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The Normal Pennant.

November, 1898.

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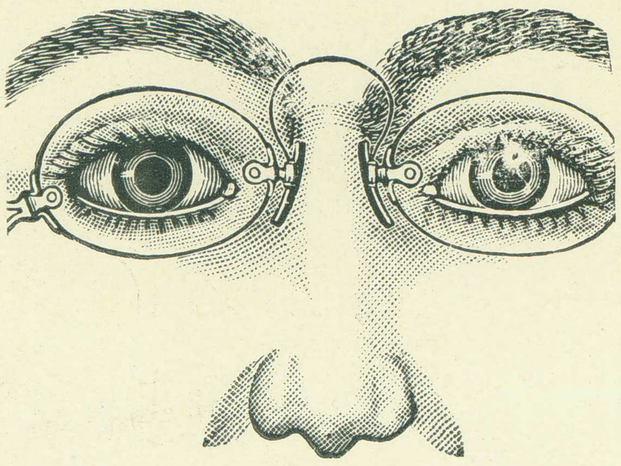

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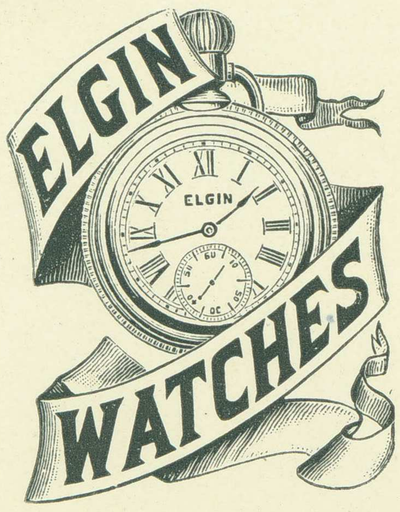

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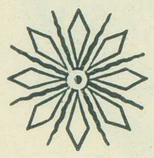

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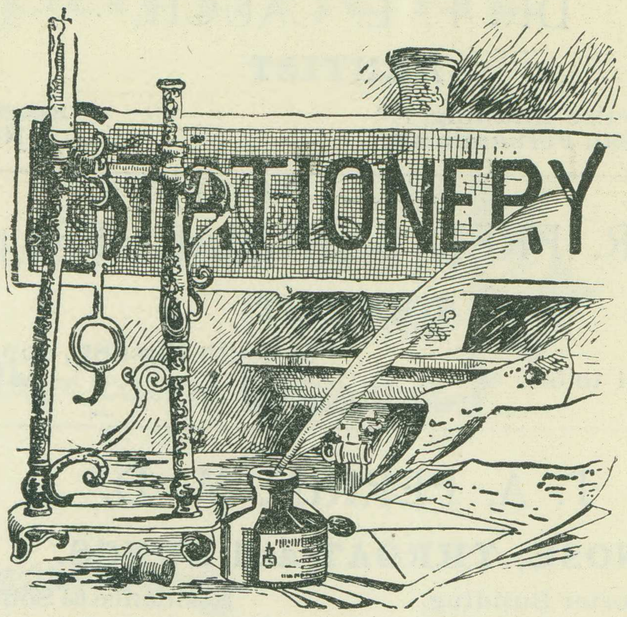

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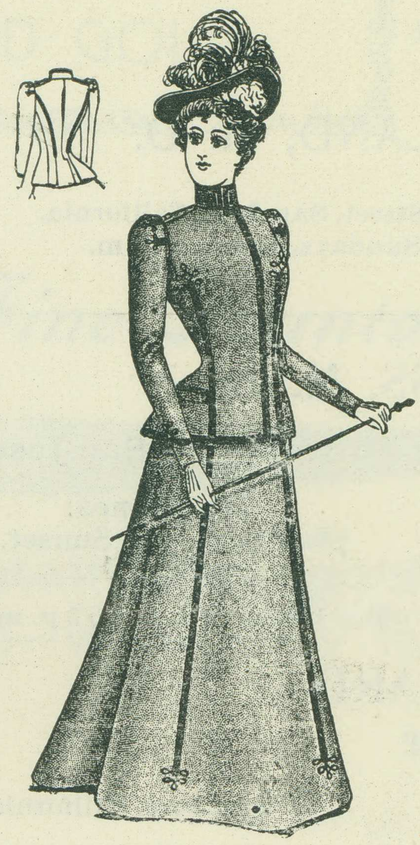

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The Normal Pennant.

VOLUME 1. SAN JOSE, CALIFORNIA, NOVEMBER, 1898. NUMBER 8.

Literature for Little Folks.

The following paper was read by Miss Clara B. Churchill, '76, at the Teachers Institute held at San Luis Obispo last month.

No longer is it necessary to ask, can they or shall they have what we call literature. We shall all agree, I think, that they may and must have their portion. It will not be studied in the same critical way in which the higher grades study, yet it can be used in such a way as to require the children's active attention to what is given them.

Let them reproduce some of it, by picturing, by repeating orally, by dictating for the teacher to write as a reading lesson, and in the higher second grade by writing themselves.

Some bits tell to them for the ethical lesson, the bit of knowledge contained, the sound of beautiful language, and some bits, as was said to me recently, tell to them, for the "joy of it."

The question most often asked is, what shall we choose from amongst the wealth of material spread before us?

By permission of Miss Shoup, I have used the following classification of materials:

They are divided into two main classes, those relating to Spiritual Life and those relating to Material Life.

The former is again subdivided into 1st. Those relating to child life, as an individual, in the family, in the school, and amongst neighbors.

2nd. Those purely imaginative including Fairy Tales, Folk-stories and Fables.

Literature of Material Life is subdivided into these:

1st. Looking toward Human Life, under the topics Society, Industries, Trades, State, County or Nation, and Universal Relationships.

2nd. Looking toward Nature, meaning Earth Water, Air.

To me the first great half relating to Spiritual Life seems more purely literature.

Horace Scudder has said, "The place of literature in our common schools is in spiritualizing life, letting light into the mind, inspiring and feeding the higher forces of nature."

And Browning says: "The development of soul, little else is worth study."

That reading which appeals most strongly to the young child is that which deals with the relations between people.

So first come stories which deal with the child as an individual and with his relations to the family, the school, and his neighbors. And out of his interests in the relations between people, doubtless grows the reason why the fairy tale and the myth excite his first, his last, his eternal interest, since that class of reading depicts so strongly, so picturesquely, so humanly the relation of one living being to another."

Emerson says in his essay on History:

The advancing man discovers how deep a property he has in literature,—in all fable as well as History. His own secret biography "he finds in lines wonderfully intelligible to him, dotted down before he was born." One after another he comes up, in his private adventures with every fable of Aesop, of Homer, of Hafiz, of Ariosto, of Chaucer, of Scott, and verifies them with his own head and hands.

The beautiful fables of the Greeks, being proper creations of the imagination and not of fancy, are

universal verities. What a range of meaning—what perpetual pertinance has the story of Prometheus! Besides its primary value as a first chapter of the history of Europe (the mythology thinly veiling authentic facts, the invention of the mechanic arts, and the migration of colonies) it gives the history of religion with some closeness to the fate of late ages. Prometheus is the Jesus of the old mythology. He is the friend of man, standing between the unjust "justice" of the eternal Father and the race of mortals, and readily suffers all things on their account."

Some one has suggested that the Norse myths, being simpler in their conception than the Greek, should be given first. In the use of any myths, they must be given in an adapted form.

Cox's manual says of myths:

"They are the sayings by which men once upon a time described whatever they saw and heard In the countries in which they lived. They scattered, keep- the names but losing their original meaning and gradually in this way some of the stories became coarse and horrible.

Prof. Max Muller has given us this beautiful idea: "Look on Mythology as something beautiful, over which much dnst has settled, disfiguring some parts and hiding others. If we study the myths we shall find there only the simple thoughts of childlike men on the wonderful works of God, and nothing which we can laugh at, or despise, or pity."

So they must be adapted 1st. To cleanse them from this covering of dust.

2nd. To emphasize the ethical lesson.

3d. To bring nearer the child's environment.

4th. To fix in the child's memory the classic knowledge as being necessary to his education.

5th. To make enjoyable reading lessons, to correlate reading with literature.

6th. To tell the whimsical yarn which we enjoy as a caricature and which children enjoy as a humorous selection.

[TO BE CONCLUDED NEXT MONTH.]

A Modern Fairy Story.

One warm afternoon in October, John Bright, a boy of sixteen, had been following his dog through the woods in a chase after a rabbit; but at last having lost sight of the dog and rabbit, he threw himself on the grass by the side of a rock that lay partly imbedded in the sod.

The stillness of the woods and the comfort of lying stretched out on the soft grass were conducive to meditation, and John, being of an imaginative nature, was soon lost in speculation. He wondered wha was under that rock that had probably lain there a long time undisturbed. He remembered that on turning over other rocks he had sometimes found worms, centipeds, and other forms of life that shun the light.

He laid his head on the rock and listened for any movement that might be going on beneath. He remained in this position for some time. Indeed, he had almost forgotten to listen, when suddenly he heard a weak voice coming from beneath the rock. It seemed to say, "Turn the rock over! Turn the rock over!"

John was on the alert in an instant, "All right!" he said, "I will, if I can."

It proved to be a hard thing to do; but John was strong and determined, and after a few minutes of hard tugging, the rock was loosened. After it was once loose, it was comparatively easy to turn it over, as there seemed to be some force pushing underneath.

When the rock fell over, John was astonished to see standing before him a little old man. He was still more astonished when this apparition grasped him by the hand and exclaimed, "You have set me free after fifty years imprisonment under that rock."

"How could you have been under that rock?" said John, glancing at the shallow basin in which the rock had lain.

"I was placed there," said the old man, "when about your age, by genie, who at that time lived in these woods. I was a student of magic and had used my knowledge in thwarting some of the evil plans of this genie. Knowing that I was not perfect in my art, the genie took advantage of me on one occasion and compressed me into a thin wafer without destroying life or consciousness, then placed me under the rock, and decreed that I should stay there until the rock was upturned."

"I am very grateful to you," continued the magician," and may be able to do you a good turn. Think of what you would like, and if it is in my power it shall be granted."

John was not slow to decide. He liked to learn about animals better than anything else and this determined his wish. After a moment's thought he said, "I would like to have the power to change myself, at will, to any animal, and back again.

"Nothing easier," said the magician. "There is one condition, however, that I must impose on you. This is that if you tell anyone of your power it will be immediately lost."

Thanking the magician for his gift, John trudged off home, perfectly happy but not anxious to try his new power until he had made some plans.

The next morning John went through the woods to school, and had for his companion, Mary Still, a neighbor's daughter about John's age.

John and Mary were very good friends, but on this morning John was not inclined to be sociable. His mind was filled with ideas of how he would become a great naturalist. Mary, on the contrary, was in a talking humor. But she soon noticed John's lack of interest in what she said and, ascribing it to a lack of interest in herself soon relapsed into silence.

They had proceeded some distance without speaking when, on passing around some bushes, they came face to face with a huge bear.

Mary screamed, but was too much frightened to run. John thought at once of his new power, and said under his breath, "I want to be a lion."

Immediately there appeared on the scene, to Mary's astonishment, an immense African lion, which charged on the bear and put it to flight.

After following the bear some distance, John remembered Mary, and realized that her fright must have been increased at the sight of the lion. Therefore, he stopped, and, changing himself into an eagle, flew back toward the place where he had left her.

He soon discovered her hurrying toward home Flying a little beyond her, John lighted behind a bush and changed to his natural form. He then stepped into the path and walked to meet her.

Mary saw John, but would have passed by without speaking. But John could not stand that. He stepped squarely in front of her and said, "Mary, we can go to school now; the bear has gone."

Mary's eyes flashed through her tears as she said, "I won't go to school with you any more. You are a coward. You ran away; and then a lion came too."

John was in a quandary. He knew that if he did not explain matters Mary would always hold him in contempt, while if he told the truth he would lose his new power according to the conditions imposed by the magician.

John's struggle could not last long with Mary before him. As she tried to move past, he grasped her hand and began his story.

It did not take long to clear away the mists and to bring the smiles back to Mary's face. And when all was told she looked so happy that he gave her a rousing kiss. When, lo! he opened his eyes with a start to find his faithful dog licking his face, and he was lying on the grass in the woods with his head on a rock. J.

"It is a common saying of the day that the American flag wherever once raised must never be hauled down. This would have the ring of higher patriotism were another resolve coupled with it: The stars and stripes shall never bring bad government—shall never wave over misrule, injustice, waste or neglect."

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...LIBRARY...

Two valuable reference works have been added to the library during the past month. "The Century Atlas" is made up of maps and indexes, no descriptive matter. The maps are all made especially for this work and are based upon government surveys and recent explorations. Besides modern maps there is a section devoted to historical and astronomical maps, making in the complete work nearly three hundred maps. Numerous details are given not usually included in maps, such as routes of travel, routes of discovery and exploration, submarine cables, sites of battles, etc., etc. The indexes are very complete, including names of postoffices with populations, rivers, mountains, islands, etc. The work is uniform in size and binding with the Century Dictionary.

"The Earth and its Inhabitants," by Elisee Reclus, is a standard reference work in geography of nineteen octavo volumes. Europe, five volumes; Asia, four volumes; Africa, four volumes; North America, three volumes; South America, two volumes; Oceanica, one volume. The descriptive matter includes the geography, physical and political, of each continent and each country, climate, inhabitants, government, animal life, commerce, etc. Maps and plates are numerous and exact. A special feature is the illustration of costumes of different countries.

Other additions to the library are:

KINGSLEY J. S.—Elements of Comparative Zoology.

WILSON, LUCY, L. W.—Nature Study in Elementary Schools.

DONALDSON, HENRY H.—Growth of the Brain.

RIBOT, TH.—Psychology of the Emotions.

BALDWIN, JAS. M.—Social and Ethical Interpretations.

SPAULDING, J. L.—Thoughts and theories of Life and Education.

WALDSTEIN, LOUIS.—The Subconscious Self.

JAMES, Wm.—The Will to Believe and other essays.

CHAMBERLAIN, A. F.—The Child and Childhood in Folk-thought.

Plato the teacher; selections from the dialogues of Plato.

Proceedings of National Educational Association, 1895, 1896, 1897. R. R.

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FRANK G. MAUS - - ACTING EDITOR-IN-CHIEF
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SAN JOSE, CALIFORNIA, - - NOVEMBER, 1898.

Mr. McKannay is at present suffering from an injury received in a practice foot ball game last week. Although his right arm is wholly disabled at present, the injury is not dangerous. Faculty and students unite in wishing the genial editor a speedy recovery.

The four-year diploma subject is soon to be brought up again. The committee appointed by President Mouron of the Student Body is at work upon the matter and, in the near future, will make a report, giving all the information upon the matter that it is possible to get.

This subject is one that concerns every student in the school, and it behooves the Student Body to give the matter full consideration before taking definite action.

An editorial in the May PENNANT gives the view of the Joint Board of Trustees on a four-year diploma Its import is: The state will furnish no diploma that credits Normal graduates with four years work. The only way, then, in which the much desired diploma can be had is for the Student Body to furnish the diploma at its own expense. This need not be great as the value of a diploma lies, not in its material but in that for which it stands.

The PENNANT does not wish to make itself a school kicker, yet, we feel it right to say that the number of disturbing students called before the Executive Committee at the last Student Body meeting was not satisfactory to one who believes in self-government.

The PENNANT has a contemporary in the school that has been doing a large but quiet work during the last year. It is the older of the two papers, being started before the PENNANT was thought of. We refer to the Y. M. N. D. *Times.*

This little paper is "published" simi-monthly by the members of the Y. M. N. D. Society and is generously supported with literary matter by the members. The contributions are collected and read by an editor at every second meeting of the society. The boys write freely for they have no fear of critics. Critics are terrible people. The only way for outsiders to get the news of the *Times* is to attend the meetings when it is read. Back numbers are bound, but the file is never allowed in the hands of faculty or outside students.

It is certain that the PENNANT'S journalistic friend is doing good work in promoting writing among the boys.

We are sorry for the mistake which occurred in Miss Howe's article in our last issue. Instead of "Ishell" the name should have been "Isbell."

We want stories, especially Christmas stories for the December number, and all students are asked to contribute. Contributions must be handed in by the 8th of December.

Miss MacKinnon has passed the danger point of her illness and is now on the road to recovery. May the pleasant preceptress soon be with us again.

Class of November, '98.

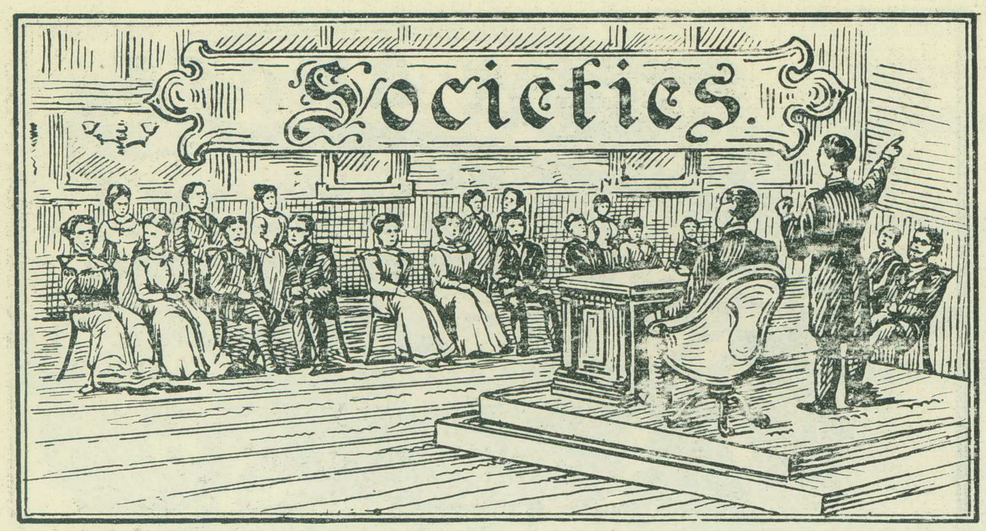
The graduation exercises of the November class of '98 were simple but interesting. The address of the occasion was delivered by Miss Washburn, who had long been class teacher of the graduating students. She spoke of the history of the class and gave some kind words of encouragement to the students who were leaving the school for their life work.

Prof. Randall spoke shortly, welcoming the graduates to the professional field where energy is such an important factor of success,

After singing by the school, the following graduates received their diplomas:

Marvin L. Benson,
Olga M. Ehlers,
Ernest E. Hough,
Helen E. Marcus,
Maude M. Martin,
Ida M. Nelson,
Geo. D. Parkinson,
Alma E. Plumb,
Ethel M. Pyle,
Yosemeta Ralston
Jessie D. Wood.

In the evening, the graduates passed a pleasant time with their friends in the Normal hall.



The F. A. C. is at present devoting its energies to the study of King Lear. Some good work in the line of comparitive and historical study is being done and all report a great interest in the work.

The Y. M. N. D. is still on the high road to success. Owing to the festivities of the Athletic Club, however, the meetings have been somewhat irregular, but the good work has not been harmed in the least.

While the Y. W. C. A. has lost a good member in Miss Helen Marcus, who graduated with the November class, it feels that she will go forth to reap the harvest of her labor while here. The society never stops in its growth; as it loses so it gains, and already new members have enlisted in its ranks.

The Sappho Club has been recently organized by a number of young ladies for the purpose of studying standard authors and parliamentary law. Its membership is limited to thirty. The club, of which Miss Ida Jackson is president, holds its meetings on Fridays in Room B.

Another new society called the O. K. Club has been organized by the 4B 2's. The meetings are very informal, the object being to promote the genial welfare and sociability of the class. The club has had several delightful gatherings, the first hostesses being Miss Eva Weymouth and Miss Bessie Falk who made their guests feel at home. Another evening Miss Elsie Hill entertained the class at a phantom party which was a great success. The club recently made a trip to the Phelan Theater. As to serenading—well, ask the members. Many delightful times are being planned.

The Allenian Rhetorical Society held an open meeting in Normal Hall Friday evening, November 17, in honor of its second anniversary. The following program was ably rendered: Instrumental duet, H. Carroll, A. Mulrooney; address, C. Boyce, Pres.; speech, R. White; quartette, O. Stevens, A. Connelly, H. Shultz, R. Rond; recitation, A. Connelly; three minute speech, M. Mariner; zither solo, E. Ruhl; three minute speech, F. Wells; instrumental duet, H. Shultz, O. Stephens; oration, W. Donlon; vocal solo, H. Sturtevant, ; three minute speech, T. Burtcher; address, Miss Howe; song, quartette.

L. Alice Halsey.

EXCHANGES.

We are glad to welcome so many new exchanges to our table this month and hope that many more new ones will be added in the future.

We wish to congratulate the *Searchlight* on its artistic appearance. Its illustrations are all good, but it would be improved, we think, by the addition of more reading matter.

The Normal *Advance*, from Oshkosh, Wisconsin, is one of our new exchanges. It is a very bright, interesting paper, and we wish it success.

He: "Have you read Caryle's Essay on Burns?"
She: "No, I hate medical treatises."—*Ex.*

We are always glad to welcome the *Lowell*, the largest and best of our exchanges. It is filled from cover to cover with interesting stories and school news. It is a paper to be proud of.

The last exchanges that we received are the High School *Item*, from Pasadena, and the *Retain*, from the Toledo High School. Both are very good papers.

Two copies of the High School *News* have been received since our last issue. The editorials are very good, but we think the addition of some stories would add to its value. The same may be said of *The Adjutant.*

Judging from the amount of space devoted to foot ball in most of our exchanges, other schools besides the Normal have the foot ball fever.

The *Jacob Tome Institute Monthly*, which comes to us from Port Deposit, Md., deserves special attention. It is an example of what a school paper can be when actuated by the proper spirit. Our students will be especially interested in it as it comes to us from a former teacher, Prof. Howe.

The *Phoenix*, published by the students of the Janesville High School, Wisconsin, contains much that is of local interest, but which we, on this far away coast cannot appreciate.

We hope the Normal *Record* from Chico will soon add an exchange column to that paper.

From the Portland High School comes a well written and very readable paper in the shape of the *Cardinal.* The most interesting article for the month is a letter from Manila while the most original is "A Romance of Chinatown," which is likewise interesting.

The *Ægis* is better tean usual this month. An article on "The Roman House" will be very interesting and instructive to students in General History.

"The Origin of the Water Lily," "On Music," "The Vision of Priest," "On and After the Ball," are other good articles in the same paper.

Other good articles for the month are the following: "One Day at the Trans Mississippi Exposition," *The Tyro;* "The Fortune of War," *Alameda Bee;* "Etymology as a Science and Lafayette," *The Polytechnic;* "Truth Stranger Than Fiction," *Guard and Tackle;* 'One of the First," "The Skirmisher," and "Grandpa's Story," *Olla Podrilla.*

Small Boy: An angle not a right angle is an obscene angle.

"In what respect does Spain excel all other nations?" Spain has the finest submarine navy in the world.—*Cervera's New Geography.*

October Magazines.

"Our National Folly and Victories," by Major General J. C. Breckinridge, U. S. A., in the *North American Review* for October, is very full of interest. Major Breckinridge tells the facts from the stand point of a soldier, and in this matter no better view could be taken.

The *Kindergarten Review*, which appears on our magazine shelves, is of interest to all of us. Susan E. Blow and W. T. Harris are both contributors for October.

The department of the *North American Review* for October, entitled "Notes and Comments," contains much valuable information. "Fancy Work on Nature Studies," by Kate Garnett Wells, and "Boys' Clubs," by Winifred Buck, are articles from which much may be gained.

In the October *Forum* Rev. Charles H. Eaton has an interesting paper on "A Decade of Magazine Literature." In it he classifies the articles in the *Forum* and *Nineteenth Century* during the decade 1888-1897. The distinction he makes between knowledge gathered from newspapers and from monthly reviews is a good one.

"Why college graduates are deficient in English," by Annie E. P. Searing, in October number of the *Educational Review*, is an article that will be of benefit to us all, as bearing on the question so lately brought up in our Student Body meeting.

Literary

THE SAN JOSE CREAMERY has removed to 149 South First Street, opposite Hale's. We churn our butter daily. It will pay you to call and see our bargains in butter.

Before Study Hall Freedom.

Patrick Henry of the Student Body: "We are chained hand and foot to pig iron customs and cast iron rules by cold-hearted tyrants. Let us strive to break the adamantine bonds that bind us. We shall yet be free."

(Tremendous applause.)

Teacher, to unprepared class: "I have prepared my work for to-day. You have utterly failed to prepare yours. What do you think such work means? Why, I would be a fool if I came to the class-room with no more preparation than you have."

Psychology.

Professor: Give some of the bodily accompaniments of embarrassment.

Girl Student: Well, we get red in the face and breathe and short pants.

LOST!—Probably at the foot ball game, two voices. Not very sweet, but nevertheless needed in the music room this term. Any information that will lead to their recovery will be rewarded.

JANE DOE,
RICHARD ROE.

FOUND!—A hoarse. Is at present located in the throat of the humorous editor. Any one knowing how to take it away will be rewarded.

The small boy thought that contributors and orchids are alike because they're hard to spell, but the editor of this column thinks they're alike because they're sometimes mighty rare.

Although Prof. Bennett is our favorite lecturer, no one doubts that Prof. Schoof can draw the best house.

The juniors and new 3 B's have found out by this time that the letters on the doors of the various rooms are not the initials of the names of the subjects taught there. They are excusable, of course, for at first going to room A for Algebra, B for Botany, C for Composition, J for Geometry, etc.

A 3 B student remarked at the end of the ten weeks that history repeats itself.

An Incident in the Editorial Room.

Editor: Here is an excellent joke I've just finished that's in line with the European crisis: President Faure, of France, can eat his Thanksgiving turkey this year accompanied by Saulsberry sauce.

Associate Editor: They don't have Thanksgiving in France.

Editor (after a moment:) Well, how's this: President Faure, of France, can this year eat his Christmas turkey accompanied by Saulsberry sauce.

Associate Editor: They don't eat turkey for Christmas in France. It's goose, or something or other that's the national dish.

Editor (Glaring:) How's this then: President Faure—of France—can this year—eat the French—national dish—for Christmas—accompanied by—Saulsberry sauce.

Associate Editor (meditatively:) Well, that may be all right, but I don't know whether Saulisbury is Prime Minister of England now or not. Besides, the construction of that joke is——

Editor (Savagely:) Aw, get out. You remind me of the old cow that always wanted to change her diet and eat rose leaves, and when she finally got 'em, she bellered around because the leaves had thorns on 'em and they stuck her tongue. Your a great 'sociate editor.

F. G. MAUS.

White and *Brown* is a stylish combination this year.

Mr. McKannay has said that he likes personal hits. If anyone knows a good personal that hits the Editor-in-Chief (not as hard as he was lately "hit" on the foot ball field) he would doubtless delight Mr. McKannay by having it published in this column.

Men's furnishings, shirts, neck-wear, collars, cuffs, handkerchiefs, reefers, mufflers, underwear, hosiery, night-shirts, suspenders, gloves, etc. You will find the largest and best assortment at Jenkines,' 114 and 116 South First Street, at lowest prices.

How the Normal Boys Stood.

Election day has come and gone,
No more the town's on fire;
The State returns have all come in;
It's Gage, and not Maguire.

The Normal boys, of course, were out;
For years a few have voted;
The others stood about and yelled
Till they were sore throated.

And when upon election night,
Returns were duly posted,
Or rather, thrown upon a screen,
The boys stood round and boasted.

Said Sheriffs, "Maguire is the man
Who served the people well."
G. Telfer said, "Gage is the one
Whose's principles will tell."

But soon reports came think and fast
From all the county o'er,—
From mountains peaks, east, south and west,
To Alviso's muddy shore.

And so attention was all turned
To learn of county matters,
And after each report was shown,
A few were mad as hatters.

Said John Bolin when he gazed anew,
"We've downed the gang! Just see!"
And from dark black shoes to light white hair,
He wiggled in his glee.

Then up spoke A. Caldwell,
Jonn's happiness to blight:
"The G. G. L's are sore heads,
And the gang men are all right."

But soon there came a new report,
Democrats said "The pity,"
But Republicans all hollered out,
'Our Gage—he carried the city."

Perhaps the greatest noise then heard
On Santa Clara street,
Was Kottinger's big melodious voice,
"Maguire's got cold feet."

Reports then stopped; the boys went home,
'Twas not much of a spree,
For every little Normal boy
Was safe in bed by three.

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Foot Ball.

Foot ball has come to be quite the thing. Every Saturday we take a half day off and go and shout for our team, and we always come home happy for our team never loses. Saturday, Oct. 29, the Normal and San Jose High School teams played a match game. It was the most exciting game of the season, and the most unsatisfactory. The High School team seemed to have the idea that they could win the game by "kicking" and "bluffing." Such things bring foot ball into disfavor, and are not appreciated by lovers of the game. During the first half our boys had things all their own way. One touch-down and one goal kicked gave us six points. In the first part of the second half the High School scored a touch-down and kicked a goal, tying the score. In the latter part of the half our team had the advantage but did not have time to score. Ulrice, who played left end, and the two half-backs Meese and Captain Estes did good work. All the boys played well but did not have a chance to show themselves.

The following Saturday it was Normal vs. Oakland High School. As the Oaklands lined up they presented a formidable appearance, but they could not back their appearance up, The game on the whole was easy for the Normal. The backs, Palmer, Meese, and Estes went through the line whenever and wherever they wanted to. The Oakland team at times, however, put up a very strong game and made the boys work hard to hold their own. The visitors played a clean and gentlemanly game which we thoroughly appreciate.

The four basket ball teams are doing hard work this term in the way of practice games. The players are all enthusiastic on the subject of basket ball ; it is to the girls who have plenty of energy what foot ball is to the boys. Why aren't more of you playing, girls ? The game is intensely exciting, and as a good, invigorating physical—and mental—exercise it cannot be surpassed, while as a dissipator of the blues it is the best thing out. If you don't want to play, come to see the games. Reserved seats on the fence are always at disposal of visitors.

A dressing room has been added to the inclosure for the benefit of the teams, who feel deeply grateful to Prof. Randall and other members of the Faculty who have manifested such a warm interest in the welfare of the basket ball girls.

Foot Ball Game Incidents.

With the Normal students four-hundred strong at my left, and the High School about fifty strong at my right, I sat, an interesting spectator, at the great game, when the Normal and the High School were engaged in deadly conflict. It is unnecessary for me to add that I have imagined all sorts of things going on in my head ever since, and one night I really dreamed that I was obliged to live on an island where people did nothing all day but toot horns, give school yells and talk to you through megaphones.

"What pretty suits our boys have !" I heard a girl from the "High" saying. Yes, my girl, they have pretty suits and pretty tempers, too—a most beautiful combination.

A sweet old lady came up the aisle of the grand stand. Behind her, stalwart and tall, walked a young man in the uniform we all love so dearly. The mother was proud of her son, the son was proud of his mother. Here was war and peace combined. He, who had come back safe from the cannon's mouth, was about to witness a game of peaceful times, in which lives are risked, but not for their country.

Away off in the field we could see the Normal boys in their light suits idly lounging on the groud. I could not say to that "High" girl, "What pretty suits our boys have," but I could say, "What strong manly fellows our boys are !"

Rah ! Rah ! Rah !
Gold and white !
San Jose Normal !
It's all right !

Could one ever forget the scene as over the balmy October air this cry was borne. How sparkling and bright were the faces of those gave it, and how their boys went to work with redoubled fury, knowing that back of them were hundreds of friends, eager and willing to cheer the slightest efforts on their part.

Now and then, at the direction of an antomaton-like-looking human being, the squeaky treble of the "High Girls" could be heard, giving the same yell that their ancestors did when they were inmates of that school. But old-fashioned things are quite the rage now, you know.

That the game resulted in a tie was not the fault of the Normal boys, for they fought bravely and nobly. As they were going home, all soiled and tired out, the High School team yelled, "What's the matter with the Normal farmers ?" All the way home this cry

kept ringing in my ears, and my mind framed the answer to it in these words, "Abe Lincoln was once a farmer."

W. CAROLYNE.

We lately received a copy of the "Alameda Bee" that contained an article stating that the average weight of the Normal foot ball team was 175 pounds, that the Normal boys were selfish, (which they must be if they gathered in all that avoirdupois), and that they did not play as gentlemen.

We print the following in answer:

ALAMEDA HIGH SCHOOL, Nov. 3, '98.
Manager State Normal Foot Ball Team.
Dear Sir:

In case a copy of the November issue of the "Alameda Bee" should come into your hands or into the hands of any member of your team, I wish to deny the article written concerning our game with you as not in the least expressing the sentiments of our team or the majority of the students. The article gives a very wrong and unjust idea of the game, we boys being well pleased with the way you treated us. Hoping that this will explain anything that you may have heard, I remain very sincerely, R. W. MCCORMICK,
Captain Alameda High School Foot Ball Team.

Normal vs. Stockton.

The A. A. L. foot ball game between the Normal and Stockton High school was won by the former. The game was interesting and clean. The Stockton boys played good ball but with all their good playlng, failed to make a touch-down or approach the Normal goal.

Ths following is the line-up:

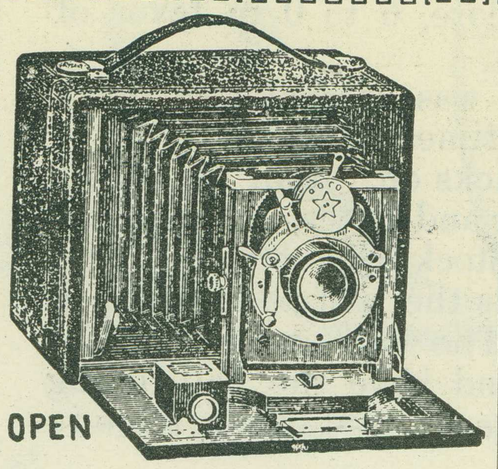
STOCKTON.	POSITION.	NORMAL.
Holberg	R. E. L.	McKay
Butts	R. T. L.	Paddock / Martin
Gould	R. G. L.	Heston
Musto	Center	Rickabaugh
Hammond	L. G. R.	Benson
Stevens	L. T. R.	Frazer
Listener	L. E. R.	Reynolds
W. Moring	Quarter	Carr
C. Moring	R. H. L.	Meese
Gianelli	L. H. R.	Estes
Colt	Full	Palmer

Officials: Umpire—Holman; Referee—Bland; Timers—Woods, Suzzalo, Linesmen, Atwood, Steves.

THE GAME.

First Half. Estes kicks off for 45 yards. Ball is advanced 10 yards. Stockton tries bucking center but loses ground. By series of end runs, ball is carried to center of field. "Rick" gets the ball on a fumble. Normal advances the ball slowly. Meese then makes the star run of the day, 30 yards. Palmer's excellent interference cleared the ground for this run.

By bucks and short end runs, the ball is carried across the goal line by Estes. Martin was hurt in the scrimmage and forced to retire. Paddock took the place.



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Estes kicks the goal. Score, 6 to 0 in favor of Normal.

Stockton kicks off and ball was carried well down into Stockton territory when time was called.

Second Half. Stockton kicks off. Ball is run in 20 yards by Meese. Balmer and Estes, by repeated bucks, carried the ball to Stockton's 30-yard line. Here, on a fumble, Meese gets the ball and carries it around the end 15 yards. The ball on the 15-yard line, the Normals line up and have the ball going rapidly towards their opponents' goal when time is called.

Heston's heavy work told on the line.

The Normal boys are doing good all around work Their worth was shown when the Stockton boys, with their tandem bucks, ineffectually hit the Normal line.

The "undefeated" San Jose High didn't find snaps when it ran up against the "scrub" Normals and the "rebel" Santa Claras.

In such a community as this, a comparatively secluded valley, one would expect the schools to have friendly rivalry among themselves but still be loyal to the educational institutions of the county. For one school to wish its neighbor school defeat simply because it is a neighbor does not promote the interests of either school.

Brother Schools, while some of us have perhaps been too antagonistic in our rivalry, it is not too late now to change for the better. Instead of playing one game with a neighbor and then yelliug the rest of the year over the victory, let us play numerous practice games that will improve the general standing of athletics.

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NAME	MIEN	DISPOSITION	HOBBY	DESTINY	QUOTATION
Fobes	Saucy	Jolly	Monitor	Minister's Wife	"Leave me the world to bustle in."
Boyce	Imposing	Shy	Tenor	Singing Teacher	"He singeth loud his godly hymns."
De Haven	Old-fashioned	Has none	Sketching	Sunday School Teacher	"Gay queen of fancy and of art."
Estes	Gallant	Lovable	Girls	Horse Doctor	"Comb down his hair—look, look it stands upright."
Bennetts	Gentle	Affectionate	Yells	Orator	'A still, small voice."
White	Demure	Flighty	Arithmetic	Parson	"I do but sing because I must."
Pacheco	Angelic	Varies	Insects	Pima Donna	"With steps as light as summer air."
Wright	Business-like	Winning	Tickets	Policeman	"As became a noble knight, was gracious to the ladies."
Vestal	Serene	Good	Stachel	An Old Maid	"So popular and without conceit."
Reynolds	Dazzling	Lady-like	A razor	Foot Ball Player	"So gallant and so hale."
Chappell	Sedate	Haughty	Ha! Ha!	Obscure	"With many a social virtue graced."
Stevens	Corpulent	Good natured	City Life	Country School	"The full moon of eloquence has shone forth."
Farrell	Curly	Inquisitive	?	To keep house with a cat	"Vivacity is the guilt of women."
Butler	Dignified	Reliable	Zoology	Scientist	"I will leave large foot-prints on the sands of time."
Dimon	Placid	Amiable	Bennetts	Ask Her	"She speaks, behaves, and acts just as she ought."
Crawford	Grand	Unruffled	M. Arith.	Dancing Teacher	"She was good as she was fair."
Danforth	Stndious	Medium	Foot Ball Player	Give it up	"Those eyes so dark and beautiful."
Epperson	Cheerful	Friendly	Basket Ball	Dressmaker	"Her air, her manner—all who can admire."

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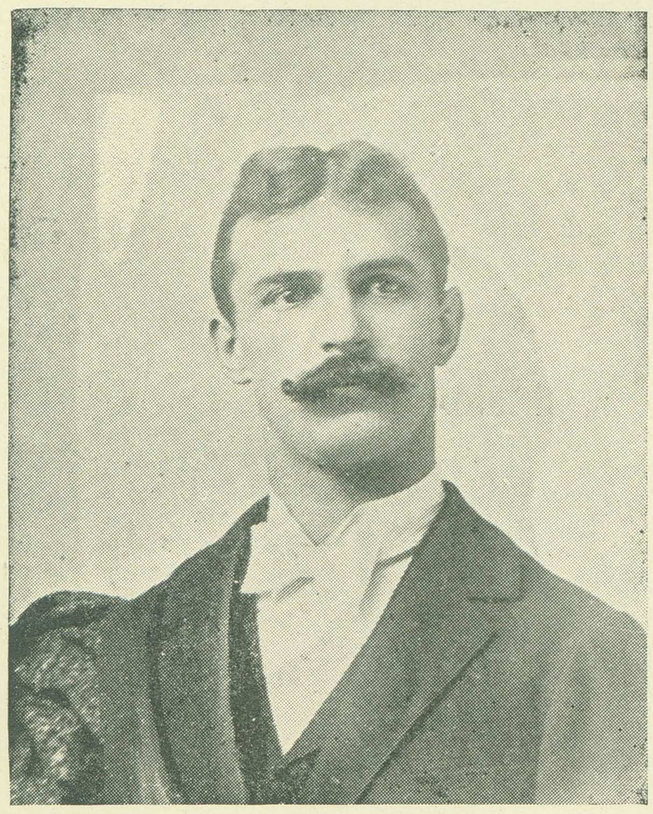

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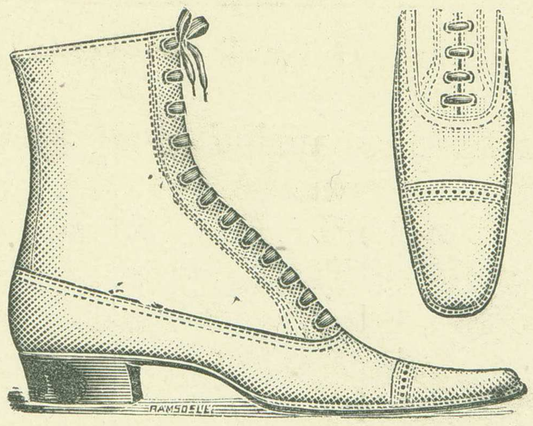

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