A. A. was going to give?

We are sure that those Pedagogy students who are collecting poetry would find some valuable additions if they would but look in the Y. M. N. D. Times.

A. R. S.

The following officers have been elected for this term: President, May Belle Murphy; Vice President, Hazel Hayden; Secretary, Olive Stephens; Corresponding Secretary, Grace Turner; Treasurer, Maude Fobes; Reporter, Alice McMillan; Sergeant at Arms, Grace Cuthbertson; Assistant Sergeant at Arms, A. Mulrooney; Executive Committee, L. Butler and E. Foley.

The Allenian Rhetorical Society presented the drama, "Among the Breakers" at the Normal Friday evening, April twenty-eighth. As a whole the play was very good. The most amusing scenes were between "Scud," Mr. Hunter's colored servant, and "Larry," who loved Biddy Bane, "for the twilve month past, though he niver sit eyes on her afore yisterday."

Mr. Kelley as "Scud" was a most delightful surprise to us all, never having seen him in theatricals before. His make-np was extremely good, and his manner was easy and comfortable on the stage.

Mr. Ulrice is certainly a true Irishman right from Germany. We are always pleased to see him.

Mr. Sheriffs with his changing ambition won the laughter of the audience as well as the love of his sweetheart.

The most difficult character, "Mother Carey," was well sustained by Miss Bess McBride.

Following is the cast of characters:

Larry, - - - - - - Walter Ulrice.

Biddy Bane, - - - - - Kate Murphy.

Scud, - - - - - - John Kelley.

Bess Starbright, - - - Grace Field.

Minnie Daze, - - - Olive Stephens.

Mother Carey, - - - Bess McBride.

Clarence Hunter, - - Frank Reynolds.

Bruce Hunter, - - - Wm. Donlon.

David Murry, - - - Ed. Kottinger.

Peter Paragraph, - - - Alex. Sheriffs.

The Normal Orchestra made its first appearance and was greatly appreciated by the large audience. Those composing the orchestra are:

Leader, piano, - - - Miss Ara Gass.

Violin, - - - - Miss Mabel Childs.

Violin, - - - - - Miss Ford.

Violin, - - - - - - Mr. Schau.

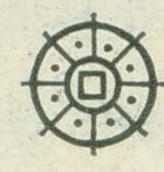
Piccolo, - - - - - Mrss S. Hoard.

Cornet, - - - - - Mr. Stevens.

Trombone, - - - - Mr. Dobson.

Between the first and the second acts Mr. Rickabaugh sang "In Old Virginia."

Since the entertainment was a financial success also, we would suggest that the societies join hands and see what they can do toward a new curtain and stage paraphernalia.



Alumni Notes.

36

Anna McLanahan, June '91, is teaching her seventh year in Sacramento County. A new school house has been built to replace the old one burned last year.

Alice A. Treat, January '93, is enjoying her fourth term in Hames Valley School District, Monterey County.

Emma Waldeaff, April '96, is teaching in the Homestead School, San Mateo District.

Mrs. Millie Morgan, June '98, is teaching in Nevada County, California.

Mary T. Hocker, April '97, is teaching in the Hayfork School District.

Henrietta Huntington, November '94, is a teacher in Rumsey School District, California.

Bell Stockton, February '95, is teaching at Ingomar, Merced County.

Rev. Frank G. Tyrrell, December '83, who is known as the Parkhurst of St. Louis, has resigned the pastorate of the Central Christian Church of that city.

Both the West End Christian Church of San Francisco and the First Christian Church of Chicago are anxious to have Mr. Tyrrell be their pastor.

Mr. Tyrrell was educated for a lawyer, and after finishing the work at this school, entered the State University at Berkeley. It was after his graduation there that he thought of entering the ministry. That he was eminently fitted for the work is proved by his great success.

Yosemeta Ralston is interestingly located as a teacher in Cope District, Mountain City, Nevada.

L. C. Vennum, April '95, is teaching in Eagle District, Santa Clara County.

Amelia C. Black, January '96, is commencing her third term as teacher in Washington District, Monterey County.

Olga Ehlers, November '98 is teaching in the Lodi District, Napa County.

Annie Sinnott, November '94, will begin her fifth term at Gibsonville in May.

Susie Parkinson, June '96, is principal of the Prismo School, San Luis Obispo County.

Elma Hopkins, February '97, is teaching at San Andreas and is very enthusiastic in her work.

Ada Handy, February '95, is still a teacher in the Ukiah School, Mendocino County.

Gertrude Cook, June '97, is teaching in Wooden Valley, Napa County.

Annie Wasgatt, June '95, is a teacher in the Selma School, Fresno County.

Julia Berg, June '95, is teaching at Madison, Yolo County.

Laura Gilbert, '96, is enjoying the Freshman work at the State University at Berkeley.

Fleming Brasefield, June '96, has finished teaching, married, and is now at Harrisburg, Pennsylvania.

Margaret Hemphill, February '95, is teaching in the Summit District, Sonoma County.

Estelle Farrington, January '91, is teaching at Vallejo.

Mary Teel, May '81, teacher of cooking and sewing in Central School, Oakland. She taught on the Island of Hawaii for two years, in Kern County, California, one term, and in New Mexico, two years.

Maud Maddox, June '91, is still in the Davisville School, Yolo County.

Edith Stafford, June '94, is still in Franklin Evening School, San Francisco.

Gertrude Abel, June '95, is principal at Berryessa.

Juliette Burns, June '92, is teaching in Oak

Grove District, Eden Valley.

Nellie Sturvetant, June '94, is teaching her second year at San Leandro, Alameda County.

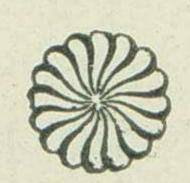
The following are teaching at San Jose:

Charlotte Brower, January '93, in Lincoln School, 7th grade.

June Main, June '96, in Lincoln School, 5th grade. Kate Curley, June '93, Horace Mann School, 6th grade.

Julia Bellingall, June '89, Horace Mann School.

Mary Sullivan, June '89, Washington School, 6th grade.



Some Fitting Quotations.

Editor in Chief—"'e don't obey no orders, unless they is his own."

Literary Editor—"A thing of beauty is a joy forever."

Exchange—"Impulsive, earnest, prompt to act and make her generous thought a fact."

News-"Divinely tall, and most divinely fair."

Notes, etc.—"Brisk wielder of the birth and rule, He'll be a master of some district school."

Societies—"Trust her not; she is fooling thee."

Reviews—"She, the sweetest of all singers."

Athletics—"Who made him dead to rapture and despair?"

R. H. B.

Facts from Exchanges.

Ohio has the largest number of college students of any state in the Union, one third of whom are women.

He—Why is a kiss like a sewing machine?

She—I never could guess.

He—Because they seem so nice.

Ten hours of study, eight of sleep, two of exercise and four devoted to meals and social duties, is what President Eliot recommends to students.

Teacher—"Who can tell me when the dark ages were?"

Little boy—"When they had so many knights."

Harvard has the largest faculty of any college in America. Her instructors number 337, a body nearly as large as the lower house of Congress.

Class in U. S. History. A young hopeful.—"And when the Father of his Country died they had to bury him standing because they could not make him lie."

NEWS.

. 36

Last month Professor Charles Allen, who was principal of this school for nearly seventeen years, was appointed Deputy Postmaster by our new Postmaster Major Hawley. The best wishes of the school go to Professor Allen and we only hope that his success in this new work will be as great as it is in his past work.

From Across the Bridge.

An appropriation has recently been made for the establishing of a cooking school in the Training School. For the first week or two the critic teachers will have charge of this department, but soon a regular teacher will be appointed. Next term this will be as much a part of the regular course as any of the subjects. Many branches of household economy will also be taken up.

Mrs. George, who has been taking Miss Mac-Kinnon's place during the past ten weeks, left on the first of April for the University of Chicago. She went by way of New Orleans where she expects to stay a short time.

As Miss MacKinnon is still unable to take up her duties as preceptress, Miss Payne is acting in her capacity.

Very pleasant graduating exercises were held on March 31st. At this time thirteen of our number completed their work in this school.

At the present time there are over eighteen hundred unemployed teachers in California. Where are the present members going to teach?

When Ian Maclaren was in San Jose a short time ago, a very reasonable reduction was made for Normal students who wished to attend his lecture. Many availed themselves of this privilege, and greatly enjoyed the quaint Scotch humor and pathos of the lecturer.

Oratorical Contest.

The evening of March 31st, the date of the conest between the Normal, the Santa Clara High School, and the San Jose High School, the latter of which withdrew its orator, the Assembly Hall was tastefully decorated with plants and gold, purple, and white bunting. Long before half-past seven the hall was well filled with students of the three schools. At that hour the doors were opened to outsiders. The hum of general conversation, or it might be more truthfully called roar, was frequently drowned in a school "yell."

Superintendent Chipman, chairman of the meeting, gave a few introductory remarks. Then followed a most interesting program. Members of the three schools participated. While all was good, the numbers given by the Santa Clara High School were especially deserving of praise.

William Donlon of the Normal gave the first oration, upholding the President's policy in the Philippines. Albert de Witt of the Santa Clara High School next spoke against the President's policy. Both of the contestants deserve credit for the earnest work done.

After two more numbers on the program, Professor Fairclough, one of the three judges from Stanford, gave their decision in favor of Mr. de Witt.

The tumult that followed, in which Mr. de Witt was hoisted on the shoulders of his jubilant fellow-students while the hall rang with yells, was stopped only when Mr. Chipman presented the banner to the successful orator.

Our New "Instructor."

On the morning of April 28th Professor Randall, after a few remarks as to the need of decoration in the Assembly Hall, introduced Miss Janie Carnes, president of the January class of '99. In behalf of this class Miss Carnes presented the school with a large and very beautiful bust of Hermes. Mr. Donlon, president of the Student Body, in behalf of that organization thanked the class and promised that the bust shall be carefully cared for, and that it shall not long be lonely in its new home.

This gift was a great surprise to most of the school and was surely a very pleasant one. Let us see that Mr. Donlon's promises are faithfully carried out.

On the second of May, about twenty members trom the Physical Geography section took a delightful trip with Professor Holway to Alum Rock.

The carry-all left the Normal a few minutes after three o'clock and was driven out to Coyote Creek on Julian Street, where the depth of the valley was noted and the formation of the sandbank in the bend.

From thence the drive was out the Alum Rock road, following up Penetencia creek. A difference was noted here in the size of the pebbles.

The party stopped to examine the large black rock on the hillside near Alum Rock. This is supposed by some people to be a meteor. A number of the students took pieces to test.

The teachers of Nature Study took advantage of the opportunity to procure some good Botannical specimens, the wild flowers being very beautiful now.

The ride home was made very entertaining by the little pleasantries of conversation, and as one of the party said, "It was very profitable, even a deposit on the bank."

Athletics.

The Inter-School Field Day.

On Saturday, April 29, a most interesting event took place. It was the occasion of the inter-school field day, in which the University of the Pacific, the Santa Clara High School, the San Jose High School, the Los Gatos High School, and the Normal took part.

The Normal had but few entries, but these few made a creditable showing. Estes won the hammer throw easily. In the field day held recently at Berkeley, under the auspices of the Academic League of California, he broke the world's amateur record for twelve-pound hammer throw with a throw of 173 feet.

The event of the day, last Saturday, was the mile run. All the contestants but Wiley of Santa Clara and Frazer of the Normal either dropped out or were left far in the rear. As they were finishing it was seen that both were nearly exhausted but they kept going until within a few feet of the tape, when both dropped. They managed to crawl over the line, Wiley slightly in the lead.

The contest for first place was between Santa Clara and University of the Pacific. These two kept together throughout, first one would have the advantage, then the other. It was not until the last event that it was finally decided. The University

won by two points.

Normal vs. Santa Clara.

On Dewey Day the Normal again strove for honors in field day sports—this time with the Santa Clara High School alone. Our boys made a very good showing, considering the fact that most of the boys went in without any training at all. In the bicycle races we had no entries which lost us 18 points. The relay team was made up impromptu on the spot and in fact in most of the events our boys entered without any previous intentions.

As was expected, Estes won the hammer throw without an effort. In the mile and the half mile runs, Frazer won easily. Cuthbertson and Estes tied for first place in the high jump. Heston easily won the short distance runs. In the shot put Rickabaugh and Estes carried off the honors. The following is a

summary of the events:

Fifty yard dash—Heston, Normal, won; Bubb, S. C., second; Rickabaugh, Normal, third.

Hammer throw—Estes, Normal, first; Nicholas, S. C.;

second; Naramore, S. C., third.

Half mile run—Frazer, Normal, won; Kennedy, S. C., second; Crittenden, third.

Half mile bicycle race—Bailey, S. C., first; Cameron, S'

C., second; Alden, S. C., third.

Hundred yard dash—Heston, Normal, and Bubb, S. C., tied for first place; Estes, Normal, third.

Running broad jump—Naramore, S. C., first; Estes, Normal, second; Woodams, S. C., third.

Quarter mile run—Kennedy, S. C., first; Naramore, S. C., second; Ornburn, Normal, third.

Shot-put—Rickabaugh, Normal, first; Estes, Normal, second; Beltz, Normal, third.
High jump—Cuthbertson, Normal, and Estes, Normal,

tied for first place; Naramore, S. C., third, Mile run—Frazer, Normal, first; McNeil, S. C., second;

Ornburn, Normal, third.

Two hundred twenty yard dash—Heston, Normal, won; Bubb, S. C., second; Kennedy, Santa Clara, third.

Mile walk—Nichols, S. C., first; White, Normal, second; Meese, Normal, third.

Pole vault-Butterfield, S. C., won; Estes, Normal, sec-

ond; Bubb, S. C., third.

Mile relay, Normal team—Rickabaugh, Wilson, Kelley, Snow, Ulrice, Frazer, Estes and Heston. Santa Ciara team—Bubb, Blake, McNeil, Woodams, Kennedy, Plank, Steves, Naramore.

The relay was won by the High School which gave them the Field day. The score stood—Normal 66, Santa Clara High

School 67.

At the tennis try-out held recently, the following were chosen to represent the Normal: Messers. Montgomery, Snow and Schultzberg. On May 5 they will play against the teams of the San Jose High School and the Washburn School.

The first base ball team has been doing good work of late. They defeated the San Jose High School by a score of 22 to 3, and several other strong teams have gone down to defeat before them. In a game played with the Santa Clara College team they were not so successful. In this game our boys became badly "rattled" which can be accounted for only by the fact that they were afraid of the reputation of the College team, which is about the best amateur team in the State. The team at present is composed of the following:

The second team is also doing good work. They recently defeated the Freshman team of the Santa Clara High School in a very interesting game. The

score was 9—8.

Normal vs. Stanford Freshmen—The Normal Boys Had Bad Luck.

There was but a small crowd at the game, and they were indisposed to yell. At times a few would become enthusiastic and start a yell only to have it pan out before the end was reached. At other times some Normal girls blew their horns and shrieked while the Stanford boys were tearing around the diamond and the ball flew to the wrong places.

The small boys stole the base balls that went over the grand stand and baffled pursuers by having the wrong boy run away, while the rest filled their fists with stones and pugnaciously defied the young men

to touch one of them.

The Normal boys made errors at the first of the game, and the ball seemed to help the visitors by bouncing irregularly at the wrong moment, or, when stopped, playing hide-and-seek around the player's feet. In the last four innings the Normal boys got down to fine steady playing, but their opponents had too much lead to be beaten. Martin's catch at first, which put out two men, was the feature of the game.

Smith	Pitcher	Scherer
	Catcher	
	First base:	
	Second base	
Wright	Third base	Wright
Rickabaugh	Short stop	Geissler
	Left field	
Ulrici	Center field	Young
	Right field	

Umpire, Coward Scorer, Caldwell.

RUNS BY INNINGS.

Normal—0 0 2 4 0 0 I I 2—10. Stanford—I 3 2 I 4 0 0 I 0—I2.

Exchanges.

26

"O wad some pow'r the giftie gie us, To see oursels as ithers see us."

The Lowell has found this power; its department of criticism shows it. If to that department is due the excellent literary standard of the paper, it is worthy of our consideration. But if to criticism is also due the fact that the paper is dependent on the few, we must think again. It is harder to be criticised in your home paper than in an exchange column by somebody who does not know you, and perhaps never will, but your feelings should harmonize with the best interests of the paper. We ask of Lowell if the department is a success.

The April Olla Podrida has a spirited ring. Victory stirs the blood, to be sure. The account of the Inter-High School Debate is well written—but then it is on the right side.

We doubt if the financial condition of the *Tocsin* warrants the inserting of an advertisement in the midst of a story. It shows poor taste.

We get a refreshing whiff of Lake Breeze every month from Sheboygan, Wis.

It is both pleasing and interesting to watch a team of merry, healthy girls in a game of basket ball, but what would our great-grandmammas say if they saw us tumbling and rolling upon the floor in such a shocking manner! After the game you see the girls with rosy, heated faces, and tumbled hair going about the room picking up stray hairpins and murmuring to each other, "O, I'm so tired and so hungry." But when the unruly locks have been brushed and combed, and a good supper, oh, such a good supper, has strangely disappeared, the girls find that they are not so tired after all, but feel just like digging with all their might.—Lake Breeze.

There is always excellent reading in Southwest, from New Mexico Normal University. We wish to make one criticism. The articles do not represent student thought sufficiently. A school journal is largely for the discovery and development of student ability. It is well enough to have poems from standard authors, but have original ones also, and do not give your professors all the space.

We regret that the Fresno Owl is not large enough to contain more than school events.

We are pleased to remain on the abridged exchange list of the *Lowell*. Whether we need help or whether we are a worthy exchange only the other can say.

To Midland H. S. Reviews we are indebted for funny things.

"Say," said the "bright" student addressing the teacher and winking at the other boys in the class, "do you know anything about this stamp tax?"

"Yes," replied the teacher, "what do you want to know?"

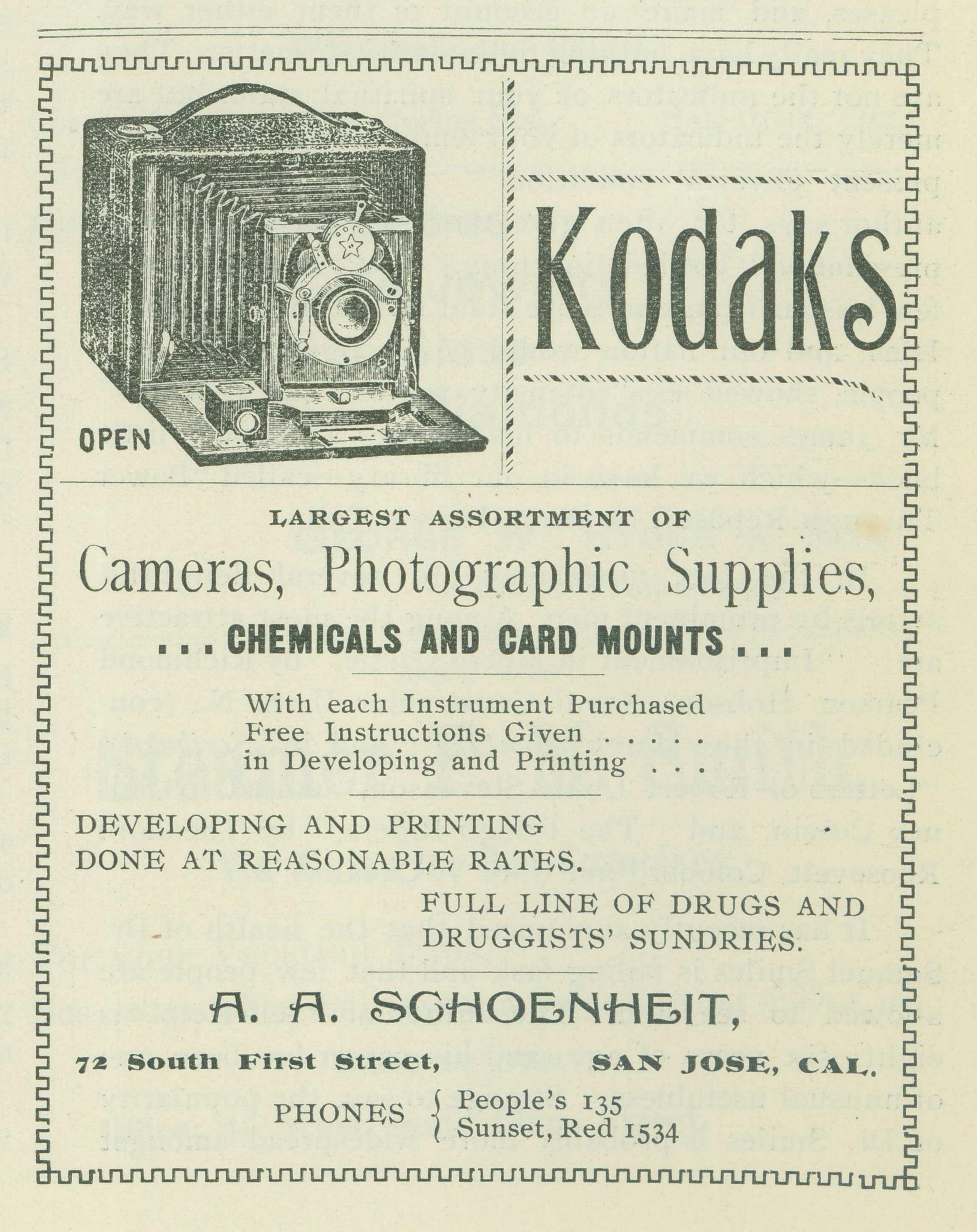
"Suppose," continued the student, "that I want to express my opinion, would I have to stamp the express receipt?"

"Undoubtedly," answered the teacher. "But I would suggest that you forward your opinions by mail."

"And why by mail?" asked the learned student.

"Because," replied the teacher, "as they have no weight, it would be much cheaper."

You have possibly heard of the reply of the president of Oberlin College when a man asked if he could take a shorter course. "Oh yes," said the president, "but that depends upon what you wish to make of yourself. When God wants to make an oak He takes a hundred years, but when He wants to make a squash, He takes six months."—Northwest School Journal.



Reviews.

26

The "Gospel of Relaxation," by William James, in this month's Scribner's is an article full of helpful thought. It is especially good reading for young people, having been originally written for college students. In his discussion of feelings Mr. James says: "Thus the sovereign voluntary path to cheerfulness, if our spontaneous cheerfulness be lost, is to sit up cheerfully, and to act and speak as if cheerfulness were already there. * * Again, in order to feel kindly toward a person to whom we have been inimical, the only way is more or less deliberately to smile, to make sympathetic inquiries, and to force ourselves to say genial things. One hearty laugh together will bring enemies into a closer communion of heart than hours spent on both sides in inward wrestling with the mental demon of uncharitable feeling."

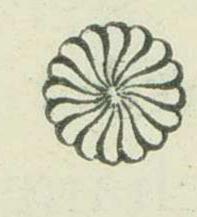
From the well-known little book, "The Christian's Secret of a Happy Life," Mr. James quotes "It is your purpose God looks at, not your feelings about that purpose; and your purpose, or will, is therefore the only thing you need attend to. * * * Let your emotions come or let them go, just as God pleases, and make no account of them either way. They really have nothing to do with the matter. They are not the indicators of your spiritual state, but are merely the indicators of your temperament, or of your present physical condition." We Americans, our author says, too often give those who see us an impression of "bottled lightning." We should take a few lessons from our more staid friends in the British Isles; and our nation would be stronger if we, as a people, showed less "intensity, rapidity and vivacity." Mr. James commends to his readers a helpful little book—which we have in our library—called "Power Through Repose," by Anna Payson Call.

In the late magazines are several delightful serials by prominent men. Among the most attractive are: "Imprisonment in Morro Castle," by Richmond Pearson Hobson, Naval Constructor U. S. N., (concluded in the March *Century*); and in *Scribner's*, "Letters of Robert Louis Stevenson," edited by Sidney Colvin, and "The Rough Riders," by Theodore Roosevelt, Colonel First U. S. V. Cavalry.

It has recently announced that the health of Dr. Samuel Smiles is failing fast, and that few people are allowed to see him. The author of "Self-Help" is eighty-six years of age, and his career has been one of unusual usefulness. Strange to say, the popularity of Dr. Smiles is probably more widespread amongst

the English prison population than amongst any other class in society. A prison librarian lately told me that there is no other book which circulates more continuously amongst prisoners than "Self-Help," and a story is told to the effect that on one occasion when a basket of books was held at the cell door of a new prisoner for a choice to be made therefrom, the prisoner glanced over the titles, picked out "Self-Help," and remarked, "I'll have this; its what I'm here for."

The Literary Era.



Etc

26

A Geometry Examination.

Axiom.-If two things love a third thing, the two are equal to a scrap.

OR

If a semicircle be subtended by a diameter and the diameter thus drawn be extended in a downward direction until the extension equals the diameter, the sorrow on one side equals the anger on the other, and the area of the excuses sent home equals the area of the reproaches therefrom.

Problem—To divide a given empty pocketbook into equal segments, each of which shall equal the demands of four given societies.

Theorem.—The square of the fence around the tennis courts is equal to the square root of the chase after the balls, minus ten miles walk per week, minus the square of an infinite number of ungrammatical constructions.

×

If you don't like a josh, don't raise a row and kick up a lot of dust, but remember that one may please part of the people all the time and all of the people part of the time, but not all the people all the time.

Walter B. is taking a post graduate course around the Normal. We are pleased to note that the dear old school still has an attraction for him.

Why does Eva W. train her little brother to hold his mouth open? Ask Heston. (Perhaps he will tell you that it is because the little chap can't keep his mouth shut.)

Otto is dissatisfied with the scale. He sings, "Do-mo-re-a."

If you want to make a man think ill of you, tell him a joke and then show him the point.

We hope the following list may be suggestive to Prof. A.: Psyche, Patrick, Isac, Ikie, Moses, Sitting Bull, Abe, Dewey, Samp, Sly, James E. Jr., Battle of Manila Bay, "Fighting Bob."

Our Park Philosopher is delighted with his title. Daily he may be seen wandering around, after the fashion of Demosthenes, or seated on the ground neath the shade of some wide-spreading palm or lofty elm, discoursing to those who may chance his way or be attracted thither by the sweet tones of his melodious voice.

The consensus of opinion of those who have imbibed at that fount of learning is that every thought expressed has been perfectly familiar to them even from the time when they played at their mother's knee.

Oh, Muse! Where is thy guiding hand?

A Question of Ethics.

A young lady slapped a young man who kissed her. Should she have "turned the other cheek?"

Teacher—"How was Tyre destroyed?"
Pupil—"Tyre? Punctured, I guess."—Ex.

"Your boy is learning Latin and Greek, but is he getting anything practical?" "Oh, yes! in the last letter he wrote he tells me he is taking lessons in fencing."—Ex.

"The Executive Committee was in need of a Sheriff," said one of its fair members.

"No bouquets please" said the floor to the student.

We intended to give personal mention to Ruby B. and Frank W. but on the earnest steadfast solicitation of the first named we desist from such action.

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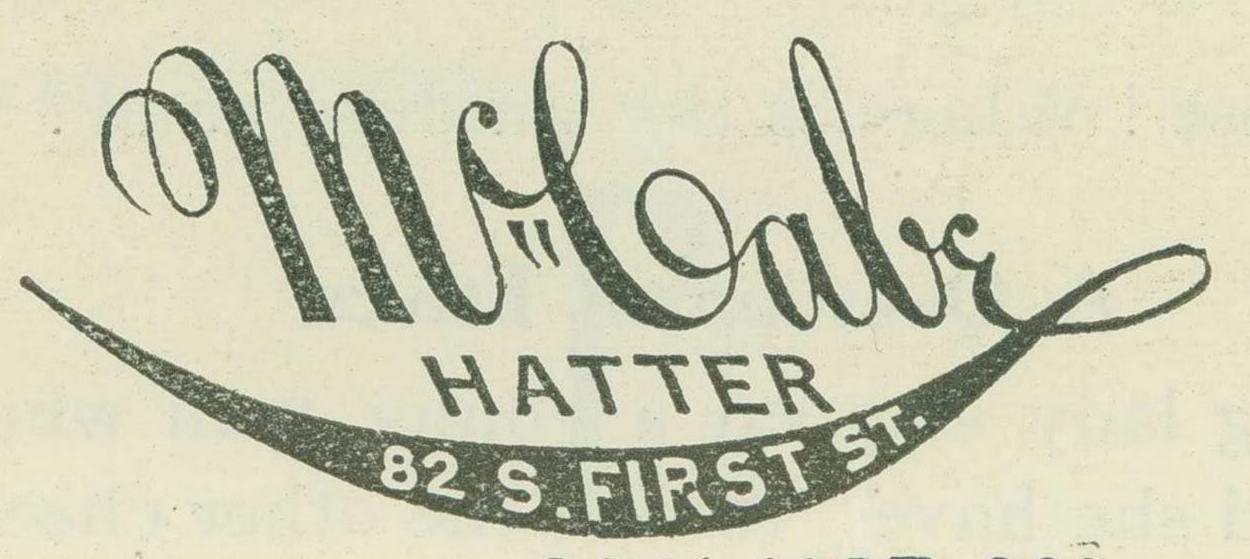
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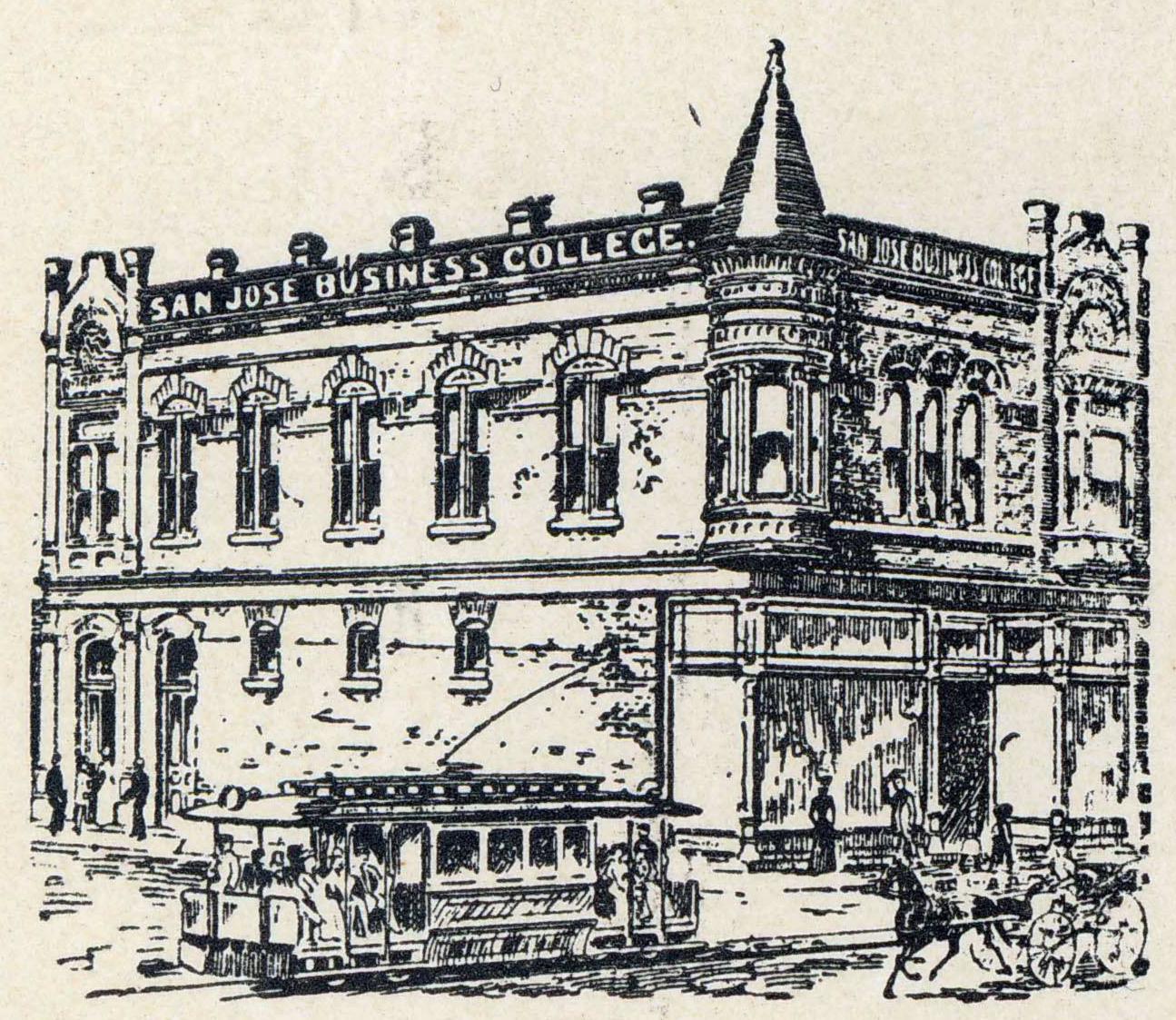
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