

The Normal Index.

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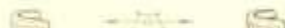
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THE present session of our State Legislature bids fair to be a memorable one in the annals of educational reform, there being now under consideration several important measures tending in that direction.

The first of these, and one which will be hailed by all teachers as a step in the right direction, is intended to strengthen and render fully operative that clause in the school law which prohibits the dismissal of teachers in city schools without cause, duly proved. This is just; for, surely, the school, as well as the church—twin character builders—should be as far removed as possible from political control; and the teacher should be entirely independent of the "boss."

Of equal importance, especially to the poor man, is the bill aiming to make the High School a part of the state educational system. At present these

schools are supported by city and county moneys; and it will probably require an amendment to the State Constitution to bring them into line with the other schools. Some one has said that a complete system of education should begin in the gutter, and end in the University. Judged by this standard, our system is not complete. There is a round missing from the ladder. The Grammar School does not fit for the University. To the rich, who have means to prepare in private institutions for higher work, this is not of great moment; but, to the poor boy struggling for a higher education, it often means failure. The High School, by supplying the missing round and fitting for the University, would help the poor boy in his upward climb. It is, therefore, the school of the poor man, and, as such, should be a part of our state system of education.

Another proposed reform, more far-reaching than either of the foregoing, is one giving women the privilege of voting at all municipal elections, and for all school officers, city, county, and state. Why should this privilege not be given? The great majority of our teachers, and many of our other school officers, are women, who, throughout the state, certainly have as great an interest in schools and school children, school management and school law as have men. At present, the absurdity exists of allowing women to hold offices and giving them no ballot. They may be candidates, but may have no voice in their own election; may hold positions under the law, but have no voice in making it, and must pay taxes imposed by others. We hope the present Legislature may see fit to change some or all of these.

Still another matter, pertaining more particularly to schools and school teachers, is the proposed change in the school registers. Under the present law and with the registers as now kept, each teacher, on taking charge of a school, must make his or her own classification and programme. This takes time, and often causes much confusion for the first few days of the term. It is now proposed to so change the form of the register, and

so amend the law, as to require each teacher, before receiving his or her last month's salary, to make out a complete classification of the school and a programme of school work; and leave the same in the register for the use of the incoming teacher. If properly done, this would certainly be a great help to teachers, especially inexperienced ones.

ON the twenty-first of January the gang called the school together in the Assembly Hall to meet the members of the Committee on Education from the State Legislature. After a song by the school, Prof. Allen introduced the visitors with the remark that as they had come to see and hear, it was but just that they also be seen and heard. Senator Camminetti said that the Committee had wisely decided to do but little talking, and to let their deeds speak for them. He said he was in favor of Normal Schools, and would do all in his power for their benefit, and whatever the Faculty of this school thought would be needed he, for one in the Senate, would be ready to grant. He was followed by Senator Conklin, who re-affirmed his predecessor's statement that their rule was deeds, not words. He said the Committee had the best interests of the schools of the State at heart; especially was this true of the Normal Schools, as from them go forth those who are to teach on the mountain, in the valley, in all parts of our great state. In conclusion, he said that the character of the nation depends upon the teacher, for to him is entrusted the building up of the moral character of the youth of the land. C. M. Crawford, Chairman of the House Committee, endorsed the sentiments expressed by the others, and would do all in his power in behalf of the institution. Assemblyman V. E. Bangs complimented the pupils on the orderly manner in which they had taken their places in the Assembly Hall, and gained their good will by affirming himself a patron of the school.

After another song by the school, the members of the Committee met with hearty greeting and cordial hand-shaking from acquaintances and friends among the pupils from their respective counties.

ON Monday, February 4th, was held a Senior A Class meeting, for the purpose of electing officers for the term. Shortly before the meeting, Room K was alive with the buzz of voices, which told of electioneering? Occasionally the word "variety" was heard above the rest, which, we afterwards found out, meant that a young lady was desired for President. But majority ruled, and

Mr. Jury was elected. We believe that a good selection was made in choosing one who will work for the best interests of the class. Miss Thatcher, an energetic young lady, was unanimously elected Secretary, and Mr. Barthell, a "very honest" young man was elected Treasurer.

The Index congratulates the Class on its choice of officers, and the officers in being the chosen of the Class, and wishes them both success.

IS TACT HYPOCRISY?

Who has not been gladdened by the sight of a beautiful diamond, so pure, so bright, so flashing, and withal so lovely in its halo of radiant light! And this gem that is so like a diamond that the novice is charmed with its sparkling beauty, is this a diamond, too? Ah! the brightness of this one plays only over the surface, hiding from the inexperienced eye the real nature of the thing beneath; while in the other, the beautiful rays burst forth from its very heart, and reach out as if striving to share their brightness with you.

Shall we call them both, so like, yet unlike, diamonds? No, a lie, however embellished, can never be the truth. One is but glass, cut and polished into the semblance of a diamond; the other, a diamond ever, is, in its normal state, rough and apparently dull, its glowing worth locked within. Is it less a diamond because a skilled hand brings forth this glow to delight the world? Does not the fact that no foreign matter, nothing but a diamond can polish a diamond, convince us of its intrinsic purity and truth?

Is tact hypocrisy? Webster, the lexicographer, tell us, "Tact is nice perception, a ready power of appreciating and doing what is required by circumstances;" and, "Hypocrisy is a concealment of one's real character or motive; the playing of a part;" two widely different things, according to Webster; and, as he is an authority on such matters, I think we will not dispute his word.

But come with me out into the world among our fellow-creatures. Do not deeds speak louder than words? There is a mother, strongly devoted to her children, who studies their characters, the better to be able to train them to be noble men and women. Her best feelings, the whole strength of her nature, is in her work. How will she best accomplish this end? Shall she sit and wait, as it were, and at every mis-step cry "don't!" or read them a long lecture on their shocking and ungentle conduct? or tell them a story with an overwhelmingly strong moral? in fact, make

them proper, prudent and conscientious at the cost, perhaps, of a crushed or broken spirit?

Or shall she study how to instill into their nature a high sense of right and wrong? And with loving tact and delicacy and a timely word here and there, soften or strengthen their characters, as the case demands, without checking the development?

Here is a learned teacher, his rules are iron-clad, his watch-word "Duty." All who err come under his just condemnation. The nervous, the sensitive, the stubborn, the high-spirited, all are dealt with according to rule. What is the result? The nervous child loses his individuality in a bundle of quivering nerves; the sensitive child grows more sensitive, or becomes hard and bitter; the stubborn child becomes degged; the high-spirited child frets and rebels, losing much of the sweetness of his nature and learning to hate where he was ready to love. Too truly it has been said: "A little management often evades resistance, which a vast force might vainly strive to overcome."

I once knew a girl, one of a large family of children, who was not considered strong-minded, beautiful or prepossessing; and who, when compared with her sisters and brothers had less force and spirit; yet she led them as she would, and I know she led them not far from the right path, for she loved them dearly and pondered long and earnestly, asking God's help in her need, before she tried to influence them. They came to her with their trials and pleasures as children, and when they grew to be men and women they came to her with their plans, joys, disappointments and sorrows.

Wherein did her influence lie? In tact? She says: "I loved them dearly and I determined to live for them. Their various characters I studied until they were an open book to me; and with no light, thoughtless hand did I occasionally write upon the blank pages turned to my view. When their passions or faults pained me I did not reprove or correct—I had no right to do so—but I thought much and waited patiently for the manner and means of helping them; and with God's help I usually succeeded."

Holmes says: "Words of true tact come to the lips via the heart." There are many women in the world who are not learned, who carry about them an atmosphere of grace and peace, take an interest in our joys, sympathize with us in our sorrows, and make more hearts light and happy by a few well chosen words than many talented and brilliant women do in a lifetime of striving. Inspired by kind hearts, they make humanity beautiful to us.

"If graceful, pleasing manners are superficial," says Emerson, "so are the pure dew drops which give a depth to the morning meadow."

Would you have the world without its tact? The diamond without its polish? But you cannot separate from our noble men and women this savvy, which is the light of their souls. It is not a sixth sense, but the light of the five senses. It is as much God's gift as is poetry, music or art. Could there be a purer motive than that of the mother who loves and understands humanity, and who, by that love and understanding, rears her children? Our successful teachers—God's noblest instruments—who raise us not only mentally but morally to the highest and best, do you think they are hypocrites because they win our attention and best efforts through our hearts? "Never worthy man worked worthily who was not moved by love," says Paul. Carlyle believes that when we realize a thing, it is passing from us, or is already past. And so it was with the sister I knew. She did not scheme or plan, but followed the dictates of her heart; and it was when she awoke to the results that she looked back and discerned the plan by which she had been governed.

When heart and mind are in unison and words and deeds are their true interpreter, there can be no hypocrisy. But the soul of such a one is perilled with its own beautiful truth. And because some, whose motives are base and selfish, imitate such manners to gain their ends, would you call the noble motives less noble? I say not that there is a false tact and a true tact, but I do say there is tact, which is noble, and hypocrisy, which is debasing. C. L. F.

CHOCOLATE.

The chocolate which we so much enjoy is made from the beans of the cocoa, a tree found in tropical regions. The beans, of which the principal supply is obtained from the West Indies, are brought hither in the pod.

After the pods have been broken in a hopper and the husks driven off by a strong current of air, the berries are ground with sugar between heated granite mill stones. The oil contained in the beans, together with the heat, causes the mass to form a thick paste. This is now partly dried, subjected to pressure to rid it of air, transferred to the cooling table and then to the molds, to come forth as the chocolate of commerce.

There is often more punishment in silence than in words; and much more force in quiet words than in vindictive and demonstrative emphasis.

THE SNOW KING.

The Snow King stood on his sleazy bark
As it sailed across the sky,
With its burden of snow on the deck concealed,
And gazed as he floated by.

The Snow King, kind, looked pitying down
On earth all cold and chill,
And vowed in the depths of his kindly heart,
Every crevice and crack to fill.

With beautiful snow down, to keep it warm
Through the cold of winter's blast,
Then he scattered the flakes from his outstretched hand,
And the snow fell wondrous fast.

On high he left his royal bark,
With its anchor cast in the moon,
And descending slow in the earth below
He worked till long past noon.

He carefully wraps each tree and shrub
In men in of green and white,
Then turned to the flowers and tiny plants,
And tucked them out of sight.

And there the lamb in its innocent glee
He tried to shelter from cold,
But the obstinate water dissolved the snow,
And moved along as of old.

The house-tops brown he covered with down,
With snow from his royal bark,
And they glimmered white in the morning light,
Unseen by the smoky dark.

And even the people passing below
He covered over with snow;
But they heeded it not in their homeward walk,
For to warmth and loved ones they go.

At last the earth was covered deep—
The Snow-King's work was done;
And he boarded his bark and sailed away
To visit the imprisoned sun.

H. T.

WHY WOMAN SHOULD BE EDUCATED.

"The Women's Rights movement with its conventions, its speech making, its confessions, and eccentricities is, nevertheless, a part of a beautiful and necessary movement of the human race toward progress."

H. B. Stowe.

Many women as well as men, disagree with Mrs. Stowe, but those women have not had the advantages of a higher education, those men have not had the blessing of a liberally educated mother.

They tell us that women cannot endure successfully the strain of a college education. Did the writer of such a statement ever hear of Miss Ramsey of England?

Probably not; for the lower education is too much of a fossil for its advocates to have heard of so recent a thing as a woman's achievement. Recently the President of Columbia College, New

York, paid the tribute to Miss Edgerton, that no woman of the same age, had ever accomplished what she had done, and that her treatise on highest mathematics was a step in advance on mathematical science.

Again, we are told that a too liberal education will tend to promote an independent spirit, and she will aspire to positions held now by men (ah, there's the rub!) and that, of course, would make her masculine, coarse and bold.

Do the Elizabeth Fries, the Harriet Beecher Stowe, the Mother Margarets, the Vittoria Colonnas, the Margaret Fullers, the Maria Theresas, and the Rosa Bonheurs, bear witness to the above statement.

These women's lives favor of nothing but the strictest female propriety and the highest excellence; their time is nevertheless mostly devoted to benevolent deeds among the ignorant, the vicious, or the afflicted.

We often hear that women succumb to hard study.

Is the war cry raised at the vast numbers that are ruined by too great physical labor?

The mandate, "If ye work not, neither shall ye eat," has gone forth to women as well as to men. In the United States alone, nearly three million women earn their daily bread. Thousands labor fifteen hours per day to obtain cold, hunger, death, and worse, infamy.

Do advocates of the lower education have anything to say about over-dressed and over-danced women? No; for this class of women is the result of that same lower education. This is the class that Coomarr Raj takes to show how far superior the Hindoo Zemana woman is to the American woman; how far above the party-going, dress-loving girl is the secluded, jealously guarded Hindoo maid. This is the class that going abroad gain the reputation of being loud-voiced and ill-mannered. "The innocent suffer for the guilty." Let the higher education permeate through this class, and the foregoing statements cannot be made about them.

What are the women of China, Japan, Turkey or India? How do these countries compare with the more enlightened nations? As is the woman, so is the home; as is the home, so is the nation. The ambitious child will never be happy unless he has a mother, wise and intelligent, to direct him. If his will is to be thwarted, and his ardor dampened by a mother who has no sympathy with his ambition, there will be no home, sweet home for him.

Madame Campan, the French educator, says, "There is no boarding school, however well con-

docted, there is no convent, however holy, which can give an education comparable to that which a young girl receives from a mother who is educated, and who finds her sweetest occupation and her true glory in the education of her daughter." But the mother must be well educated, else, as Madame Campan facetiously remarks, "maternal education becomes education at home."

The moralist, Joubert, said, "Nothing too earthly or too material ought to employ young ladies; only delicate material should busy their hands. They resemble the imagination, and like it they should touch only the surface of things." Bah! He spoke with more gallantry than respect. The liberal-minded, intelligent man seeks not for a companion among those who touch only the surface of things; he desires one who will rejoice with him, help him, and understand him.

The world does not need those who touch the mere surface, but those who will dive to the bottom and return with the treasure. So-called society would not be the shell it is, were it not that its women are so void of stability and usefulness.

"Women are made, and meant to be not men, but mothers of men." True, O sage, most true; but what are the means to the ends? Are we to start out with the aim of making good mothers before we have considered how to make good women? How is human character obtained, if not by the cultivation of higher attributes, and the suppression of lower.

A higher education places a thorough teacher, a successful manager, and an honorable woman against the deceit of a fashionable education in which feet and fingers, passions and appetites are educated at the expense of reason and of the affections. She who can instruct and control the youthful mind happily and rightly, is all the better fitted for any sphere to which a lady may be called—be it wife, missionary, mere laborer, or all three at once.

The son of a weak, foolish, frivolous, uneducated mother, seldom turns out an honest and useful man; but there are many bright examples of illustrious character—men celebrated in history who have gratefully attributed all their success to early maternal influence.

Froebel asserts, "The regeneration of the race through education depends on the child through the mother."

Rev. E. E. Hale says: "It is little matter what you learn; the question is with whom you learn. There are teachers to whom I am profoundly and eternally indebted. Of all those with whom I have ever had to do I owe the most to my mother."

"My mother, my first teacher, and my best teacher."—F. A. P. Bernard.

The reason that women should be educated is thus made strong by the testimony of many illustrious men, by the example of happy homes, and by the success of the most enlightened nations of the earth.

As business managers women have shown extraordinary capacity. Women who have been raised in the lap of luxury, suddenly bereft of fortune, have turned their attention to business and succeeded in supporting themselves and their children.

Mrs. Frank Leslie restored the bankrupt fortune of her husband and paid every creditor to the last dollar. Through energy, natural capacity and education, she established a business that gives employment to hundreds of women, men and children. From ten in the morning to four in the afternoon, she sits in her office overseeing her entire business, and reviewing every article that enters for publication; yet, this does not unfit her for "home" life. When she leaves her office, she then becomes the brilliant, entertaining woman, giving pleasure to her friends and extending the hand of good fellowship to her humbler sisters.

Mrs. H. Hubbard Ayer, after the Chicago fire, found herself destitute with nothing but an education and a recipe for a French cream that she had obtained from a descendant of Madame Racamier. She began the manufacture of "Racamier Cream," and has built up a thriving business, thereby giving work to many. We cannot all amass fortunes, become poets or writers of renown, or doctors of law, or lords of art, but we can be so trained mentally and physically, that our work, whether it be in the shop, the office, or the parlor, will be the better done.

Nothing is more effectual in lowering the character and weakening the moral nature than a servile condition inflicted by the want of education. This servile state can hold out no hope of change, no improvement sufficient to give a comfortable living. How pitiful is the story of the woman who labors eighteen hours out of the twenty-four! Is not the truth of the "Song of the Shirt" the very pathos of the poem?

All the vices, follies and foibles of mankind can be traced to a false training. The women who give themselves to polygamy, the adherents of anarchy, nihilism, and socialism, the firm believers of the Koran, the Vedas, the Eldas, and the Zendavesta, are nothing more nor less than victims of a false education. Therefore, it is necessary not only that an education be given, but also the kind, the quality and the quantity be closely guarded.

None knew this better than Madame Genlis, who spent the best part of her life for the cause of education. She wrote "Adele and Theodore," which compared favorably with "Emile." Indeed, the critics allow that Madame Genlis was a second Rousseau. Here in America Mary Lyon stands out in relief among educators. The school at Mt. Holyoke and hundreds of young women who have gone forth to responsible positions, are her monuments.

Among the bright galaxy of our women is that quiet, gentle Helen Hunt Jackson. Through her efforts much was done by the government for the Indian cause. Her life has been a most beautiful one, a lesson to the whole race—useful, gentle, and reverent. Perhaps the qualification for the highest influence, is power to wield the pen, to write so as to make others desire to be better. This qualification Helen Hunt Jackson certainly had. No one could read her last poem and not wish to attain the highest pinnacle of excellence.

Other names come up, and will not be trampled down. George Eliot, Mrs. Somerville, Miss Alcott, Chas. Egbert Craddock, and above all, Hannah Moore. Their writings have stood the test; their work has produced excellent results; altogether they have shown that the female mind is capable of fine thought and grand action.

The aim in this paper has not been to prove that Eve should not be Adam's helpmate, but that she should be his chasmate; for, as on her depends the regeneration of the race, so is her education even more imperative than his.

"The woman's cause is man's; they rise or sink together, dwindle in god-like, bound or free.
For she that out of Leibes scales with man
The shining steps of nature, shares with man
His nights, his days, moans with him to one goal,
Seizes all the fair young planet in her hand,
If she be small, slight-natured, miserable,
How shall man grow? But work no more alone.
Our place is much; as far as in us lies
We two will serve them both in aiding here;
Will clear away the parasitic forms
That seem to keep her up, but drag her down,
Will leave her space to burgeon out of all
Within her, let her make herself her own.
To give, to keep, to live and learn and be
All that not harms distinctive womanhood."—*Youngman*,
M. B.

Riches diminish in the using; wisdom increases by the use.

Borlsette says, "Swear off on 'daypo,' 'despo,' 'deppo,' 'dippo' and 'deepot,' and any 'station.' It is not only English; it is something rarer than that—it is correct." This is sensible, and should be adopted.

TWILIGHT.

After the weary and toil'd day,
Back in Autumn mists in this May,
The soft, soft twilight strals around
Covering all from heaven to ground,

Then gentle the birds in their leafy houses,
Then ring the bells in mellow tones,
The song of the philomel then we hear,
As she warbles her song without any fear.

The stars peep out from the azure sky,
As if to watch the passers by.
The daisy droops her tiny head,
For well she knows the sun has fled.

The tired mother seeks her rest,
With her bright-eyed boy upon her breast;
The loving father's heart grows light,
As he enters the home by smiles made bright.

Now wanders forth the humbling bee,
Some shelter to find ere day is done,
And we hear the distant cuckoo's cry
And the beetles hum, and the bat fly by.

M. J. K.

SHYLOCK, THE JEW OF VENICE.

Among the portrayals of Shakespeare, stands out with special prominence one figure, that of the Jew Shylock—a figure which, perhaps, has affected us with aversion; but if we stop to think of the tortures, the massacres, and the cruel persecutions to which the Jewish race was subjected during the Middle Ages, this feeling grows less, and the thought that it was only natural for him to desire revenge, takes its place. If he carries his revenge too far, yet he has strong grounds for "the lodged hate he bears Antonio." Samsonides has said that Portia and Shylock are the only respectable characters in the "Merchant of Venice," and in Shylock lies the strength of the play.

Shakespeare pictures Shylock to us in this light to show the manner in which the Jews were treated during the Middle Ages.

Shylock was about sixty years of age. In stature he was of the average height; but one would not think so, as his form was very much bent. His dark face wore an almost fiendish expression when he was thinking of the wrongs of his nation. On the Rialto, Shylock was always bowing, smiling and cringing, and as servile in his manner as Uriah Heep. I imagine his dress to be a long, black gown of some soft, clinging material, and on his head he wore a pointed black cap.

In purpose, will, and passion, he is represented as a man of energy; and by the prejudice of society, his energy is restricted to one mode of power—the power of money. In a sordid pursuit the soul of the Venetian usurer has become cus-

taminated; but he is not without the nobler affections. He loves his dead wife Leah, his lost Jessica, and above all his sacred nation. Throughout his life he has been treated with ridicule and contempt by the Christians, and has had to smother the feeling of hatred which he bears them. Now, for a moment, by a strange chance he has a persecutor within his grasp, and he feels that his time for revenge has come.

Shylock says of Antonio, "He has disgraced me, and hindered me half a million; laughed at my losses; mocked at my gains; scorned my nation; cooled my friends; heated my enemies, and for what reason? I am a Jew." After doing all this against Shylock, Antonio and Bassanio come to borrow money of him, for Antonio's ships have not yet returned; and, when Shylock reminds them that on such a day they spat upon him, another, spurned him, another, called him dog, and for these courtesies request he'll lend them "this much moneys," Antonio, his old enemy, threatens him with a repetition of the same indignities.

"I am as like to call thee so again,

To spit on thee again, to spurn thee, too."

Yet Antonio was known as "A Christian and a true Roman gentleman; polite, and loved by all."

To obtain his revenge, Shylock smooths the matter over, and gives the required money to Antonio, saying seemingly in sport, that if the money is not paid on such a day, he will cut a pound of flesh from Antonio's body. To this Antonio consents. The ships do not return, and the Jew holding Antonio to his bond, the matter comes before the Duke of Venice for trial. They offer to make a compromise, but Shylock will have nothing but the bond; for he thinks in this way he will take Antonio's life. This desire for revenge is almost inseparable from the sense of wrong; and one can hardly help sympathizing with the proud spirit hid beneath his "Jewish garbeline." Stung to madness by undeserved provocations, Shylock tries to throw off the oppression upon him and all his tribe by one act of "lawful revenge." But the means by which he is to execute his purpose, and the persistent manner in which he clings to it, turn one's sympathy from him. In the end, however, when the decision is made against him, and we see his disappointment, and him exposed to beggary, it seems as if he has been hardly dealt with.

Some writer has said of Shylock, "On the Rialto my eye sought him everywhere; and, not seeing him there, I determined to seek him in the synagogue. The Jews were celebrating their Holy-day of Reconciliation, and stood wrapped in their white robes, appearing almost like an assembly of ghosts. I

looked, but could not behold the countenance of Shylock. Toward evening, when, according to the Jewish belief, the gates of Heaven are shut, and no prayer finds admission, I heard a voice. It was a sobbing which might move a stone to pity; they were tones of pain, such as could come only from a breast that held shut up within itself all the martyrdom which a tortured race has endured. It was the panting of a soul which sinks down, tired to death, before the gates of Heaven. And this voice seemed well known to me. I felt as if I had heard it once when it lamented in such wild despair, 'Jessica, my child!'

"Thoughts are the first born, the blossoms of the soul, the beginning of our strength, whether for good or evil, and they are the greatest evidence for or against a person that can be."

PROFESSOR ALLEN'S BIRTHDAY.

As every one of the alumni knows, the eleventh of February brought again Professor Allen's birthday. It has been the occasion for so many pleasant receptions and reunions that it is infelicitously stamped upon the memories of all who have been connected with this institution either as pupils or as teachers. This year, owing to Professor Allen's illness, he was not with us; but the Faculty remembered the day, and sent with their good wishes an etching—"Sunrise," by the French artist Gravier—to remind him of the warm place he fills in their hearts. The following is Professor Allen's happy acknowledgement of the gift. Knowing that many will appreciate this glimpse of the kindly sympathy and love that live in his heart, we give it to the readers of the Index:

Kind friends, you have given me a joyous surprise
By the beautiful etching that gladdens my eyes:
Where can there be found a fairer "sunrise"?
I had thought, off up here, and out of the way,
With nothing my on-creeping age to betray,
That you would not remember nor think of the day.
That I am in a mistake seems now very clear,
For your kindly good will has followed me here,
Just as it has followed for many a year.

The gift is suggestive, perhaps so designed,
For one on a ranch will certainly find
He must welcome the *Sunrise* or soon fall behind.
To sleep when the day is about to begin
Is to lose in the race where all strive to win,
And is reckoned a gross *horticultural* sin.
The hint is accepted, the picture as well,
With a pleasure that words seem too feeble to tell,
For words, of such feelings, are only the shell.

To-day I have looked through the past sixteen years,
At the journey I entered upon with great fears;
How sunny the long, pleasant pathway appears!
The load has been heavy, as you are aware,
But a good-natured Faculty kept the sky fair,
And with your help the burdens were easy to bear.
When shadows have thrown themselves over the way
And shadows are darker, the brighter the day—
The cheer of your faces has charmed them away.
Many changes have come; some old friends are
gone,

But still the same Faculty always works on,
For new friends have joined in our labors anon,
A practical unit whate'er may arise,
Bound together by strong though invisible ties,
Ties ever held sacred in all of our eyes.
With much love for the old friends, much love for
the new,

I give you a hand-clasp, and this watchword too,
Be true to yourselves, to the Normal be true,
And may the Good Father keep each of you free
From life's deepest trials, where'er you may be,
And deal kindly with you as you have with me.

As ever,

CHAS. H. ALLEN.

Be brief, for it is with wudsan with sunbeams;
the more they are condensed, the deeper they
burn."—*Southey*.

SOCIETIES.

THE NORMAL RAMABAI CIRCLE

Last September the hearts of the San Jose people were touched by the patience, the earnestness, and the sublime faith of the heroic Pandita Ramabai. In response to her appeals for aid, Circles were formed, the largest of which is the San Jose Normal Circle.

Soon after Ramabai's first lecture here, through the suggestions of Miss Washburn and of Miss Hudson, the students organized a Circle with Miss Bertola as President, Miss Ryan as Vice-President and Mr. May as Secretary and Treasurer.

As the students have little time beyond their school duties, the meetings of the Circle have been "few and far between," but those have been of great interest and benefit. With the aid of the teachers the subject of India, her people, her customs and her laws, has been fully discussed. Several inspiring letters have been received from Ramabai, and read in the Circle.

In the last letter, Ramabai expresses her heartfelt thanks for the interest taken in her work by

this Circle; and, if it keeps up its present membership she says it will support a child-widow in her school at Poona, and that a scholarship will be named after it. This is, indeed, an honor, and the students should be proud of it, and happy that the Allgiver has thus put it in their power to extend a helping hand to the little woman who has such simple, child-like faith in Christianity, and who is to be Cristofre to the child-widows of India.

The Circle now numbers nearly a hundred members, and is constantly increasing. May its members look earnestly on the duties of life, joyfully upon the happiness, sorrowfully on its woes, and still keep the light of goodness and of aspiration in heart and mind. Nothing will further this more surely than a union in some noble work for the help and enlightenment of others.

God speed Ramabai.

THE SENIOR GIRLS' CLUB.

Toward the close of last term an attempt was made to organize a debating society for the Senior girls. It was thought the society would get fairly started and be in good working order for the beginning of this term. It seems, however, that the girls were frightened by the formidable constitution adopted, and the result was that the society was a failure.

Acting on Miss Bunnett's advice the girls gave up the society entirely, and reorganized as a Senior Girls' Club, which bids fair to be a success, having now about forty members. The President and the Secretary are elected and the programme committee appointed once a month by the club, that the work and the authority may be evenly distributed. No constitution was adopted. On joining, the members are required simply to sign a pledge. The intention is to make the club informal, and so home-like and pleasant that the girls will love to go. Occasionally there will be a formal debate; usually there is an informal discussion on some suitable subject, in which all are allowed to take part. The following is one of the programmes: Quotations, any classic author, subject "Childhood;" anecdotes of noted children; song from "The Princess," "Sweet and Low;" recitation from "The Princess," "The Eagle Song;" discussion, by the members, subject, "The Kindergarten."

The members hope to be benefited in a literary and conversational way and to familiarize themselves to some extent, with parliamentary usage.

The Y. M. N. D. Society enters upon the fourth year of its existence with good prospects for future usefulness, as an accessory to the work of our school. Though the last two graduating classes have withdrawn some of its most active and energetic members, the determination shown by those remaining to keep up the reputation of the society is full of promise. In June it is expected to make this last payment on the piano purchased in conjunction with the Nortonian Society.

We regret to say that, after a period of lingering inactivity, this latter society has at last discontinued its meetings. That such a society, founded in honor of such a man, should be allowed to die among us is deplorable. A school of five hundred pupils certainly should be able to support a literary society. We look forward hopefully to the time when our pupils shall realize the value and necessity of such a society, and form one which shall reflect credit on the school.

SCIENTIFIC DEPARTMENT.

INFLUENCE OF INSECTS.

Although of late years this subject has been often discussed, the great importance of the influence exercised upon the welfare of mankind by insects, is yet but imperfectly realized.

It is difficult for us to comprehend that our food, our health, our very existence upon this earth, absolutely depend upon the abundance of some insects, and the scarcity of others. That the highest of mortal creatures, are utterly helpless against certain species of the most lowly. Yet so it is.

There is many an insignificant insect which, were the checks upon its undue increase once removed, would become the master of the world. All life would be swept away before it.

The whole of existing vegetation would prove insufficient for its wants, and not a green leaf or a blade of grass would be left upon the face of the earth.

Herbivorous and granivorous animals, deprived of their food, would die of starvation.

Those of the carnivorous species, after preying upon one another for a time, would also cease to exist.

And man, unable to kill his destroyers, his crops eaten, his flocks devoured, would be compelled to procure his food from the waters, while talent would be altogether unattainable. And can we doubt that he too before long would gladly lay down his miserable existence?

The State of Kansas, in 1874, suffered extremely from the locusts. They appeared in overwhelming hordes, clearing off all traces of vegetation within a few hours. The inhabitants were reduced to destitution, and relief societies throughout the country were formed to aid them. We all know how in this State, a few years ago, the grasshoppers ravaged great tracts and checked the progress of industry and improvement for two or three years.

Were such an insect as the aphid even for a few months to increase unchecked, there would be famine everywhere. The locusts were considered by the Hebrews and other eastern nations, and still are by the Arabs, as the avenging army of the Deity.

In some parts of the world the combined labor of thousands, annually, will barely suffice to stop the increase of these insects, although their natural enemies are also busily employed against them. What would be the result if those enemies were to cease their work? What could man then do but stand and look on, while all that he had depended upon for a livelihood was being swept away before his very eyes?

Man with all his intellect, all his science, all his skill, is utterly powerless when confronted by an insect host.

A reporter who is repeatedly greeted with the salutation, "How's business?" has interviewed several people with a view to answering the question intelligibly, with the following result: "My business is drawing crowds," says the artist. "And mine is being run into the ground," said the undertaker. "My vocation is fine," says the judge. "My business is growing," says the farmer. "Business is fare," says the conductor. "Mine is gaining ground," sings the real estate dealer. "My business is picking up," says the ragman. "And my business is still," says the manufacturer of good Old Meford.

"Happiness is so seldom met with, that it is a sin to destroy the smallest particle of it whenever it is found. It is like a beautiful crystal sparkling in the sunlight, or a delicately fashioned flower, radiant in its heaven-born and earth-nurtured beauty. Cherish the crystal, guard the flower, for they are rare specimens."

"Many a poor poet has sighed away his precious young life longing for that gift of expression which comes only of much tribulation and a smooth pen." The Senior A's realize this fact, and, for the most part, have resolved not to waste their existence in becoming Miltons and Shakespeares.

EDUCATIONAL DEPARTMENT.

Does a High School Education Fit One for the Practical Duties of Life?

Let us agree that a practical education is one which gives such training and knowledge as will be of immediate use in getting a living.

Henry Ward Beecher says, "Many men are like knives with many blades. They know how to use one and one only; the rest are buried in the handle. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes."

What blades do we learn the use of in a High School? A glance at the course of study shows that all the work required is to be done by the mind. No attention is paid to physical or moral training, and the result is an imperfect, one-sided development. A well-trained, powerful mind needs a strong moral character to direct it for the right. These, with a perfect physical development, are the best friends or capital a young person can have. They will be of real service to him in whatever field he labors. Since a High School exercises only the mental blades of the knife, then, it is not a practical education.

So much is attempted in our High Schools that even the mental blades are not used to advantage. The mind becomes so confused with the multiplicity of ideas, that, in the effort to retain them, the memory, being overtaxed, is weakened.

There is no specific moral training given in the High Schools. How suit to fill any position in life is he who has not the will and the strength to do what he knows to be right!

As if it were not of the greatest importance to be able to use one's hands skillfully, physical culture is almost entirely ignored. Do you not see that this is what gives the young people of to-day the exalted idea of occupations requiring mind labor, and lowers the dignity of the manual arts?

When Franklin died, he left to the city of Philadelphia a thousand pounds, to be loaned to "young married artisans, who had served an apprenticeship." Remembering what an assistance a few hundred dollars had been to himself when starting in business, he desired to help young men who might be similarly situated. Only nine have availed themselves of the privilege, as the apprentice system has fallen into disuse. Social changes, scientific labor-saving inventions, and "the constitutional aversion of the race to being bound by any body to do anything," have caused the system to be deserted, and the number of skilled workmen to be lessened.

The schools, instead of being a help in supplying workmen, have a tendency to decrease the number. They educate pupils to be above hand labor, and the trades are shunned by American boys. Professions are engaged in by many who are barely able to make a living by them, and who would be master hands in the workshop. A carpenter's son thinks he rises a step above his father if he can get a position as clerk in a dry goods house. He thinks it nobler to stand behind a counter and measure yards of ribbon, than to soil his dainty hands with such work as his father does.

But if a person intended to be an artisan, what practical instruction would he get in a High School? It may be that he would be especially benefited by ancient literature and the higher mathematics, but the man of average intelligence fails to see it. "Fact speaks louder than philosophy," and if a

boy who has completed a High School course makes to him work of "solving the bread and butter problem" than one who has never attended a High School, we cannot see where the practical part lies.

I have tried to show that a High School does not give her a practical education. How is it with the girls? A girl's education should be for her the duties of home, so far as occupation is suited to her strength. How many graduates could tell you the philosophy of cooking a steak or of baking bread? Not many, else there would not be so many dyspeptics among the Americans. The young lady who asked her mother if about half an hour would be long enough to loaf at egg for her father's breakfast, was not lacking in intelligence. She was what is called "highly educated."

"She can read the rocky pages
Of the geologic ages
When the mighty megatherium was sleeping in his lair;
With features bright and smiling
She is often seen teggering
With romantic narratives of knight and lady fair.

"But I hope this gentle maiden,
With such erudition ladened,
And so exuberantly fitted with philosophy to cope,
Yet may manage to discover
Something worthy in a lover
All intent upon the making of a non-feasible soup."

Since High Schools give an education one-sided and far above the needs of most people; since they make the knowledge more important than the culture necessary in obtaining it, since they give the large number of artisans no assistance in their line of work, we can say surely, that they do not give such training as will fit one for the practical duties of life.

F. R. S.

What we want to make us true men and women, use and above that which we bring into the world with us, is some sort of a God-given instinct, motive, and new principle of life in us, which shall make us not only see the right and the true and the noble, but love it and give up our wills and hearts to it, and find in the confession of our weakness a strength, in the subjection of our own wills a freedom, in the utter carelessness about self, a self respect, such as we have never known before.

HILL SORTS.

What the INDEX would like to know:
Why some people are so sensitive.
Who thinks a fish the noblest animal.
Who was absent and knew it not.
What became of "poor Kittle."
Who visited Milpitas one evening and reported that the population consisted of a "dockey and a blind Jew."
Who says the INDEX reporters are lazy.

Zoology Teacher, "Which side of the crest of the eye is black?" Bright Junior, "The other side."

Mr. Vernon is a fine reason in Physics, isn't it, Middle A?

Florence's old friend Finnimore, revisited school last week.

Why are three school girls, arm-in-arm, like a cyclone? Because they don't turn out for anything.

It is the decree of the *Jury* that the *Section* should be more quiet, henceforth, during the noon hour.

There is now a new continent, named in the first person Myasia, second person Yurasia (Eurasia), third person Ash-

What is the difference between forms and ceremonies? You sit upon one and stand upon the other.

The favorite amusement of one of the Junior 4 girls is Ciceo-ing in the corner of the Hall. Not gum, though.

We are surprised that the Middle A 3, noted for its French, should have any difficulty in pronouncing "Monsieur."

How is it that the Senior A 2 class can be so magnetic in their class-room? Because they have *Made* in their composition.

A certain young man in the Normal wants to know where the safest place to carry money is. Money is safest when *in-cast*—Ed.

"It rains alike on the just and the unjust." We doubt the truth of this, because the unjust generally carry the umbrellas belonging to the just.

Physical Geography Examination—"What is the Nebular Hypothesis?" Middle A—"It is a whirling body of hot gas that through of (threw off) rings."

The Juniors were always of the opinion that they could talk until they had an opportunity of doing so in delivering a three-minute oration on the "Revolution."

"Did you get that girl's picture?" asked one young man of another. "Well not exactly," answered the young man addressed. "I asked her and she gave me her negative."

A certain young lady of Senior B was asked the following question: "If you had a parlor devoid of furniture what would be the first thing that you would add?" "Add-a-cott," quickly responded Miss C—.

For prompt courage and cool presence of mind, Mr. Barthel deserves the first prize, as all his fellow-students would agree, had they seen him two weeks ago managing a plunging steed and a flying vehicle.

Collector of antique curiosities: "That is the oldest piece of furniture in America." Normal graduate, indignantly, "There is an Arabic table used in the Normal School two-thousand years old." "Indeed!" enviously, "Yes, the multiplication table."

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.

He was talking, not aloud,
As to her his love he vowed.
A third appeared—but only bowed—
For "two's a company, three's a crowd."

We wonder if he did.

He was sitting on the Normal steps,
And he looked with a vacant stare.
He had read the "All Souls" of the INDEX
And had found something funny there.

To these bustling, hurrying, money-making Americans, we would whisper one little word—take time to be courteous. Merchant, your every bundle should be wrapped in courtesy. Lawyer, your client will pay more for it than for learning. Doctor, it will do more than any array of parchment to gain the confidence of your patients. Teacher—above all—the surest way to the hearts of your pupils lies through the gate of courtesy.

Those who attended the Normal seven years ago, will doubtless remember a young lady and a gentleman who occupied the same seat in the Assembly Hall. They were then known as Georgianna Congdon and Fred Bailey; they are now addressed as Mr. and Mrs. Bailey. Their home is in Port Townsend, W. T.

Extracts from a Junior spelling examination:

1. The man was afflicted with vermicelli.
2. Guillotine is a kind of starch.
3. The "jugular" is a little jug.
4. We saw the dilemma at the circus.

Mr. W. J. Lohman, a highly esteemed member of Junior 2 class, was compelled on account of sickness to return to his home in Nevada County. At last reports he was in a critical condition. His many friends here in school hope for him a speedy recovery.

Teacher—"The fish were in the mine." Pupil—"Insane? What made them so?"

The Y. M. C. A. State College Conference convenes at Berkeley, March 7-10. Saturday forenoon will be devoted entirely to the Y. W. C. A. work. Papers are expected from the students of U. P., Napa, Mills, and Normal Associations. A grand time is anticipated, and any who can make it convenient to attend will be amply repaid for doing so. Entertainment will be furnished. All the Alumni are urged to be present.

The melancholy days are here,
The days of the Spring past;
His rhythm grazes upon the ear;
He never seems to know it.
We wish him evil not one whit—
Our temper's always even;
We only hope his soul may fit
Quick through the gates of Heaven.

These bright and balmy morning hours,
These sunny afternoons,
Will bring us troops of fairy flowers,
Bee hummings and bird tunes.
In Spring God sends these down to earth,
As tokens of his love;
And Heaven rejoices in the birth,
They lift our hearts above.

ALUMNI NOTES.

In Dec., Miss Essa Hasty, May, '84, became Mrs. D. R. Nosh.

J. J. Ziellian, Dec. '83, is still teaching at Modesto, Stanislaus County.

Mrs. Thatcher, nee Fannie Low, May '83, is still teaching at Kohala, Hawaii.

Placerville still enjoys the services of Miss Mollie E. Walsh, May '83.

Among the primary teachers of Stockton, is Miss Hattie M. Keating, Dec. '83.

Miss Mabel E. Sharpe, May, '88, has a school at Fitchburg, Fresno County.

Miss Anna P. Buckley, May '86, rejoices in her work at Paskenta, Tehama County, she having a delightful class of thirty.

W. M. Mason, Dec., '87, is teaching at Galt, Sacramento County.

Miss Celia Daniels, May, '87, is teaching at Lake City, Modoc County.

Miss Annie Edith Cook, May, '87, is teaching at Alma Hot Springs, Napa County.

Miss Annie M. Berry, May, '88, teaches twenty-five pupils at Wadsworth, Nevada County.

The Vallejo Public School has among its teachers Miss Annie Pennycook, May, '87.

Mrs. Fannie A. Cottle, May, '88, has been teaching in Merced County, since graduation.

Miss Agnes R. Gillespie, May, '87, has just commenced another term's work at Park City, Utah.

The Pomo District School of Mendocino County, is under the instruction of Miss Jennie A. Allen, May, '87.

Miss Lizzie M. Johnston, May, '87, is teaching the Hunter District School, near Vallejo, Solano County.

L. J. Lathwesen, May, '88, has just completed a three month's term in the night school of San Jose.

Very satisfactory work has been done by Miss May Daly, May, '88, at Rubert's School, Sacramento County.

A second term has been taught at Summit Lake District, Fresno County, by Miss Amelia E. Meyer, Xmas, '87.

Miss Maria Ingemannson, May, '86, is teaching a graded school at Napa. Her class of fifty keeps her very busy.

Desiring a school nearer home, Miss Kate L. Devlin, Xmas, '87, has resigned her school at Arcata, Humboldt County.

Miss Amalei Tuttle, Dec., '88, thoroughly enjoys teaching in the public school of Watsonville, Santa Cruz County.

A communication from H. C. Witherspoon, May '85, informs us that his lot is cast with the people of Etta, Siskiyou County.

Mr. W. M. Greenwell, Xmas, '88, may be found performing his duties as principal in Mendocino City. He has two assistants.

Miss Sus H. Harvey, Xmas, '87, has completed a second term's teaching in the primary department of the Alvarado public school.

In December, Miss Emily Galingier, Xmas, '87, closed her school at North Fork, Humboldt County. Among her pupils are two Bohemians.

Miss Emma Danielewicz, May, '88, is working earnestly and with good results in the newly organized district at Middle Fork, Amador County.

It is in the highest spirits, Miss Bessie Parker, May, '88, writes from Selma, Fresno County. She has a hard school, but says she is perfectly satisfied.

Since graduation, Miss Annie E. Ducker, May, '87, has had charge of the primary department at Warm Springs. Her pupils are chiefly Portuguese.

Miss Anna I. Rose, May, '88, declares that, if she continues to enjoy her work as she has enjoyed her first five month's teaching, she will have no cause to regret having chosen teaching as her profession. Her school is in Placerville District, Santa Clara County.

Miss Kate L. Wallaer, May, '87, has resumed her duties in Adamsville District, Stanislaus County, where she taught the year.

Miss Nell B. Day, Dec., '87, is laboring at Spokane Falls, W. T., among Swedish and Norwegian children. She finds them easy to manage and anxious to learn.

Miss Mattie Atherton, Dec., '83, closed school in November, after five years of successful work in Marin County. She has become Mrs. Hyland E. Barber.

Having had a better school offered her, Miss Lara Seidman, May, '87, has decided to resign the school at Lakeside where she has taught since graduation.

Miss Cora Somers, May, '87, has a school of sixty-eight pupils in Elricka District, Placer County. She declares the teaching an ungraded school is not light work.

Miss Belle McMullin, May, '87, is still teaching about eight miles east of Modesto. She reports a small attendance, but much interest on the part of the pupils.

About twelve miles from Boise City, Idaho, Miss Ada F. Madden, May, '88, is teaching a district school. Failing health warns her of the necessity for a rest.

An experience of fifteen months has been sufficient to fascinate Miss May E. Mansfield with teaching. She now teaches a school where once she attended as a pupil.

Much pleasure does Miss Carrie Somers, Dec., '84, derive from her present work at Auburn. She teaches the same grade she had last year, having sixty-six pupils.

On account of failing health, Mrs. Orpha Campbell gave up her school and is now studying music and education. She hopes to be able to take a school next summer.

After teaching five years in Napa County, Miss Nellie Wickham, May '83, is taking a course at Hazell's Business College. She intends to resume teaching after completing the course.

Miss Henrietta E. Kirpdon, Xmas, '84, who for the past year has been a student at the Cooper Medical College, is now busy teaching a class of eleven, at Sealos, Sierra County.

The President of the Sierra County Board of Education is none other than J. M. McGrath, Xmas, '84. For four years he has identified himself with the educational interests of Sierra County.

The Pleasant Valley trustees have re-engaged Miss Ila Campbell, May, '88, for another term. She has only eight pupils and an exceedingly pleasant and well furnished school house.

Miss Mattie M. Phelps, Xmas, '87, has been successful in her work at Knight's District, Sutter County. She has had no difficulty in managing the school, although it bore the reputation of being unruly.

Oliver Welch, Xmas, '87, enjoys a good position in the primary department of the National City School, San Diego County. He intends presenting himself next summer at a candidate for the Post Graduate Class.

Miss Maggie Stenger, May, '87, reports encouragingly from the Blue Tent School, Nevada County. She has taught this school since graduation and has given satisfaction. The trustees believe that there is no teacher quite so good as one who has had the Normal training.

THE NORMAL INDEX

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