

The Normal Index.

VOL. IV.

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No. 8.



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CONTENTS OF THIS NUMBER.

	Page.		Page.
EDITORIAL	35-36	EDUCATIONAL DEPARTMENT	37-38-39
CERTIFICATE EXAMINATIONS		A Paper Weighing	41
Washington's Journey to New York	36-37	SCIENTIFIC DEPARTMENT	43-44
Washington's Correspondence	37-38-39	ARCHIVE NOTES	54-55
Immigration Since 1790	39-40	ALL MONTH	55-56
Address by Hon. T. W. Lamm	40		

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ON Tuesday, April 30th, the school assembled to honor the memory of the immortal Washington, and to celebrate the centennial anniversary of the beginning of our nation—as a nation. Through our Normal Halls rung words of true patriotism, an echo to the mighty chorus that swelled from the far away Atlantic to the peaceful Pacific at our doors. To tell to all men that we are a nation in reality, that we reverence our institutions and their founders, that the grand old “Ship of State” is dear to every American heart, and that the master who laid her keel is not forgotten, that chorus goes rolling and reverberating around the world as the herald of freedom and equality. We are glad that it was our privilege as a school to add one tone to the great symphony.

Though the preparations were not elaborate nor the decorations imposing, both were in harmony with the occasion; and this very simplicity, joined

with the clustering associations of one hundred years, made up a grand scene.

The event of the day was the the address by Hon. T. H. Laine. The speaker entered fully into the spirit of the occasion, and poured out a stream of eloquent patriotism that carried with it the minds and hearts of his hearers. He was ably seconded by members of the Middle Class with readings and essays appropriate to the occasion, and by the school, as a whole, with songs equally fitting.

A very pleasing and instructive part was taken by the children of the Training Department. Their tableaux and songs carried us back to the days of stately formality, curiously mingled with simplicity, that ushered in our republic. The little ones, as well as the others present, received a lesson in patriotism that will have a molding effect upon their whole after lives. Would that such occasions for teaching the higher qualities of manhood and citizenship came oftener.

THROUGH the kindness of Professor Knowlton of San Francisco, we were on May 3d, given a literary treat in the Professor's lecture on Dr. Holmes. Space forbids a complete report.

The speaker began with a brief description and biographical sketch of Dr. Holmes—“the witty, wise and winsome”—and then for an hour and a half held his audience almost as if spell-bound, one moment convulsed with laughter, then moved to pity, and again burning with patriotic zeal, as the nature of the selection and the will of the reader directed.

Selections showing the different phases of Dr. Holmes' writings, interspersed with remarks on his style, and anecdotes illustrating his character and disposition—of which Professor Knowlton has an apparently inexhaustible supply—followed each other in rapid succession; and when, at 9:30, the close of the entertainment was announced, it was received with a sigh of regret.

Professor Knowlton certainly has great power of pleasing and entertaining his hearers, of hold-

ing their attention and keeping them in good humor. Those whose good fortune it was to hear him, will, we feel sure, take every future opportunity to repeat the pleasure.

WOULD you enjoy reading a line or two from our modest corner? We realize more and more fully each day that we are "only pupils in the Model Class," but still we take as much interest in the Normal proper as if we were already initiated.

Next June, many of us hope to stand with willing feet and joyous hearts at the door of the Junior Class, ready to enter and take up its burdens. However, we shall still strive to be models, though no longer so in name.

We ought to do easily the work of the Normal, after having received the instruction and thorough drill in this class. As we have a poet, an artist, an elocutionist, various musicians, and several ardent politicians, we feel especially hopeful for the future.

Have you heard of our class paper, the "Model Magazine"? It is printed, or rather written—we have not yet purchased our printing press—once a month. Its contents are interesting, as well as instructive. A large number of reporters are employed to fill its news columns; then it contains religious, educational and scientific essays, moral and humorous stories, poetry of all styles, illustrations, witticisms—in fact, almost everything—all for the small sum of five dollars per year! But, as true merit never boasts, we will invite you in some Friday afternoon to hear it read, that you may judge for yourselves.

In our literary pursuits, besides carrying on the paper, we are studying American poets and their works, and we highly appreciated Prof. Knowlton's talk about "wise, witty and winsome Holmes," as we had just taken up the study of that author.

Thus, you see even Model pupils have no time to spare; however, we are ready and willing at any time to explain "Stocks" to the Senior B's.

CENTENNIAL EXERCISES

April 30, 1889.

WASHINGTON'S JOURNEY TO NEW YORK.

At the close of the war of Independence, Washington, the undisputed hero, retired to his beautiful estate on the wood-crowned heights overlooking the picturesque Potomac.

Here, under his own vine and fig-tree, in the en-

joyment of the quiet pleasures of rural life, he hoped to spend the rest of his days, and surely Mount Vernon, with its broad acres, its beautiful situation, and its delightful climate, offered many attractions to the mind of a typical country gentleman like Washington.

But from this beautiful place, on the 14th of April, 1789, he was again summoned to the service of his country, this time as President of the United States, to lay the foundation for that prosperity which we enjoy to-day.

Not without much deliberation did he decide to accept this position, involving responsibilities so vast. He did accept at last, and on a bright, beautiful morning bade adieu to Mount Vernon, and set out on that memorable and ever-interesting journey to New York, the seat of government.

Before reaching even the boundaries of his own estate, his coach was surrounded by enthusiastic friends and neighbors, come out to bid him farewell and God-speed. He was given a public dinner at Alexandria, the mayor, in his address, expressing on the part of his friends sincere regret at losing, even for a time, their first and best citizen—the model to youth and the ornament to old age.

Amid shouts and heart-felt wishes for long life and happiness, the hero was accompanied by his friends to the banks of the Potomac and thence to Baltimore. The next morning he started to Philadelphia. This city being the first in size, wealth and importance, her people were enthusiastic in the desire to make the reception of this, their first President, as grand and impressive as possible.

The floating bridge over which Washington was to enter the city had been transformed into a bower of loveliness. At either end were triumphal arches of laurel and cedar; on the north and south rails were silken flags, representing the thirteen states and the new era; while along both sides were festoons of flowers and bunting, appropriately hung with emblems and mottoes.

No less beautiful than the floating bridge, were the gardens of Gray's Inn and the grottoes, the shady dells, and the groves near it.

Here, where the works of art and the beauties of nature seemed to vie with each other, Washington was entertained most fittingly. The stay over night was observed with pleasing ceremonies, and his departure the next morning was accompanied by the cheers and blessings of the people. From Philadelphia, it was but a short journey to Trenton, and here, more forcibly than anywhere else, did the contrast between the present and the past come before the mind of Washington. The recollections of that Christmas night, when he

had crossed the Delaware amid a storm of snow and sleet, leading an attack against a triumphant enemy, must have filled his soul with strange sensations.

Now, instead of cold, darkness and doubt, all was comfort, peace, happiness and security. The camp-fires of an enemy blazed no longer; no longer was Washington the leader of a forlorn hope, but he was now the leader chosen to guide a newly founded nation to heights of freedom hitherto unknown. On the bridge spanning this historic stream, were decorations of peculiar beauty; a great dome, upheld by thirteen columns, bore the inscription, "To thee alone;" above it was the inscription, "The defender of the mothers will be the protector of the daughters."

As Washington advanced under the arch, the children of Trenton began singing an ode of welcome, which we shall hear again to-day, sung by children in the praise of Washington.

On his nearer approach, they strewed his way with flowers, and he, deeply affected, declared that the impression on his heart could never be effaced.

How much more worthy of admiration was this scene in its simplicity, than the triumphal processions of blood-stained Roman conquerors, with their captive trains and ill gotten spoils.

The journey from Trenton was continued across New Jersey to Elizabethtown, whence he was accompanied by a committee sent out by Congress and by numerous other distinguished persons appointed to receive him. The remaining portion of the journey was by water; he embarked in a magnificent barge constructed for the occasion, and continued his journey followed in close wake by other beautifully decorated barges filled with prominent officers, with distinguished citizens and with ladies in gay attire.

So did this novel procession, slowly and with due stateliness move onward to New York. At the wharf, Washington was met by his old and distinguished friends and conducted to Federal Hall, which had been remodelled and newly adorned for the occasion.

Thus was accomplished that historic journey of five days, from Mount Vernon to New York; worthy of notice to us certainly not for the rapidity with which it was accomplished, nor, indeed, specially noticeable for its magnificence, dear still to the heart of every true American citizen, from the evidence it gives us, that there then existed, as there exists now, a devotion and loyalty to the institutions that had been established at the cost of so much trouble and blood-shed.

FLORENCE BLISS

WASHINGTON'S CONTEMPORARIES.

During the six years following the treaty of Paris in 1763, the American colonies, though under the name of the United States of America, were found, when the test was applied, to be in a very loose union. The inefficiency of the Articles of Confederation had been clearly demonstrated, and the leading men of the country saw the need of an efficient central government. Very naturally, conventions were held at different times for the purpose of remodeling these Articles of Confederation; but, finding it an impossible task, they decided to throw them away entirely and prepare a new constitution, which being completed, the next thing in order was the necessary preparations for putting the new government into operation; and no centennial anniversary in our nation's history has brought Washington and his contemporaries nearer to our hearts and homes than they are on this, the thirtieth day of April, 1889.

Though Washington held the most conspicuous position, around him were grouped a body of noble statesmen whose names are endeared to us by their wise efforts in securing to us our present form of government.

Of those eminent men whose hearts were so linked one with the other in the cause for which they were all striving, Senator John Langdon of New Hampshire, by his peculiar situation, was the most noticeable. Having been elected the first President of the Senate, he was in reality the first Vice President, and virtually the first President of the United States. Great was his pleasure in performing the duty of informing Washington of his unanimous election to the office of President of the United States. The letter was short, and was written with much earnestness, showing his affection for Washington, and his love for his country.

In Congress, Langdon was extremely attractive, handsome in person, graceful in action, pleasing in his address, and gifted with wonderful oratory. His patriotism cannot receive too much praise. Forty years of his life had been spent in the service of his country—when he was not a statesman, he was a warrior; when not engaged in Congress, he was zealously trying to deliver his own state from its immediate danger, and the Granite State will long remember him for his generous sacrifices of personal wealth, and for his speeches that stirred and cheered his fellow patriots during the dark hours of Burgoyne's invasion.

The next in order of the development of the subject, if not in order of importance, is Robert R. Livingston, "the Cicerone of America," as he is called by Franklin. This man was one of that

immortal committee of five that drafted the Declaration of Independence—a committee whose work and names the farthest realms of the world's civilization shall resound.

Of him Dr. Frances says, "He was tall, commanding and of patrician dignity; gentle and courteous in his manners, pure and upright in his morals." Holding the office of Chancellor of New York, Livingston became one of the congressional committee directed to meet and accompany Washington on the latter part of his celebrated journey to New York. Though Livingston had rendered official services of the highest character for twenty-four years, the duty he was about to perform gave him more pleasure and satisfaction than any other act of his official career.

And now to sketch the ceremony. The company are grouped on the balcony of the old Federal Hall facing Wall street, now the money mart of this continent. There stood Washington Adams on his right; on the left the chancellor of the state, Robert R. Livingston; somewhat in the rear were Roger Sherman, Alexander Hamilton, General's Knox and St. Clair, the Baron Steubens, and others. The Chancellor advanced to administer the oath prescribed by the constitution, and Mr. Otis, the Secretary of the Senate, held up the Bible on its crimson cushion. The oath was read slowly and distinctly, Washington at the same time laying his hand on the open Bible. When it was concluded, he replied solemnly, "I swear, so help me God!" Mr. Otis would have raised the Bible to his lips, but he bowed down reverently and kissed it. Thus Irving has described the scene.

First Vice-president John Adams seems to be next of that noted group. How necessary it was and how truly it happened that the wisest, in all cases, were placed where the greatest work was to be done. John Adams of Massachusetts was an untiring worker, and is said to have had the clearest head and the firmest heart of any man in Congress. Adams was a great lover of his country. As he stood on the balcony with his right side to Washington, that famous thirtieth of April must have been the proudest day of his life. He had nominated Washington as Commander-in-chief of the army at the beginning of the Revolution, and the same trust and confidence that Adams then had in Washington, the entire people of the United States now repose in him.

Samuel Adams, also, for his invaluable assistance in the building of our nation, deserves to be classed with Washington's greatest contemporaries. In the Stamp Act and Boston Tea Party, he was an inspirer of the people, and was forever an

earnest advocate of the resolutions which declared the colonies free and independent states.

Then there was the sturdy, strong-willed Geo. Clinton, who, since 1777, had been continuously governor of New York, and in the Federal Convention of 1788 had saved New York to the Constitution. A strong and ardent friend and counselor of Geo. Washington. It is said that there was no day while the seat of Government remained in New York, but saw these men in conference. Alexander Hamilton stood somewhat in the rear of the group. Though a mere stripling when the Revolutionary War broke out, he immediately joined the army and showed such undying zeal, such superior skill, and such intrepid bravery as would have done honor to a veteran soldier. Soon he was promoted to a position on Washington's staff, and continued at the side of that great chieftain, throughout the long and terrible struggle by which our forefathers gained the liberty we now enjoy. It is useless to dwell on his services to Washington, invaluable though they were. Suffice it to say that it was to him that Washington turned, in all emergencies, for aid and counsel, and never did he turn in vain. And later, when the war-cloud had disappeared, and the hardly less dreadful cloud of anarchy hung over the land, then it was that Hamilton showed himself as mighty in using the pen as he had been in wielding the sword. It would not be overdrawn to say that, through the giant efforts of this one man, the adoption of our national constitution was secured, and through it all danger of anarchy removed forever.

To Hamilton are we indebted also for the excellent financial system which redeemed the credit of the government, the benefits of which we are to-day reaping. In all, he was a man of superior intelligence, of unquestionable logic, of heroic bravery, of sublime eloquence, and of tireless energy.

Closely associated with the name of Hamilton, is that of John Jay. His name, with Franklin's is affixed to the Treaty of Peace between Great Britain and the United States. Highly respected for his diplomatic ability, in 1795, he the second time was sent to treat with England. Afterwards in 1801, retiring to private life, he devoted his remaining years to the development of those graces of heart that seem so fitting to a patriarch of his country. But the mention of Hamilton and Jay would be incomplete without the third name of James Madison.

And now in conclusion, let us introduce the staunchest champion of liberty America has ever known. Though not in the present group, his

political prominence will not allow the omission of his name. This man was Thomas Jefferson, the United States Representative at the court of France, then in Paris. A scholar, a gentleman, a statesman; author of the Declaration of Independence; author of Virginia's Statutes of Religious Freedom; Secretary of State during three administrations; Vice-president, and twice President of the United States; and lastly, father of the Virginia University. Is not this a proud record? Is not this life typical of the best purposes of the best men of a republic? A father of independence, a procurer of religious freedom, and an advancer of civilization. F. H. T.

INAUGURATION SINCE 1789.

The ceremonies attending the inauguration of the Presidents of the United States have always been very simple in comparison with the pomp and display of foreign powers when crowning their monarchs.

This simplicity was characteristic of our first ruler, who never showed the greatness of his spirit to a better advantage than on the day in which he accompanied his successor to the scene of his inauguration. The spectacle of one ruler peacefully and cheerfully giving up his office to another, was an event so unprecedented in the history of nations that it had a profound effect on all beholders. Adams stated in a letter which he afterwards wrote to his wife, "There was scarcely a dry eye in the house except Washington's, and his countenance was as serene and unclouded as the day. Methought I heard the General say, 'Ay! I am fairly out and you fairly in! See which of us will be the happiest!'"

Although Adams had such an example of courtliness set before him in the person of Washington, he seems not to have heeded it, for he left the capital the night before his term expired; and Jefferson, first President inaugurated in Washington, was compelled to enter the city without a single guard or attendant. When he arrived at his destination, he alighted from his horse without any assistance, secured it to the palisades, entered the Capitol, took the oath of office, and rode back to his house.

There was such a close association between this plain man and his Secretary of State, that the latter was warmly received by the people when he succeeded to the Presidency. During Madison's administration the Capitol buildings were burned by the British, and were just being rebuilt when James Monroe was inaugurated. The ceremonies were therefore held in Congress Hall. In

the evening there was a brilliant inaugural ball, at which the President and the Ex-president appeared with their ladies.

One of the pleasing features of the inauguration of the second Adams is the way in which he was congratulated by General Jackson, his adversary during the campaign and the one next to take the President's chair.

The Hero of New Orleans entered upon his presidential career in triumph, notwithstanding the fact that Adams, following the example of his father, made himself conspicuous by his absence. It seemed as if half the nation had rushed at once into the capital. A Jackson man might have been distinguished as far as he could be seen. Every motion of the people was like a shout of victory.

Martin Van Buren was sworn into office on a beautiful sunny day in 1837. All the earth was covered by a carpet of pure white snow, which seemed to lend its radiance to the faces of the people, gathered from all parts of the Union. Chroniclers say, "There never was a more sublime scene presented to the reflective mind than was exhibited in the fixed attention, the perfect order and quiet which held the immense audience as still as the sea in a perfect calm." So absorbed were the people in what was passing before them that they did not hear the cannons firing a salute, although the sound reverberated through the hills like distant thunder. The roars from our civil institutions was listened to with rapt attention, but the thunder of the cannon, which speaks the prowess of our country abroad, rolled over the Capitol unheeded. How beautifully this fact illustrates the feelings of our countrymen!

A most novel inauguration was that of William Henry Harrison. The different clubs in the parade were distinguished by their beautiful and appropriate flags and banners. Whole companies of men wore coon-skin caps, and log cabins and cider barrels formed a distinct feature. Just one month after inauguration, Harrison died, and Vice-president Tyler took the oath of office.

Polk gave his inaugural address amid torrents of rain, and Zachary Taylor, like General Harrison, did not live long to enjoy his position.

Franklin Pierce was inaugurated on a cold, raw day, taking the oath of office in a snow storm. On the same day, the American Consul at Cuba administered the oath to Vice-president William B. King, who was on that island, hoping to regain his failing health.

Buchanan, who came next, was well received by the people.

Lincoln, of whom perhaps we know more than

of any of his predecessors except the immortal Washington, entered the Capital before he was expected, for it was thought that an attempt would be made to assassinate him on the journey. Mr. Lincoln's address was listened to with great eagerness, as it touched upon the subject nearest the hearts of all—slavery. During his administration, the cloud of war rested over the nation, so that, as the time for his second inauguration approached, no thoughtful person felt like joining in any festivities. The President showed what he had passed through by his sad, careworn countenance, but he spoke to the assembled people in such a manner as to satisfy both North and South. Listen to the words that come to us like the farewell benediction that they were, "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and orphans, to do all which may achieve and cherish a just and lasting peace among ourselves and with other nations."

Perhaps there is no more pleasing scene in history, than that in which Grant, the great soldier of the war, with the roar of the military salute still in his ears, took his place as a statesman, while his little daughter held the strong hand that was to guide the nation through eight perplexing years of reconstruction. At the end of this time, Hayes took the chair of government; as he retired, Garfield, the martyr president, came next in chain; and, while the people were mourning his loss, Vice-president Arthur quietly stepped into his place. Cleveland was inaugurated in 1885, receiving the oath on a little well-worn Bible that had been his mother's. Only last month, he gracefully gave up his position to the second Harrison, thus ending the first grand century of our national life. And now,

"Sail on, O Ship of State!

Sail on, O Union, strong and great!

Humanity with all its fears,

With all the hopes of future years,

Is hanging breathless on thy fate!

Sail on, nor fear to breast the wave!

Our hearts, our hopes, are all with thee,

Our hearts, our hopes, our prayers, our tears,

Our faith triumphant o'er our fears,

Are all with thee, are all with thee!"

E. L.

ADDRESS BY HON. T. H. LAINE.

Mr. Laine opened his address on Washington with the following: "Power, honor and glory crown us as a nation. Peace and plenty reign in

all our borders. Liberty dwells and abides with us as a people. Surrounded this day with the sweet incense of her many blessings, Columbia with her whole heart and soul takes up the angelic shout, 'Glory to God in the highest, and on earth peace, good will toward men.' This is hero day with us, not hero worship, for we worship God only. It is the day for doing honor to the hero of all heroes, and giving thanks to the Giver of all good that the loon of a Washington was reserved for our fathers.

"Matchless chief, though one hundred years have sped since, in the full splendor of thy renown, our fathers placed in thy strong hands the destinies of a new empire, they have but added luster to thy honor and glory; and, from a star in the political heavens, thou hast become a sun in the upper deep, giving warmth and light to other lands, as well as to thine own."

The grandeur of Washington's character was brought out by calling attention to his conduct, so exemplary at a time when many another would have yielded to the surrounding temptations.

Then followed a glance at his journey from Mt. Vernon to New York, where he was inaugurated. The wild enthusiasm of the people, their adoration of the hero, and the reception given him, were vividly pictured.

In speaking of the inauguration, Mr. Laine said, "The Bible Washington stooped to kiss, bore the inscription 'God shall establish.' What more beautiful and prophetic inscription was possible?"

We saw Washington an ideal man, physically, mentally, morally. The effect of his example upon his successors is shown by the fact that no president has been nominated for a third term.

In conclusion, Mr. Laine said, "Other heads have worn imperial crowns of mighty nations; ours has been crowned by the whole earth with a diadem more imperishable than ever graced the brow of a Caesar. Wherever the broad banner of stars is displayed to-day over the wide earth, Washington is in the foreground. Virtue alone outlasts the pyramids."

EDUCATIONAL DEPARTMENT.

MORAL TRAINING AND HOW FAR THE TEACHER IS RESPONSIBLE

From time immemorial there has existed in the mind of man an instinctive sense of right and wrong,—an idea that an act of his would benefit himself or others, or would, on the other hand, give pain or uneasiness to the recipient of the act. Man has felt a sense of a higher Power, whose ap-

praise is desired, and whose censure is dreaded; whose approval is merited by right doing, and whose punishment is given for wrong doing. These instincts, cultivated according to our modern ideas, constitute morality; and the cultivation of these instincts, properly, moral training. We will say, then, that moral training is the proper development, growth, and cultivation, in short, the education of the instinctive sense of right as opposed to wrong.

In the history of Greece, we find that very little attention was paid to moral training. The Greek ideal of culture was the physical, training the boy to endure hardships, privations, and sufferings, in order to prepare him in his manhood for a life of struggle and contention with surrounding nations. Physical bravery was the great cry,—"Return with your shield or upon it!" Did this tend to enhance morality? Not at all, on the contrary, it tended to increase vice, for the victories met with the same applause whether gained by fair or foul means. Indeed, we are told that the youth, required to stand behind their elders at table, were commended for taking, unobserved, the food from the plates of those before them; and he was the bravest youth who could do this without detection. Later, the history of Greece shows an age of intellectual activity; the famous mathematicians, philosophers, and poets of that time made an approach toward morality, which was confined to the few; it did not reach the masses. True, the people were worshipers, but their gods were, in many instances, not ideals, but were represented with the vices and imperfections of man. Was there an incentive to morality in this? Certainly not. Then, we find, with the development of Christianity, the increase of morality; the life and teachings of Christ and his apostles were incentives to a love for the right. This development has been gradual, and at no time before the present, have the people evinced, in so true a sense, a knowledge of the *neo* distinctions between right and wrong.

The child learns very soon what he must and must not do. He is told this by those to whom he naturally looks for authority. At first he obeys because another's will is controlling him; gradually, he learns to exercise his own will, and obeys from a sense of duty. As he grows older and begins to recognize a sense of right and wrong through his own instinctive development, this sense of duty becomes stronger, and he begins to see why he should do certain things and not do certain others. He learns that his feelings are not safe guides to his actions, but that many times feeling and duty pull in opposite directions.

Then he begins the exercise of virtue. He learns the value of truth, of courage, of chastity; he sees, in the lives of others, traits that make characters lovable, and his natural imitation leads him to emulate the virtues, temperance, liberality, meekness, frankness, modesty, and in this emulation he develops the strong virtue, ambition.

Throughout all this development, his conscience is becoming stronger and more firmly fixed. His opinions become formed as to what is right and what wrong; and, insensibly to himself, he is forming his own life and character. He begins to think, "I mustn't do this," and to feel that to do it would materially affect his happiness from the uneasiness resulting from the wrong-doing. And again he feels inclination and conscience opposing forces. The will is strong enough to side with conscience and say, "I will not do this."

Now the teacher, a very potent factor in the child's life, has a grave responsibility in aiding the development of the moral qualities of the child. In the first place, the influence of the teacher forms a most important part in his work of moral training. The teacher must possess all the virtues that the child should possess. He must possess self-control, which, in its widest sense, is the essence of all virtues. He must be a daily, living example of all that is right. When we see the pupil copying the teacher's movements, dress and speech, have we not reason to believe that he is also striving to acquire his finer qualities, his abhorrence of evil and his love of good? How much power has that teacher who asks gravely and from the heart, "Is it *right*, has it made you a better boy or girl?" The teacher who does no other work in moral training is still exerting an immeasurable power for future good over the lives of those with whom he comes in daily contact, by his inspiring, virtuous influence.

But we believe the work should not rest here; that morality is too important an attribute to be trained simply through the teacher's influence. There must be formed correct habits of neatness, of cleanliness, of systematic thoroughness; and the teacher must demand all these, and much more. He must clearly point out the path of duty, show the sweetness of the flowers of virtue along its sides, and lead the child to understand that by walking in this path and gathering these flowers, he will reach the goal of true nobility. When a wrong act is committed in school, lead the children to understand why it is wrong, what should have been done when the temptation to wrong-doing appeared, and how such an act must be met by merited punishment. It is not necessary to preach; indeed preaching is something that

children generally brace up against with a determination not to accept its truths. A short, quiet talk upon occasion, leading the children to talk and think for themselves, will do much. The lessons, too, often contain most excellent points in morality, which should never be overlooked. The study of good and great men and women is an exceedingly interesting one to all children, and such study has a most powerful influence.

All people agree that morality should be taught in our schools, but many say it cannot be separated from religion, and therefore from some form of sectarianism. Morality without religion, in its generally accepted meaning, is a deformity; but morality without sectarianism is more than possible, *it is an actual fact*. There must be a foundation upon which to build every structure and morality without religion is a structure without foundation, and hence an impossibility. We must have some authority for our teaching, and there is none except the Creator of all and the life and teachings of his Son. Hence, the Bible must be the source from which we draw our moral conclusions, and pupils must know and feel this fact. The teacher who can lead his pupils to such a light has accomplished infinitely more than the greatest philosopher the world has ever produced, for the training of that teacher is for eternity.

Often times the teacher has to struggle against the vicious influence of home. Then his labor is tedious and discouraging, but, even when the home is a factor of good, his responsibility is a great one. The child of virtue must be carefully tended that his morality be not lowered; while the child of vice must become so thoroughly imbued with moral truths at school that he will become a factor of good in his home.

The church is another important help to the teacher, and his tasks will be considerably lessened if he can lead the child to attend some church or Sunday school. The church wields its influence principally through the home, and thus, indirectly, upon the school.

Another influence, which may either be an aid or a hindrance to the teacher, is the press. Probably there is no source of vice so serious as that of the filthy literature circulating throughout the length and breadth of our free American republic. From the child's first reading lesson to his last in school, the teacher must constantly impress upon his mind the beauty and nobleness of good reading. He must place good books in the child's hands; he must have good books in his library; he must give his pupils a taste and a relish for the pure in literature. In this way he is giving the

child lessons in acquiring the means of moral advancement after leaving school.

The child's associates very materially influence his moral standing, and these associates he finds generally in his school. The boy finds his playmates at school, is constantly under their influence, goes to see them on Saturday, and smiles at them over the fence or across the street on Sunday. In our large public schools, where there is a mixture of all characters, good and bad, the consequences of promiscuous association are appalling, for it is generally the evil influence that predominates. It seems easier to follow in Satan's tracks than to travel in the straight and narrow way; and these vicious tendencies met with at school constitute the great drawback to moral advancement among our youth. It is only when this evil is overcome, when the home becomes purer, and the teacher becomes a better worker in the field, that these social surroundings aid, instead of hinder him. When the home, the church, the press, and society do their work as it should be done, then the teacher's responsibility will be less; but first, it rests upon the present teachers to train their pupils to make the future home, church, press, and society; and thus lessen the vice of the next generation.

The ultimate object of moral training is self-control,—a complete mastery over all our thoughts, words, actions. True men and true women are recognized as those who, whatever comes or doesn't come, have under control their feelings and actions. It is so easy to get angry, to feel cross, to say unkind things, and childhood is the time to correct these faults and lay the corner stone of future greatness. Let us teach the little child, then, to control himself, to exercise his own will in small things, and the larger things will take care of themselves.

If we follow from its source the life of the child whose moral training has been conducted as designated, we shall find at the age of twelve a brave boy or girl, who can say, "No!" promptly and firmly when occasion requires; we shall see a boy or girl who will be a shining light in his home and among his companions; we shall see the future man or woman who will exert the noblest influence on his surroundings; in short, we shall see a life not perfectly formed, it is true, but a life that is almost sure to be true and good. And, if this training is continued until the youth be twenty years old, we shall find a symmetrical, lovable type of the world's greatest power,—*character*.

L. E. W.

The clock presented by the Christmas Class of '88 now regulates the busy school day.

A PAPER WEIGHT.

Thoughts are too light to hold in place
The paper while the words I trace;
And, since this happens to be the case,
I used a paper weight.

Believe me on the desk it lies—
An Indian pipe—and thoughts arise
Of what it was to other eyes,
When not a paper weight.

The hillside quarry gave the stone,
Some dusky hue to its unknown
Dedication into his own
Best pipe of peacefulness.

A slender reed, the bending stem,
Consider that it was to them
More precious than Brazilian gem—
Their redstone pipe of peace.

The curtained distance, spread between,
Slow swinging back, reveals a scene
Of battle in a wild ravine
Dakota's hills among.

That battle, as we all now know,
Was fiercely waged with unbrushed foe,
And Indian life blood free did flow;
Close, deadly was the strife.

No olive branch could bring release
From dread, or bid the warfare cease;
But this it was that whispered "Peace!"
This reed stemmed, redstone pipe.

Now on my wall the reed stem swings
With arrows, bows and spears and slings;
The pipe meanwhile this cartel slugs
While lying on my desk.

—Impulse both good and poor had place
Among that vengeful warrior race;
Is not yet less a lingering trace:
"Peace," whisper I, eye—"Peace!"

DOUGLAS KING-BURY.

SCIENTIFIC DEPARTMENT.

THE GLACIAL EPOCH.

The Glacial Epoch, or Great Ice Age, as it is sometimes called, was that period in the earth's history when the non-temperate regions of the globe were a mass of ice and glaciers.

If we study the phenomena which are presented to us by the Alpine glaciers, the fact is made evident that at a not very distant date, the dimensions of these masses of ice, were more considerable than they are at the present day.

The causes of the Glacial Epoch have never been fully determined; but many theories have been advanced. One of these is that the snow line was at a lower altitude than it is now; another, that through some irregularity in the revolution of the

earth, only two seasons, winter and summer, prevailed in the temperate regions, thus giving them an Arctic climate.

The Alpine glaciers filled valleys which are now highly cultivated tracts. These glaciers have left their history on the mountain sides and tops, where they have worn grooves in the solid rock, as the ice rivers moved on their way toward the valleys below.

Travelers and scientists very often creep in below the edge of a glacier, where they find rocks finely smoothed and polished, showing long runs that run parallel to the course of the glacier; and this same phenomenon is noted among the rocks and boulders scattered all over the temperate regions. The rocks are not round or oval, but are angular in form, with the sharp edges worn smooth. One theory concerning this was, that these stones had been so shaped by running water, but the deep runs and the polishing could not be accounted for in this way.

Glaciers, like rivers, were of all sizes. Many of them had a depth of several hundred feet, and in the polar regions to-day, the glaciers are probably not less than five thousand feet in thickness.

That glaciers formerly existed in the temperate regions, is proved not only by the smoothed and polished rocks, showing the action of ice, but also by frontal and lateral moraines, which are found at the outlets of so many valleys, where glaciers are supposed to have been enclosed. Another proof of the enormous development of the ice system may be derived from the dispersion of rocks, or boulders and plants, which belong to one portion of northern Europe, and are found distributed in immense quantities over the length and breadth of the continent. Rocks overgrown with lichens and other plants belonging to Norwegian families, are found in Prussia, Poland, Russia, and the British Isles. Beyond all doubt, they were brought down from their northern home by the rivers of ice.

In North America, the evidence of glaciers is found from the shores of British Columbia to the borders of the Atlantic; and from the coasts of the Arctic Ocean to the latitude of New York, where the surface has been scraped, furrowed, and scored by ice action. Boulders and other debris brought by floating ice, are found scattered over wide tracts of country. The vegetable soil of some of the most fertile districts in Indiana, Illinois, and Michigan is in most part composed of earth brought down from Canada by icebergs; and here and there may be found in the mass of this transported soil enormous blocks of granite which belong to some rocky chain in Canada.

Thus, the effects of the ancient glacial period are still perfectly visible in the plains of the New, as well as in those of the Old World. But even warmer countries than the United States and Southern Europe exhibit on their mountain sides and in their gorges, traces of ice currents.

Agassiz, during his researches in Brazil, recognized the track of an ancient glacier over the equator, and near the mouth of the Amazon.

Every portion of the globe has, therefore, had its glacial period, but just here a question arises that has never been fully settled. Did this period occur at the same time in all the regions of the globe, or did it move from one hemisphere to another, prevailing at one time north of the equator and at another time south of it? In connection with this one writer says:

"It is quite probable that a rhythmical fluctuation of temperature took place during the lapse of centuries, from one pole to another; and that consequently the glacial periods have alternated in Europe, Africa, and in North and South America. According to some geologists, Patagonia and New Zealand are now passing through their glacial epoch."

In his "Great Ice Age," Ghiesbreght gives us some idea of the sublimity and grandeur of these regions. He says:

"During the night and at early dawn, dead silence reigns among the snowy peaks; no streams are heard, no water trickles over the surface of the ice; but, when the power of the sun begins to be felt, then the noise of water, running, leaping, falling, grows upon the ear; soon the glaciers are washed by numberless little streams; great avalanches wreathed in snow-smoke rush downwards with a roar like thunder, while great masses of rock, loosened by the sun, dash headlong down the precipices, and long lines of debris hurry after them in wild confusion."

With this we must bid farewell to the Age of Ice; for, with the Age of Stone and the Age of Bronze, it is a thing of the past, and we must turn our faces toward the "Great Age of Iron," and the age which marks the dawn of history. M. C.

ALUMNI NOTES.

Miss Mary L. Teel, May, '81, is teaching at Hayward, Alameda Co.

E. L. Metcalf, May, '83, is teaching this year in Brushville Dist., Calaveras Co.

For the past term, Miss Anna M. Kullok, May '85, has been busy at Moss Landing, Monterey Co.

Miss Ida C. Nichols, May, '85, is teaching at Enterprise District, Sonoma Co.

Miss Mariana Day, May, '82, is very successful in her work at Hollister, San Benito Co.

W. E. Tobbe, May, '87, is working earnestly at Fort Jones, Siskiyou Co.

The assistant in the Fruit Vale School, Alameda Co., is Miss Bertie Week, May, '87.

Miss Julia Harrington, May, '83, is still teaching in Jefferson District, Santa Clara County.

Miss Mary A. Cook, Xmas, '85, is teaching in the Los Angeles Public School.

Pope Valley, Napa Co., has among its teachers Miss Annie Orr, Xmas, '83.

The Timber Cove School, Sonoma Co., is under the supervision of A. C. Abshire, Xmas, '88.

Miss Kate Montgomery, May, '84, is giving satisfaction at Locust Grove, Tulare Co.

E. K. Witchcock, June, '82, is engaged in teaching at Pacheco, Contra Costa Co.

Miss May Kennedy, May, '84, has just closed her school in Lake View District, Tulare Co.

Among the teachers of the Lincoln Grammar School, San Francisco, is Miss Ida E. Clark, June, '83.

Since graduation, Miss Bertha Hall, May, '88, has given her attention to a class of forty in Placer Co.

T. T. Koenig, May, '87, has been principal of the Fort Bidwell School, Modoc Co., for the last term.

At Carson City, Nevada Co., Miss Kate C. Barlenwerper, May, '79, is acting as vice principal.

Miss Dora Thrush, Xmas, '85, is busily employed with the Grant School, Stockton, San Joaquin Co.

The Fourth Grade of the Empire Street School, San Jose, is instructed by Miss Susie Gallimore, Xmas, '85.

Miss Mamie A. Coughlin, Xmas, '87, finds it a delightful task to manage the Summit School, Alameda Co.

Miss Lute L. Wallace, May, '87, is no longer teaching. April 30, she became Mrs. J. W. Carpenter.

Miss Ella M. Stilson, May, '85, enjoys her work in Bay Point District, Contra Costa Co., where she has taught three terms.

The Cooper Medical College, San Francisco, has among its students, Miss Kate Overmeyer, Xmas, '87.

Poor health has obliged Miss Mary Karlitz, May, '88, to resign her school at Pacific District, Monterey Co.

R. D. Williams, Dec., '86, is managing successfully a class of thirty pupils at Pleasanton, Alameda Co.

Miss Emilie Aniser, May, '78, is teaching her seventh year in the same room of the Napa City Public Schools.

Cards have been received, announcing the marriage of Baron E. Merchant, to Miss Stella M. Gossbey, May, '88.

H. C. Welch, Xmas, '87, has resigned his position as principal of the Templeton School, San Luis Obispo Co.

General satisfaction has been given by Geo. H. Boks, Xmas, '87, as principal of the New Castle School, Placer Co.

Miss Helen Mackenzie, May, '87, is working enthusiastically in a primary class of the Middleton School, San Diego Co.

Miss Adelaide L. Polluek, Xmas, '88, is pleasantly situated in Seattle, W. T. She has a school of twenty-seven pupils.

Miss Mary I. Brown, March, '77, is teaching the Centerville School, Alameda Co. She has taught ten and one-half years.

The fact that B. B. Cory, Xmas, '83, has taught five years at Lodi, San Joaquin Co., speaks well for the character of his work.

We are sorry to state that Mr. Roberts was compelled to leave school on account of ill health. He hopes, however, to be back next term.

H. S. Martin, May, '88, declares teaching to be pleasant employment. He is finishing an eighth months' term at Georgetown, El Dorado Co.

The bright little children in the Primary Department of the Bay District School, Alameda Co., enjoy the instruction of Miss Rachel M. Davis, May, '88.

Cards have been received from Mr. and Mrs. C. R. Arnold. The happy event took place at Santa Cruz, April 4, '89. The bride was Miss Helen Hodge, May, '86.

Miss Annie Gindner, Xmas, '84, has become Mrs. G. A. Pratt. She has not deserted the ranks, but is now on duty in the Challenge Public School, Yuba Co.

ALL SORTS.

Who is "Baby?"

Is she blind as a Bat(we)?

Where are those pickles?

How about the "N. S. Ball?"

How does "botanizing" pay?

Can a Middle A keep a secret?

Can Juniors keep anything they hear?

Who enjoys an "elocutionary recital?"

Figurative language—an arithmetic problem.

The College of Mexico is the oldest in America.

"Can this be the banner class? If so, say nothing."

Did the B's gather much honey on their recent picnic?

It is said that Mr. S. is decidedly *victorious* in picnicking.

Edinburgh University matriculated 3532 students in 1888.

Nor love thy life nor hate; but what thou liv'st live well.—*Milton*.

To be weak is miserable, doing or suffering.—*Milton*.

"In vain doth valor bleed when avarice and rapine share the land."

Gambling, drinking, and hazing are capital offenses at Cornell. Penalty, expulsion.

A university in honor of the late President Garfield is to be established at Wichita, Kansas.

Out of a total of 5790 students in the University of Berlin 171 are Americans.

Teacher—"What is an apary?"

Middle A.—"A place where apes are kept."

The debilitating effect of the spring weather is noticeable among the *Isotix* reporters.

How many letters is the mail-man's bag? Ans. Three—b-a-g.

Landlady—"Are you fond of the antique, Mr. Slim?"

Boarder (suspiciously)—"Um er-not at table."

Any one knowing the whereabouts of our friend Amos L. will please report to the genial All Sorts Editor.

A Junior excuse—"I was sick May day and didn't go to any picnic!" Verily, a guilty conscience needeth no reproof.

Any one can hide his talent and return full principal, but only the man of will and effort gives good interest.

Not long since, a young man in Senior B2 anxiously inquired, "At what age is marriage lawful?" Why did he ask?

Learning is wealth to the poor, an honor to the rich, an aid to the young and a support and comfort to the aged.

There are at present thirty-eight boys in school, eighteen in the Senior class, five in the Middle, and thirteen in the Junior.

Teacher—"Define literally, *lunacy*."

Pupil—"A place where lunatics are kept."

Inquiries of the Index:—

Why are the Junior I's so socialistic?

Fame is the spear that the clear spirit doth raise,

To scorn delights, and live laborious days. — *Milton*.

Students, get your knowledge into your heads instead of your note-books. That only which we have at our command and can use is valuable in life.

West Point recently rejected twenty-two out of thirty-three candidates on account of "cigarette heart," an irregularity in heart action attributed to the use of cigarettes.

"I don't like solo singing," remarked Tommy the other day, "because," he continued, "it does not possess the sweetness nor harmony that *Cora's* singing does."

A Senior B2 girl was heard to sigh the following lines—

"Of all sad words of tongue or pen,
The saddest are these, 'I can't have Ben.'"

A slug visited the Normal halls last week, which was remarkable not only for its size but also for its velocity. It untied the box that held it and quietly walked away from the building in a wonderfully short time.

How dear to my heart are the scenes of my school-days,
Which fond recollection presents in my view;
The Normal, the grounds and the walks leading through them;
The fun-loving schoolmates, the tricky ones, too.

The dearly-loved schoolmates, the tried, trusted schoolmates,

The sadly-remembered schoolmates, now passed from my view.

Normal graduates wishing to teach may obtain schools by applying to the Pacific Coast Bureau of Education, 300 Post street, San Francisco, which makes a business of placing teachers. Send for circular and registration blank.

Jonathan J., of Sen. A, goes about the halls humming "My Marguerite." We wonder who it can be.

"Straws tell which way the wind blows. At a meeting of the class of '92, of Cornell University, a resolution was adopted prohibiting the use of wine at the class banquet. Of the four hundred members of the class only eleven voted against the resolution." — *Napa Courier*.

Junior—"A penny for your thoughts, Minnie."

Middler—"I am seriously thinking over a change of state and name."

Junior—"What, really? Oh, come, tell me all about it. Who is he?"

Middler—"He! Oh! ha, ha, ha! Why, my dear child, I am studying a chemical reaction."

When the busy day is over,
And you sing in study time,
Oh, how sweet sounds Junior music,
Set to warmest Senior rhyme!
Gaudier strains might prove most cheering,
But an earnest practice seems
Sweet and simple and endearing,
Making happy home dreams.

The members of the class of May '88 are hereby reminded that their first reunion will take place in Normal Hall June 27th, 1889, as decided upon at their last regular meeting. It is to be hoped that each member will make a special effort to be present. By order President,

J. LAWRENCE GERRY.

The Under-graduates' Song:—

I want to be a graduate,
And wish the graduates stand,
A class-pin on my collar,
A diploma in my hand.

And chase before my teachers,
On graduation day,
I'll sing the class-song boldly,
And as gladly march away.

The following may be called *laugh*(sh), but here it is: A man with a seedy (un) *Bartley* appearance, took a *Walk* on Second street. There at the foot of a *Hill*, he found a *Jewell* of great *Price*, in fact *Bartley* second to none in San Jose. The event occurred during our tremendous *Gale* last week.

MY SHIP.

She fell in love with the harbor buoy;
She couldn't have loved him more;
Yet one day jealousy spoils her joy—
He caught her hugging the shore!

They fixed it up the good old way,
As you can determine with ease;
And her captain wrote me the other day,
"She's enjoying a smashing breeze."

THE NORMAL INDEX

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