

The Normal Index.

Vol. V.

SAN JOSE, CAL., NOV. 25, 1880.

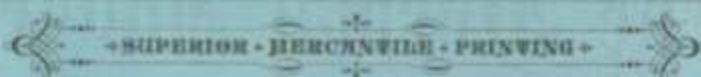
No. 3.



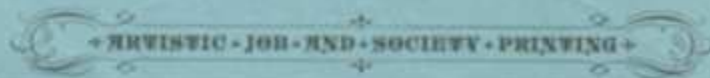
Published by the Senior Classes of the State Normal School.

CONTENTS OF THIS NUMBER.

	PAGES.		PAGES.
EDITORIAL.....	23-25	EDUCATIONAL DEPARTMENTS—	
LITERARY.....	27-28	Methods of Teaching Temperance.....	32-33
Song of the Sea (poem).....	28	A Lesson in Number Work.....	33
Conversation.....	29-30	Questions to the Point.....	3
The Slaughter of the Innocents (poem).....	30	SCIENCE NOTES—	
“The Alhambra”.....	30-31	The Ramalal Circle.....	34
SCIENTIFIC DEPARTMENTS—		ALL SORTS.....	35
The Academy of Sciences.....	32	Senior Exam (poem).....	36
		ALUMNI NOTES.....	34



MERCURY JOB PRINTING COMPANY



FOUND!

On **North First Street**, between Wells, Fargo & Co's and St. John Street, by all the **NORMAL STUDENTS**, who wish the best goods at the most reasonable rates, the best place to buy

Toilet Articles, Tooth Brushes and Hair Brushes.

Soaps, Patent Medicines, Chemical Apparatus, Etc.

THE FINEST PERFUMERY LINE IN THE CITY.

N. B.—It is to your interest to see our assortment and learn our prices before purchasing.

S. H. WAGENER,
Drug Cash Store.

T. W. HOBSON & COMPANY,

40 to 54 West Santa Clara Street, San Jose.

Suits Made to Order from \$15 to \$70.

STRICTLY ONE PRICE.

— T. W. HOBSON & CO. —

Elementary and Normal Music Chart,

PREPARED AND ADAPTED FOR USE IN THE PUBLIC SCHOOLS BY

J. H. ELWOOD, Teacher of Music,

State Normal School,

SAN JOSE, CAL.

PRICE, \$10.

THE NORMAL INDEX

SPECIAL TO STUDENTS!

Every pair of our \$3.50 French Kid Shoes

In all Styles, are Sold Elsewhere for \$5.00

We Guarantee all our Prices Lower than Elsewhere

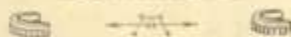
BOSTON SHOE BAZAAR



Importer and Manufacturer of **HATS AND CAPS.**

Largest and Finest Stock of Hats and Caps South of San Francisco, and
Sells at prices Lower than any House in San Jose.

**SPAW & WHIPPLE,
DENTISTS**



*Safe Deposit Building, Southeast Corner
First and Santa Clara Sts.,*

SAN JOSE, CALIFORNIA.

W. RICH & BLUMENTHAL
Clothing : and : Merchant : Tailoring,

51 SOUTH FIRST STREET, PHILAN BLOCK, SAN JOSE.

Winter Overcoats, Silk Lined, Silk Faced, Very Cheap.

SAN JOSE HAIR DRESSING SALOON

STEAM BRUSH.

15 El Dorado Street, San Jose, Cal.

G. ZABCOSE, Proprietor.

Shaving, 15 cents. Shaving, including Steam Brush, 25 cents.
Hair Cutting, including Steam Brush, 25 cents. Shampooing,
including Steam Brush, 25 cents. Hair Cutting of young ladies
a specialty.

SMITH'S

Men's Furnishing Store,

No. 10 South First Street, San Jose.

933 Broadway, Oakland. 444 J St., Sacramento.

ANGEVINE & CO.

Importing Tailors,

34 and 36 South First Street, San Jose, Cal.

SPECIAL NOTICE :

JUST received through the Custom House in San Francisco, \$40,000 worth of fine Wools from one of the best mills
in Huddersfield, England, from which I offer to make suits to order at prices never before equalled on the Pacific Coast.
Suits to order, \$25; would cost elsewhere \$40. Perfect fit and the best of workmanship guaranteed or money refunded.
Please call and examine our goods and be convinced of the genuine bargains ever offered in San Jose.

JOE POHEIM, the TAILOR

105, 107 and 109 W. Santa Clara Street, SAN JOSE. BRANCH OF SAN FRANCISCO

THE NORMAL INDEX

THE PIONEER BOOK STORE.
GEORGE W. WELCH,
 Bookseller Stationer and Music Dealer.

A Complete
ASSORTMENT
 OF ALL
BOOKS
 USED
 IN THE NORMAL

Kept Constantly
 on hand.

—♦—
 Largest Stock

SHEET MUSIC

Outside S. F.



STATE NORMAL SCHOOL.

— ALSO —
 Standard and
 Miscellaneous
BOOKS,
 Students' NOTE BOOKS,
 Writing Tablets,
 Fine + Stationery,
 GOLD PENS,
CUTLERY,
 AND
 General News Ag't
 New Music Received
 direct from Publishers.

44 South First Street, San Jose, Cal.

CORSETS

We try honestly to give you your money's worth
 every time. We buy and sell for Cash only.
 Strictly One Price. Every article marked in
 plain figures. Nothing but first-class
 goods. Courteous treatment in every
 case. We fear no competition. It
 is always a pleasure to give
 prices and show goods. We
 ask for no better adver-
 tising. *— Come and
 — see us —*

BARGAINS

JEWELRY

EVERY

PURSES

DAY

CORNELL & ORVIS

UNDERWEAR

*The Notion
 Store.*

KID GLOVES

Scissors
 Knives
 Brushes
 Rick-Rack
 Ribbons
 Ruchings

99
 17 **39** 41
 17 41
 11 11

Hosiery
 Stationery
 Perfumery
 Face Powder
 Corsets
 White Aprons

**EAST SANTA CLARA STREET
 SAN JOSE**

The Normal Index.

VOL. V.

NOVEMBER 25.

No. 3

The • Normal • Index.

SAN JOSE, - - - CALIFORNIA.

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

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

EDITORIAL BOARD

ALICE E. HOWARD, Editor-in-Chief.

CLERK:

EDWINA J. DUFFY, CARRIE H. BRADLEE,
ALICE G. ELL.

EDITORIAL SECRETARY:

EDITH KINNEY, HATTIE K. CUTHBERTSON.

BUSINESS SECRETARY:

FANNIE S. COOPER, ARLINE S. LATHAM.

ALL WORK

WINNIE G. STEVENS, EVELINE E. HERT.

EDITOR:

MARGIE S. HARRISON, GEORGE H. HARRISON.

FRED H. TIERCE, Business Manager.

FRANK M. BUTTERFORD, Assistant Manager.

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

PRINTED BY THE UNIVERSITY AND SPECIAL, SANTA CLARA STREET, SAN JOSE, CALIF.

"CONTRIBUTIONS from the alumni respectfully solicited." This notice has stood at the head of this column since the first number of the Index saw the light. It has stood there unheeded and unnoticed, and a contribution from one of the alumni is an event that may occur semi-annually, but is not to be looked for oftener.

Now we need, in our educational department especially, just such articles as you can write, and, for the sake of your own professional advancement, ought to write. If you have introduced Manual Training into your school, there is not a teacher in the State but would be interested in the result. If your work is in the kindergarten, or if you have adapted kindergarten materials to the work of the primary school, you are in possession of facts and experience which we hope you will

consent to share with others. If you have ten ways of drilling pupils in addition, write out five of the less common ones and send them to the Index for the benefit of your fellow teachers. Tell us about your opening exercises or your calisthenic drill. What devices have you for long work? What exercises for training the imagination, memory or conception? Articles on educational subjects, suitable for the editorial column, are also acceptable. Our educational department, which is capable of being enlarged in any extent, ought to be the most valuable part of the paper, and why should it not be? What educational journal has able contributors than are to be found among the alumni of this school? And if each will contribute something from his store of experience he will not only benefit others but will enrich himself.

ANOTHER step in the right direction! Written examinations have been formally banished from the school, and written reviews have taken their place. Outsiders, and even some of the students, look incredulous when this statement is made and with a cynical shake of the head inquire, "What is the difference between written examinations and written reviews?" "Are the reviews easier?" "Oh, no." "Are they less frequent?" "Perhaps not, but the examinations caused a great deal of worry, excitement and even hysterics." "And do you think the reviews have no bad effects?" "That is what we claim." "Ah! I see; it is like the faith-cure. You say you have no more examinations, and you persuade yourselves to believe that you have none, and straightaway the evil effects disappear." And so we are looked upon as the victims of a simple and harmless delusion.

But is it a fact that we have merely changed the name and kept the thing itself with all its tendencies unaltered? I think not. The evil effects of examinations lie, not in the work that is entailed on the student, but in the one that the teacher makes of them, in forming an estimate of the stu-

dent's knowledge and ability. When examinations are made the test of the month's or term's work and the principal basis upon which promotions are made, they are inevitably the cause of many evils.

The vice of "cramming," which is especially favored by a system of regular examinations, was never rife in this school, both because of the amount and quality of class-work required of each student, which prevented his neglecting any subject long at a time; and because, too, the examinations were held at frequent and irregular intervals and the students learned to be always prepared for them.

The daily recitation is now the test of scholarship and the basis of promotion, and the written review which ranks as a recitation need never be feared or dreaded.

It has been decided, also, to recognize but two grades of scholarship—either work is well done or it is not well done—and to use hereafter but two marks, *C* and *P*, signifying creditable and poor, and thereby doing away with the coveted rank of *H* or honorary. It is believed that for the uses of the school the two marks are sufficient and that excellent work is its own reward. It is already apparent that the students will continue to do their best work without the artificial stimulus furnished by the prospect of an honorary standing at the end of the term or year.

No grading of any kind is put upon diplomas issued by the school, for it by no means follows that those who stand highest in scholarship will make the best and most successful teachers—indeed quite the reverse is often true, and the school prefers to send out all its graduates, even handed, to make their own reputation by their work in the school-room. There is no danger that real merit will remain long unrecognized, and a teacher who is successful in her work has no occasion to refer to the percentage upon her diploma.

At a late meeting of the Senior A Class the following resolutions were passed:

WHEREAS, At our recent visit to the Lick Observatory at Mt. Hamilton, we were courteously entertained by the Professors of that institution; and,

WHEREAS, By our visit, they were obliged to defer for a number of years, certain scientific observations; therefore be it

Resolved: That the Senior Class of January, 1890, deem this event as one of the brightest and most important in our educational work; and that in consideration of the courtesies and privileges

granted at so great a sacrifice, we most gratefully thank the Professors of said institution; also, be it

Resolved: That these resolutions be printed in the next issue of the Normal Index and that a copy of the same be sent to Professor Holden as director.

VICTORIA GULBERT,

IRVING M. GLEN,
Committee.

PROF. Brady was among our visitors one morning during the past month and addressed the school. The assembly of students was a sight very familiar to him, though composed of strange faces. He expressed his pleasure at being able to be with us, and every one listened with interest to his kind, encouraging words.

TRUE work of all kinds must have a large element of play in it; must, in other words, be spontaneous—the natural outflow and overflow of a nature that finds in work the real expression of itself. Men of great executive force, who are the centers of immense organizations, are invariably lovers of work, not simply because work means money, position and influence, but because work affords a channel through which they can pour themselves into the great current of the world's movement.

It is not possible for all of us, with lesser talents and opportunities, to feel constantly the inspiration of this great impulse, but it is possible for all of us to share it to some degree. God works incessantly, but his work is pervaded by that element which we call play, because it represents the natural flow of His energy, and there is in it the joy of the divine nature finding adequate expression. Man's work, if it is to be real and true, and to embody his character, must partake of this same element of joyousness. We have not done our whole duty when we have finished the day and left no part of our task undone; there is something in the complete doing of a work which is more than the merely mechanical element; something which gives that mechanical element its moral quality; and this something is our personality. If our work is to tell we must put ourselves into it. Work is always a joy to those who do it because it gives them the one great means through which they can express their deepest purpose and their truest self.

CHRISTIAN UNION.

Be not simply good, be good for something.—
Thoreau.

Who does the utmost that he can will whyles do naught.—*Berke.*

LECTURES.

October 17, Prof. Hattan entertained the school with an account of a journey from New York to Bristol. The voyage across the Atlantic was made in midwinter, and as a matter of course, a storm was encountered. This storm the speaker described, not from the deck, but from the steerage; not as it looked, but as it felt. The description was not only ludicrous in the extreme, but was a graphic representation of one phase of a storm at sea, and the picture so strongly outlined will not soon be erased from the memory.

He described also the cities of Limerick and Cork as they appeared at the time when the Fenian difficulties were at their height—the crowds of idle men and women, the hopeless poverty, and suffering impossible to relieve, were brought vividly before us. An American was everywhere known at sight and looked upon as a friend, not only on account of his supposed sympathy with their political troubles, but because everyone had a brother, son or some relative in America with whom the stranger was probably acquainted. Such was their ignorance of the extent and population of the United States.

The third of our series of lectures was given by Professor George of the University of the Pacific, and was a delightful continuation of our "trip around the world." The Professor carried us in fancy to the Valley of the Nile, and described his visit to the Pyramids, making his lecture especially pleasing by the ingenious use of diagrams and anecdotes.

"To begin with," said he, "if I were a boy here, I would get a diploma as soon as possible, teach 'til I secured a fortune, get some one to join fortunes with mine and visit the old world. People come to America to see new things. We go to the East to see old things.

You think you see old things when you view the Parthenon in Rome, built 2,100 years ago, and the ruins of the Coliseum; but not 'til you leave Italy and its classic scenes and cross the Mediterranean to Egypt, do you really see old things.

On arriving at Alexandria we enjoyed a day's sight seeing and then went on to Cairo. Cairo has many modern features, streets lighted by gas, street cars, hotels on the European plan, etc.; but as we are now searching for old things, we must hasten on to the pyramids.

On March 4, 1889, we obtained a modern, American-like hack and drove over a road as fine, or

even finer than our Alameda. We passed camels and donkeys heavily laden with market produce 'till only their ears were visible. All of the Egyptian produce is carried in this way and is heavily taxed. As soon as we arrived at our destination, we were surrounded by a swarm of Bedouin Arabs eager to aid us in our ascent. We were taxed fifty cents for the privilege of ascension. Two helpers are required, and "though Jordan ain a hard road to travel," the sides of the great pyramid are far harder. The steps are a little over three feet, and the ladies of our party handed up their hands and were swung up with a spasmodic jerk. Each of the aids that helped our party informed us that he was one of those who had helped Mark Twain up this same pyramid.

When we reached the top we were amply repaid for the extreme discomfort of our ascent. I can give you no idea of the beauty of the scene! Standing on the tip, one sees one of the most magnificent views in the world; a vast waste of yellow sand with purple haze like a veil above it, and beyond, the green valley of the Nile, with the river like a silver thread across it.

On the top of the great Pyramid is a miniature bazaar of relics. This Pyramid covers an area equal to about one-half of the Normal Square, and is built of black limestone. In it is a tunnel running due north and south, from which are branch tunnels to the king's and queen's chamber. To prevent the superincumbent weight from breaking in the ceiling of the chambers, they are placed one above another.

The pyramids were first built in the form of a truncated pyramid and then layers of rock were added to the exterior. Some of these outside layers have been removed in Cairo for building purposes.

Professor George then briefly described their return trip to Cairo, and pictured in a laughable way the discomforts of a voyage on "the ship of the desert," concluding with these words: "I congratulate you all on being American citizens, and on living in God's grandest country."

Nov. 7, Miss L. M. Cayford, from San Francisco, an experienced teacher and a lecturer of some recognition, gave us a pleasing paper on "Our Girls." It was replete with helpful thoughts, gracefully phrased, evincing the speaker's sympathy and familiarity with the needs of our girls. In the course of the paper she took occasion to speak of the cruel and semi-barbarous practice of using the heads, breasts, wings, and, indeed, the whole bodies of birds for personal adornment. She described the slaughter that is going on all

over the country, "a very St. Bartholomew of birds," and made an eloquent and touching plea for the life of the little songsters.

The fourth lecture of the series, by Prof. McGrew, who has a reputation in this State as a lecturer and conductor of institutes, though not a continuation of our foreign travels, was none the less interesting and instructive. It was called, "Glimpses of Child-life."

Successful teaching lies not in the study of books but in the study of the child. The child has an intellectual, an emotional, and a physical nature, and corresponding powers. Prof. McGrew here made on the blackboard a diagram showing the interaction of these powers and their relations to each other and to the will. When an impression is received, it may be referred to the intellect and become a thought, or to the emotional nature, and be translated into a feeling. In either case, the will may be incited to action, but the will can never act until the pupil has a thought or an emotion, and when the emotional and intellectual natures act together upon the will, the effect is greater than that produced by either alone.

Character is the development of the will; hence the importance of cultivating the will and those powers upon which its action depends. The emotional nature, which should be trained to act in harmony with the intellect, is perhaps the most neglected by teachers. Especially the prominent emotions should be cultivated. Selfishness is very prominent in children, and out of it grows the child's social feelings. Affection comes next. Without the child's affection and confidence, we can do nothing; with it, everything. The aesthetic feelings are also prominent in childhood and are developed before the ethical feelings. What child does not love bright and beautiful things? Taste is the outgrowth of these feelings, and in kindergarten work taste is cultivated. The ethical or moral feelings should be carefully trained, and in early life, the formation of good habits is the most important element in moral training. Conscience is the product of education. Teachers should strive to make the conscience delicate and sensitive, by teaching the child to act according to its dictates.

Otherwise good teachers often lose sight of the fact that the object of education is to form a well-rounded, symmetrical mind and character. It is to this end that Manual Training is being introduced into the schools. The practical results may be slight, and the manual skill obtained unimportant, but the grand result is the formation of character and of a symmetrical human being.

LITERARY.

SONG TO THE SEA.

Dost thou remember, O Sea?
I stood on thy lonely shore last year,
Thou wast gentle, serene, and blue;
No foam-fakes danced on thy surface so clear,
When the shimmering sea-gulls flew,
The broad light lay on the quiet land,
And the sunset's rose blew fair,
The tide washed low in thy shining sand,—
Dost thou remember, O Sea?

I answered thy murmur then as now,
I told thee such ignorant thought;
I listened thee and kindly whispered low
A tale thy wavesets taught.
Thou heard and replied in thy inner solitudes,
I laughed aloud in my gloom—
Glad laughter that rang with a mellow chime,—
Dost thou remember, O Sea?

Thou seemedst to love me, O ocean wild,
When thy waves like my soul were gay;
Take now to thy bosom thy lonely child,
Let me anonymous drifts my way.
Clasp me and kiss till my life be gone,
Let the past be the future be;
He'll not forget and no time glides on,
Will thou remember, O Sea?

E. L. C.

CONVERSATION.

It may be well, in taking up this subject, to explain what conversation is, for many persons confuse this term with talk. They would not understand Dr. Johnson, who, on returning from a social evening, remarked that there had been a great deal of talk, but no conversation. In talking, people wander along in a free and broken manner, as children talk to their parents. The idea of chatting is closely connected with that of talk. But conversation, instead of being broken, is more continuous, and usually chooses a higher subject. Lord Bacon says, "Talkers are commonly vain and credulous without; for he that talketh what he knoweth, will also talk what he knoweth not." It would be impossible to converse upon a subject which one "knoweth not." Now, if one takes the trouble to make a distinction between these two terms, he must see the value of conversation. Just how great this value is to you, I am going to try to show you.

You have all, sometimes in your lives, no doubt, read and enjoyed "The Arabian Nights." And a great many may remember the story of the wicked king, who, for some foolish reason, persisted in taking unto himself every night, a wife, and in having her put to death at a certain hour every

morning. Matters continued so, until terror reigned throughout the kingdom. All the women of the poorer classes were being disposed of, and the ladies of rank were beginning to tremble, when one of the beautiful daughters of a nobleman, despite the entreaties of her father and friends, resolved to become the king's bride, and see if she could not help matters somewhat. So, taking a younger sister with her, she went to the palace, and quite charmed the king with her beautiful face and manners. But he had no idea of allowing her to live more than one night longer, even if she did have a pretty face, and preparations for execution the next day were made, as usual. In the early morning, however, the younger sister, according to a plan arranged before, awoke the bride, and asked for one more of her charming stories. The king gave his permission, and the story was begun, but was so long that the time for the bride's death came before it was finished. The king was intensely interested, and after a fierce mental debate, decided to let the fair lady live one more night, so that he might know the end of the tale. So she finished the story, but very wisely began another, and when daybreak again came, the king was in the same dilemma, and had to extend her term of life for another night. You all know how the story ends. The old king became so infatuated with his entertaining young wife, that he finally decided he could not get along without her, and his cruel decree was repealed, and peace reigned once more throughout the land.

We do not have kings so stony-hearted now-a-days, and none of you will very likely need to save your heads by such skill in speech. But we do have around us a great world teeming with people, many of whom are just as restless and dissatisfied and hungry for something, as was that old king. And it is undoubtedly true that a good conversationalist has within him the power to satisfy this restless longing, as nothing else can do. Girls, you are never going to rule by your faces. History tells us that the wonderful women of the past did not reign so much through their beauty, as through their wit. An old writer in speaking of a pretty face says:

"Till she be better conversational,
I'll keep as far from her as the gallows."

Boys, do you think to win all hearts by your likeness to Apollo? Listen to what was said of Socrates: "He had a flat nose, thick lips, prominent eyes, bald head, squat figure, and ungainly gait, and wandered about the streets of Athens, charming all classes and ages by his conversation." Alcibiades likens him to an unsightly sculptured

god, and declares that "as he talks the hearts of all who hear leap up, and their tears are poured out." You cannot all, of course, equal Madame de Staël, or Socrates, but you each will have a place to fill in life, and your ability to do that satisfactorily will depend not so much on your looks or your wealth, as upon your power in converse easily.

The influence a person with such ability may have, is something remarkable. Benjamin Franklin and Abraham Lincoln won all hearts by this power; Aaron Burr, by the evil use of his ability, wrung curses from the lips of ruined men and women. And even for those whom some writers have scornfully classified as "society women," there is a broad sphere of influence, where their graces of manner may have full sway. Over half a century ago, when our country was comparatively unknown to many in the old world, and they considered us half savage, Edward Livingston and his wife were sent to the court of France, and John Randolph said that it was Mrs. Livingston, full of grace and the charm peculiar to one at home in society, that supported the rights and the honor of the American nation.

In the home life, as well as in the social, a ready conversationalist is the one that wields the scepter. He can make the dulllest subjects interesting. How the others cluster round to listen and enjoy! Do not you want to have that power? Do not you think it would be pleasanter to sit around the fire and converse socially, than to let "dread silence" reign, or now and then, perhaps, to throw in a word or two of talk on the weather or the crops? One of the best educators on the coast said, the other day, "Our boys and girls need to know what it is to converse, and how to do it. When they are together, they spend their time in playing 'Jacob and Rachel,' and 'Drop the handkerchief,' simply because they do not know how to do anything else. It is a shame! They ought to have good, healthy conversations started, and learn something, in this, the springtime of their life." It is interesting to note, just here, that the present charming lady of the White House, Mrs. Harrison, with the aid of her daughter and some friends, is attempting a reform at this very point. Her aim is to let conversation gradually take the place of dancing and card-playing, in social gatherings, and thus have the intellectual side of life elevated.

"But how shall we get this power?" you ask. Some of you have it already. To some it is a gift, and you need but to cultivate it. Madame de Staël was brilliant in conversation from her youth, it is said. But I hear some one of you say "I haven't it. I never was able to talk well," for we

all want to call it talk yet though we do not mean that. Then you will have to acquire the art, for conversation is an art as well as a gift. It is said that it is very seldom persons acquire skill in conversing till middle life, when the mind is enriched and confidence is gained. Some of our best conversationalists, such as Johnson, Mackintosh, Burke and Sidney Smith, were most remarkable in later years, when they had "read everything, and seen everybody." So there is hope yet for you.

How to obtain this art, has been partly told in the above. Intercourse with learned and witty persons is one of the very best methods. One of our writers says, "There is no education more effective than that acquired by constant intercourse with such people. Even the dinner table is no bad school, for one naturally bright and animated." One needs to be a good listener, and above all a good thinker. "Think" is as good a watchword for the student of conversation, as "Excelsior" for the Alpine youth. "But if there are no learned and witty persons at hand, what then?" Ah, yes; too often that is the case. We may well envy Dryden, who says, "I have been conversant with the the first persons of the age." But if you have not the "living voice," you have the works of great men and women; and a careful study of good books, good magazines, and good newspapers, with real thought, will be a great help toward the desired end. And the golden rule for mastering the art of conversation is to keep conversing. You will be discouraged sometimes, no doubt, but don't give up. No matter if you are not witty or bright. Those conditions do not have to be present in all conversation. Bore people a little, if you must, but converse, and after a while, they won't be bored.

One thought comes now, that is, perhaps, the most important of all. Do you know that you are going to be judged by your conversation? And do you know that your conversation will be a fair index of your character? The Holy Book tells us to let our conversation be "as becometh the gospel," and bids us "be holy in all manner of conversation." That does not mean to slander and gossip, to converse with so cynical a spirit that your hearers' minds become prejudiced, and their tone of thought lowered. The wonderful Socrates had finally to drink the bitter cup, for misusing as the people thought, his conversational powers. Little worth 'twill be to gain this art, if it is used to lead astray the hearts and minds of those around you. "The lips of the righteous feed many, and the tongue of the just is as choice silver." "But I say unto you that for every idle

word that men shall speak, they shall give account thereof in the day of judgment. For by thy words thou shalt be justified, and by thy words thou shalt be condemned."

THE SLAUGHTER OF THE INNOCENTS.

O God! that thou wouldst touch my tongue
With fervor so divine,
That every heart might feel my words
As they were words of Thine.

O Thou that know'st all human hearts,
Know'st all they have or need,
I pray Thee make them tender,
And give me power to plead!

Thou know'st the little birds, O Lord,
The birds that Thou hast made;
Thou seest them singing in the sun,
And brooding in the shade.

Thee the bonny, bonny little birds!
It is their hour of need;
They have no power to beg for life;
It is for them I plead.

The human cry to God is still
For mercy, mercy solely;
The birds sing only, "God be praised,"
And "Holy, holy, holy."

They have no power to cry to us
When pride of fashion slays them
For woman who pretends to love,
And, Judas-like, betrays them—

For woman, who will praise the song,
Then bid them slay the singer,
That the wee head or tortured breast
Some added charm may bring her.

* * * * *

The bonny, bonny little birds!
It is their hour of need;
They have no power to beg for life;
It is for them I plead.

Selected.

"THE ALHAMBRA."

Washington Irving, the author of "The Alhambra," was born in New York City, at the close of the Revolutionary War, and was named for the man to whom all eyes were then turned—Washington. It was not until after his fortieth year that he produced this work which gives us such a vivid description of the scenery, and the famous fortress in Spain. These sketches are taken from life or founded on local tradition, and for the most part were written during Irving's three years' residence in Spain, years that were spent in a "kind of Oriental dream."

The Alhambra, an ancient fortress of the old Moorish kings of Granada, is built of bright red, stone-like material, with a plain exterior, but an elaborate and exquisite interior. It was planned by Aben Alhamar and completed by Jussuf, both great reformers in their way. As Irving says, "The genius of a sovereign stamps its character

upon his time," and so it was with these ancient but still unforgotten kings.

How gracefully the author tells the story of his journey through Spain to Granada! We are led up steep sierras, through rough passes, across dreary wastes, and the Spanish character in its various phases is represented to us—the lone herdsman, the simple muleteer, and the daring bandalero. But at last, just as the glowing sunset is lighting up its towers, we are left at Alhambra's gate. What more fitting time to arrive at a place made memorable by Irving's delightful sketches! After reading his description, it seems more beautiful than the wonders of Aladdin's lamp, and we long to see it.

But let us see it in fancy, since we cannot see it in reality. As we read, we are carried back to the time of Christian and Moslem warfare—to the time when the ruins of Granada stood in their primitive strength; to the time when the Moorish kings lived and fought. But these scenes soon pass away, and the palace becomes the care of the Christian as it had been the glory of the Moor. During this last period, various kings held court for a short time in the Alhambra; but when they left, its walls became desolate and fell into ruin. Once more its splendors were renewed, to fall again into ruin, till at last it became the dwelling-place of pensioners. And this was its condition when Irving visited it and wrote of it, and to those who read his book, it is still the haunted Moorish pile.

Irving describes the various courts and palaces, giving each its due, lingering where there is life, wondering where there is decay, enjoying where there is beauty. What more beautiful than his description of the Court of Lions! As we read, in fancy we see the central fountain with its alabaster basin, the delicate columns with their artistic carvings. Lovingly he tells us of these scenes, and with him we feel the breezy freshness of the hills, hear the murmur of the gushing fountains, see the glinting of the marble pillars. The Hall of the two Sisters, and the Tower of Comares are both sketched for us.

The interior of the palace pictured for us, we follow our author eagerly in his graphic sketch of its surroundings. As he left us at its gate in the rosy sunset, so now, he takes us in the early morning to view the charming panorama of valley, of castle and tower, of gardens and groves. Half ruined towers are buried among vines and fig trees, as if nature wished to clothe their ruggedness in her own soft beauty. White pavilions gleam among the gardens and rustic retreats where the Moor found rest and pleasure.

When we read of the Alhambra in the gray light of the early dawn, we feel that then only can its stern magnificence be felt; yet when we see it at sunset we have a new conception of its ancient grandeur; but when the author shows us the massive ruin by moonlight, we know that then only can its beauty be seen aright. The dewy sunrise makes too plain the marks of time, the glowing sunset tips its ruined towers with too bright a glory, but the silver moonlight obliterates every trace of age, and clothes the scene with beauty. Do you wonder then, that Irving sat dreaming in the moonlight till dawn had come?

Perhaps no less interesting than his descriptions of the courts and gardens, are his sketches of the inhabitants. Irving makes each the center of a little story. There is Mateo Ximenes, "The sorcerer of the Alhambra." There is Dame Molina, or Aunt Antonia, she who presides over the Alhambra. There is the bright Dolores, the plump little Andalusian maiden, with her prodigal pigeon. Last to be forgotten is little Carmen, she whom Irving has endeared to us by her grace and beauty. We are glad when we read of Carmen and Dolores, for there is little else that is young in the castle.

No ancient ruin exists without its legends, and there are many in connection with the Alhambra; legends of war, of wealth, of love, each more entertaining than the last. We read them as Irving has given them to us, and do not wonder that so much of poetry, of romance, of truth is connected with the dreamy old palace. Its power, as the author has told us, is "the power of calling up vague reveries and picturings of the past, and thus clothing naked realities with the illusions of memory and the imagination." And it is this power of inspiring similar feelings in us, that gives to Irving's Alhambra its peculiar charm.

This work is written in the same easy and graceful style that characterizes all Irving's writings. He has no superiors, perhaps no equals, among the prose writers of America, for an easy elegance of style. Edward Everett said: "The sketches are among the most finished and elegant specimens of style to be found in the language," and Campbell said, "Washington Irving has added clarity to the English tongue." S. T. L.

What we teachers lack most is not method but inspiration. Give me a teacher with the latter and he will soon be possessed of the former, but no amount of the former will make a good teacher without the latter.

"Nobody will use other people's experience, nor has any of his own, until it is too late to use it."

SCIENTIFIC DEPARTMENT.

THE ACADEMY OF SCIENCES.

Those who have visited the old church on California street in San Francisco, where the Academy of Sciences is located, were probably impressed with the dingy and dismal aspect of the place, and probably carried away with them the impression that the interest manifested in science was as extinct as the life of the specimens there on exhibition. There is a fossiliferous aspect about the place altogether in harmony with the surroundings.

But though California in her search into the mysteries of science has been unostentatious, she has not been idle. Men's habits are influenced by their surroundings, and associations, and possibly the man of science imitates nature when he works so patiently and quietly at his specialty that we do not realize the significance of his work until his life is ended and another steps in to take up the work where he left off.

It is delightful to listen to the conversation of the man enthusiastically devoted to careful study and observation. To him a mouldy branch, an infested leaf or an ugly insect is as interesting and attractive as the form of beauty to the sculptor. He never slight's little things. He studies nature from a microscopic point of view and sees beauties to which the prosaic and practical man is blind.

Philanthropic men, such as James Lick and Charles Crocker, realized the great and beneficial work of these men who were crippled by lack of funds and proper accommodations. This sympathy resulted in gifts of money and a valuable piece of property on Market street. Some few months ago the corner-stone of the new building was laid, and a handsome structure is now being erected where the work of science can be carried on in a far more systematic manner, and, it is hoped, with better results.

Not only students but teachers should avail themselves of the opportunity to visit the museum and study intelligently the book of nature as revealed in the curiosities there exhibited. The collection is large, and possesses much that is rare and valuable, though in its present position it does not appear to its best advantage. The butterfly and beetle collections are very beautiful and marked in variety. One can but be impressed with the harmony and brilliancy of coloring used by the artist Nature.

Dr. Harkness, who is now president of the Academy has done much to awaken interest. He has

devoted his time and attention especially to fungoid growths and has made interesting and important discoveries regarding these mouldy subjects. The great and noble object of the Academy is to investigate as much as possible so as to enlarge the field of human knowledge.

EDUCATIONAL DEPARTMENT.

METHODS OF TEACHING TEMPERANCE.

Could we but realize how much misery there is around us; and could we but know the number of widows, of orphans, of homes made desolate by the terrible wine-cup; and could we but see the mothers with bowed heads, watching night after night for the return of their loved ones; and hear that oft-repeated cry, "Oh, where is my wandering boy to-night?", would our hearts not be stirred to work for the cause of temperance?

We, as teachers equipped with the knowledge of the evil effects produced by alcohol, should wage unceasing war against this monster, and especially should we labor to keep him from the homes of our land and thus save the little ones from his power. Through the influence of earnest and faithful workers, the Legislature of California has passed a law compelling the teachers of the public schools to give instruction in the effects of alcohol and narcotics on the human system.

One of the first questions asked by many teachers is "What is the best method of teaching this subject?" We should first teach it by our example. No person should be eligible to the office of teacher that is not a total abstainer from all intoxicants; for no one can teach successfully anything he does not believe. Second, we should teach the child the structure of the body, the laws by which it is controlled, and the nature and origin of alcoholic drinks, and their effects upon the human system.

The thoughtful teacher can, with the aid of temperance literature, secure many devices to help in giving these lessons. The time given to this instruction should be at least fifteen minutes a day. If not every day, it would be well to devote an hour on Friday afternoon.

Our great aim should be to set the pupils to work. Let us give them selections to recite from day to day. Let us encourage them to save temperance items from papers for the purpose of making scrapbooks.

On Friday afternoon, an exercise that might aid in making an impression on the little ones, would be an experiment, showing the effect of alcohol on the brain. Provide two small glasses and the

white of an egg. Place in one glass hot water, in the other alcohol. Drop a portion of the egg in each and notice the effect in each case. Explain to your pupils in simple language, the composition and structure of the brain and its similarity to the white of an egg. Other experiments may be performed to show the effect of alcohol on the blood, on the gastric juice, etc. Two excellent guides for this work are the "Juvenile Temperance Manual" by Julia Colman and "Experiments in Scientific Temperance Instruction" by Mrs. R. R. Johnston.

A teacher, with the natural tact requisite for good work, will find places and times when the subject of temperance can be introduced into the regular physiology lesson. There are frequent opportunities in the work of reading classes to lead naturally to the theme, and an anecdote might here be related to illustrate the evil effects and the sorrow caused by intemperance.

To advanced pupils, assign topics for essays, the reading of which might form a part of Friday's exercises. In primary classes, it would be well to have the instruction given in the form of stories, of which a teacher full of temperance enthusiasm, should have an endless stock. Let the pupils in the intermediate classes reproduce these stories in their own language as an exercise in oral composition.

"The Temperance Manual," "The Temperance Arithmetic," Mrs. M. E. Richardson's "Wine Question," and the temperance papers, the "Oak and Ivy Leaf," the "Young Crusader" and many of our Sunday School papers will be valuable aids to any teacher in gathering material for school-room instruction.

Another interesting exercise is a talk by the teacher on some appropriate subject and illustrated by simple drawings. In one lesson, one might place on the board the motto, "Intemperance wastes," and under it the drawing of a "losing bank," with the words, *money, health, time, character and happiness* inscribed. In another lesson, one might use as a topic, "Temperance saves," and ask one of the pupils to bring in a small savings bank. Use the same words as before, only have them written on slips of paper, which should be dropped into the bank one after another.

With all these exercises, have temperance songs, sung by the whole school, by classes, and by individuals. The song books, "Ripples of Songs," "Marching Songs," and the "Glorious Cause," will be found useful. If the teacher has pieces of sheet music, such as, "Drink from the Sparkling Cup," "The Drunkard's Child," "Pity me Strangers," or "The Wayside Well," it would give

variety to have one of the pupils sing a solo and the school join in the chorus.

Organize little societies or clubs in which each member is allowed to wear a badge as long as he refrains from quarreling, swearing and smoking. If the teacher finds that the pupil has broken his pledge, she should take away the badge.

Furnish the school library with the best and most touching stories, and encourage pupils to take them home to read. As simple as these tales generally are, they may be the means of saving many from falling when tempted to take the first taste.

The active, intelligent and earnest teacher, awake to the needs of this work and her own responsibilities, should not feel that her labor is in vain; for she may, by the blessing of God, be the means of saving one child, and may win, at last, the most deserving of crowns. L. E. J.

A LESSON IN NUMBER WORK.

Object: To teach children to recognize three as a whole.

Apparatus: Apples, nuts and tooth-picks arranged in groups of three, placed indiscriminately among other groups on the table. Also a card with pictures of money arranged in groups of three, four and two, and some interesting groups of pictures drawn on the blackboard.

Lesson: Teach the pupils to recognize a group of three on the abacus and then have them work with the objects.

"Johnnie, bring me three tooth-picks. Frank, how many nuts did I take away? Put three apples in that box, Mamie. Look in the box, Frank, and tell me how many apples are in it."

"There are three apples in the box."

"Frank, listen and tell me how many raps you hear."

"I heard three raps."

Drill: Teacher points to the groups on the board and children recognize quickly. Let the child that answers first point to a group and children answer. Let another go and point to a group of three that has not been pointed to before.

"Come and show me three pieces of money on this card."

"In another place, next."

"Now children, go to your seats and find a picture of three things in a group in your reader."

Get work! get work! Be sure 'tis better than what you work to get.—E. R. Browning.

QUESTION TO THE POINT.

A teacher was giving a Natural History lesson. "Children," she said, "you all have seen the paw of a cat. Is it as soft as velvet, isn't it?"

"Yes mum."

"And you have seen the paw of a dog?"

"Yes mum."

"Well, although the cat's paw seems like velvet, there is, nevertheless, concealed in it something that hurts. What is it?"

No answer.

"The dog bites," said the teacher, "when he is angry, but what does the cat do?"

"Scratches," replied the boy.

"Quite right," said the teacher nodding her head approvingly: "now what has the cat got that the dog hasn't?"

"Kittens!" exclaimed the boy in the back row.
— *Our Doubt Animals.*

SOCIETY NOTES.

THE RAMABAI CIRCLE.

On the afternoon of October 25th, there assembled in Room K, a large number of pupils, all interested in Ramabai, and all anxious to hear something concerning the progress of her work. They were well repaid for their time and attention, for the program to which they listened was one abounding in interest and instruction for all.

A talk by Miss Washburn began the program; and with her, we entered the secluded sanamas, and saw the half million of child widows who are patiently waiting between those dark walls for death to bring them deliverance from the indignities heaped upon them by the families of their dead husbands. We then threaded the dark mazes of Ramabai's life, from her birth to her present brave work for her persecuted Hindu sisters.

The prayer of a Hindu widow was read by Miss Hines. It was such a cry as ascends to Heaven from many a weary heart shut up within sanama walls. Can we but believe that Ramabai is the messenger that God has sent in answer to these cries of distress.

The discussion of the people, the language and the religion of India, which Professor Kleeberger gave us, well sprinkled with quotations from Max Muller and other prominent writers, added much to the interest and pleasure of the meeting.

Perhaps one of the most interesting features of the program was the letter from Miss Hamlin to

the Union Signal, from which we give the following extracts:

It will rejoice you to know that the school which Ramabai is establishing for the child widows is meeting with a success which even she must consider phenomenal, and which causes free expressions of surprise on the part of those persons in India, who most seriously discouraged the undertaking on account of its alleged impracticability. Miss Manning, secretary of the National Indian Association, who has recently returned to England after one of her frequent visits to India, reports enthusiastically about Ramabai's school, and has just sent \$600 to our Association. The Bishop of Bombay has also collected for her work \$300, which was a great surprise, an unheard of procedure, but the two straws show how the wind is tending among the better class of English people. A Hindu gentleman gave her on her arrival in Poonah, \$250. (You see I give values in our money; it is easier to write them thus.) It requires, however, many, many such small sums to make the amount necessary to support a school. If the interest of individual members of circles, with their one dollar or ten dollar contributions, can be sustained from year to year, the Association is hopeful of ultimate results.

To-day, or at last accounts, July 9, there were twenty-two pupils, with applications from three more child widows. Ramabai writes: "I am told by a lady missionary who visits many families, that there are many child widows in Bombay who are so anxious to come and stay with me and study that some of them even cry because their fathers and mothers will not allow them to come here." Is it strange that she continues rather exultingly, "The day is not far distant when our school will be overcrowded"? Other schools may then arise, and probably will, inspired by the spirit of high endeavor which fills the soul of the courageous Ramabai.

There is in the school one child whose father had betrothed her when only three years old. The child was most cruelly treated by her future husband's people, and the father had no resource but to steal her from them, and place her in a place of refuge. This happens to be Ramabai's school.

There is one English teacher in the school, Miss Abby Demmon, sent out by the Boston Association, who gives instruction in English branches. Ramabai teaches in the Marathi division, assisted by one or two native women with a little education.

NOTICE:—The members of the Ramabai Circle

are requested to pay their dues for the year ending September 20th.

By order of the Secretary.

ALL SORTS.

Prince Alberts and Stovepipes!

Her racks needed in M. E. Church.

New M. Hamilton slang:—No diptera on us!

Students, if you want to help the INDEX patronize its advertiser.

Why is the Y. M. N. D. Society never heard from through the society column?

Teacher:—"Which one of the apostles was a fisherman?"

Tenny:—"Ananias."

—Ex.

"What does the rain say to the dust?" "I've got the drop on you, your name is mud."

One of the Senior boys is getting to be quite a musician; who has not heard of Tebbe's harp (c)?

One of our "Gallant Forty," is a veritable wretch; it has been asserted that he has a heart of Sivas.

Report of Senior A:—"All that are here are present."

Prof:—"All those absent please rise."

"The leaves have begun to turn, already," sighs a senior as he slims over his six page literature lesson.

—Ex.

That the Normal boys are remarkably fine singers cannot be denied, but they can't beat the girls whistling.

The most popular wind instrument is undoubtedly the wack, because it is so easy to keep time with.

The reporters of Senior Ba have been dropped on account of apparent incompetency, and a new one appointed in their stead.

Recent experience in the Training School has convinced the Senior B's that they shall really enjoy teaching the "sweet little things."

The following words are never to be used except when no other word will supply their place:—nice, lovely, awful, splendid, grand.

A willow of a scholar on examining his desk (formerly occupied by a scholar of '90, '89, '88, '87, '86, etc.)

"Names of great men all remind me

I can make my name sublime,

And departing leave behind me,

Ink stains on this desk of mine."

—Ex.

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.

Those who have poems on hand which they wish to dispose of should read the following:

Among the many unique and very convenient institutions of New York City, the most useful and valuable is the Equitable Press Exchange, where they will undertake to buy or sell for you (on commission) anything from a *spring poem* to a daily newspaper.

For natural ornamentation, look in room F, on the wall.

Query:—"What is the difference between written examinations and written interviews?"

The Middlers ought not to "get left" in Geometry this year, they have such an excellent Drive.

Overheard in the Middle dressing room:—"Well you can go with Tom, and have all the roses, I don't care!"

Some of the Junior B classes have organized a Drill corps under Prof. Elwood. Assembly Hall, 9 o'clock, sharp.

A small boy, finding that the word *aspire*, meant to aim, introduced it into the following sentence: "The boy aspires his gun."

The Senior B's can march to their recitation rooms in the morning without whispering. They are the best singers in the school, too.

Training School Papil, (after teacher had explained about the uncovering of Pompeii):—"I should thought it would have been pretty rotten down there."

Prof. E—is forever expatiating upon the superiority of the Junior's singing. Don't mind it, Seniors, for it is merely a habit that the Prof. has fallen into.

Student (not very clear as to his lesson):—"That's what the author says, anyhow." Prof:—"I don't want the author I want you." Student (despairingly):—"Well, you've got me!"

—Ex.

In spite of the non-development of the mental faculties of the Senior B's, their teaching in the training department was a marked success.

Visitors and Strangers, beware of the fountain. Never sit on its edge unless you see a young man approaching. You might get faint and fall in.

The Senior B class has elected the following officers: President, Frank M. Rutherford; Vice President, Thos. R. W. Leland; Secretary, Echo L. Loder; Treasurer, Robert E. Lee; Sergeant at Arms, Fred H. Tebbe.

It is expected that one of the Senior B's will shortly send to press an ably written article on the effects of N2 O on the human body. The young lady has had extensive personal experience, and the article will doubtless prove very interesting.

It pays to advertise. About two months ago, the Senior B's advertised through the *All Sorts* column for a small boy. As a result, there are now to be found in their class room during the second hour, three handsome postals, all five singers. Advertise in the INDEX.

Patient research has revealed the fact that our language boasts of no less than eight hundred and twenty seven different terms which express the state of being in love. This explains why a lover finds time between 7 and 9 inadequate for a call on his charmer.

The child no longer says the "Twinkle, Twinkle, Little Star" that we learned. He now says:

"Twinkle, twinkle, little star!

I know exactly what you are!

A glowing ball of burning gas,

Revolving round your central mass.

Twinkle, twinkle, little star!

I know exactly what you are!

Far to my spectroscopic ken

I see you're only hydrogen."

—Ex.

SENIOR RASE

We've heard of Senior Ease,
And for that ease we sigh,
There is no rest for Seniors now,
That time has long gone by.

'Tis plug, plug, plug,
From morn till early eve,
From early eve till late at night,
Shut time for sleep we leave.

Since every hour is study hour,
There is no time for play,
We're growing thin like crows and tails
We'll up and die some day.

Yet we were told, when first we came,
Two hours were plenty long
To learn the lessons we should have;
By Jove! they told us wrong.

Now, each professor seems to think
We're not a thing to do,
But learns the lessons that *he* gives,
Fights the other two.

Our makes us study chemistry,
Just one hour more than two,
A second gives us harder work—
To read dull histories through.

There is a third for twenty-four,
Another still for seven;
These, like the others, seem to think
That rest is found in heaven.

Our story's done, our tale is told,
We'll put it into print,
And then the Prof, who sees it there,
Perhaps, may take the hint.

COLBY ECHO.

ALUMNI NOTES.

Miss Ida Cull, Xmas, '88, is one of the Fresno Co. teachers.
Emma Danilewicz, class of May, '88, is teaching at Pine Grove, Amador Co.

In a pleasant school near Los Gatos is now Miss Jennie Cline, June, '89.

Blanche Tate, June, '86, writes from Amador Co., that she has a most delightful school.

Miss Alice McFunkin' '89, is performing the duties of "eye pedagogue" at Modesto.

Mr. Gault is teaching in Amador Co., and is giving excellent satisfaction.

At Santa Barbara, may be found Mr. Gray. There is a great demand for teachers like Mr. Gray.

Mamie Kohler, May, '88, has taught but four months since graduation owing to ill health.

Annie M. Berry, May, '88, is teaching in the Dayton school, Dayton Nevada, as assistant.

The Primary Department of the Watsonville school is taught by Ada Reiman, Xmas, '88.

Texas E. Wheeler, June, '89, has charge of a school at Merle, San Diego Co.

Franklin K. Barthel and George M. Steele are teaching in adjoining districts in the southern part of the State.

The Fourth Grade of one of the Los Angeles schools is to be taught by Allie M. Teller, May, '84.

George Congrave, June, '89, has been teaching at Vallejo, Calaveras Co., since Sept. '86.

Miss Emeline Carmichael, May, '85, is one of the teachers at the Oak street school, San Jose.

Miss Winona Kaufman, May, '88, has charge of a school five miles from San Miguel, San Luis Obispo Co.

Miss Mary E. Healy, Dec., '87, has charge of the school in Hall's Valley District, Santa Clara Co.

Mr. H. S. Martin, May, '88, is kept busy with his school of fifty-nine pupils, in Georgetown, El Dorado Co.

Mr. O. H. Gould, Dec., '88, is now teaching at Greenwood, El Dorado Co.

On July 31st, H. Ben Spalding, Dec., '87, opened her first school in the Santa Rosa District, San Luis Obispo Co.

M. Frances Young, Dec., '86, writes from Laurel Cal., that she still holds the position of teacher of the Laurel School.

The Primary Department of the Rocklin school, Placer County, is very ably taught by Miss Belle Bankhead, May, '88.

Mary O'Rourke, May, '88, is teaching the Mt. Pleasant school. It is about six miles from San Jose. This is her third term.

Miss Olive Jarvis, June, '89, is numbered among Santa Clara County's teachers. She has a pleasant school at Guberville.

Mr. Taylor, Xmas, '88, has not yet completed a term's work, but is extending her school supplies throughout the State.

Miss Madge Perkins, May, '84, is still teaching in Santa Barbara, but has been promoted to the charge of the Fifth Ward School.

The Brown District School, Sutter Co., is very ably conducted by Miss Ida Gray, Xmas, '87. She expresses herself as delighted with teaching.

Miss Anna L. Rose, May, '88, is principal of the Berryessa School. Miss F. Maury, May, '88, is her assistant. They both enjoy their school work.

Elmer D. Pratt, May, '86, is one of the Eureka teachers. In the same town are Miss Lane, Dec., '86, and Miss Dickey, May, '87, all teachers in the same building.

Miss Esther Jewers will hold her position as Primary teacher in the Napa City school. She has given good satisfaction, and is pleased with the work.

Annie Edith Cook, May, '88, writes from Lindell, Cal., that she has been engaged to teach the third term at Arroyo Hot Mineral Springs, Napa Co.

Miss Lillian Tucker, May, '88, is teaching in Crescent City, Del Norte Co. She has only eight pupils, but they represent three grades—the fourth, sixth, and eighth. She is also a member of the Board of Education.

Mamie A. Coughlin, Dec., '87, writes from Bishop, Cal., "I have charge of twenty-five little mischiefs. I can hardly realize that I am in California, for this place is just like Nevada, nothing but sage brush."

will < **Trade * Palace** > *will*

FOR DRESS GOODS AND TRIMMINGS.

STULL & SONNIKSEN, 40 South First Street.

FOR LATEST STYLES AND LOWEST PRICES IN

Clothing and Overcoats

WE ARE THE LEADERS.

T. W. SPRING & SON carry the Largest and Best Selected Stock of

GOOD STYLISH GOODS

In All Departments, including Clothing, Furnishing Goods, Hats and Merchant Tailoring.

SQUARE DEALING AND LOW PRICES

LEAD US TO SUCCESS.

T. W. SPRING & SON.

FRANK E. SMITH,

✿ FINE JEWELRY, ✿

WATCHES & DIAMONDS,

✿ OPTICAL GOODS. ✿

98 South First Street, Under Lick House, - SAN JOSE, CAL.

Schenkel's Music House
72-74-76-78 E. SANTA CLARA STREET.

STEINWAY AND STECK PIANOS.

Sheet Music and Musical Merchandise,

Tuning and Repairing a Specialty.

THE NORMAL INDEX.

GEO. W. RYDER, JEWELER.

American Watches, Diamonds, Fine Jewelry, Silverware and Optical Goods.

JEWELRY MANUFACTURED TO ORDER.

WATCHES.

SAFE DEPOSIT BUILDING.
No. 8 SOUTH FIRST STREET.

CARRIE & ELLA DITTUS,
MANICURE & HAIR DRESSING PARLORS
ALL KINDS OF COSMETICS FOR SALE.
Rooms 3 & 4, Stone's Building, No. 58 W. Santa Clara Street.
SAN JOSE, CAL.

Office Hours—8.30 a. m. to 6.30 p. m. Sundays, 10 a. m. to 1 p. m.

"MILKON" "ADRIER."
LORVEA BROS.
Insurance Photographs and Children's Pictures
SPECIALTY. SPECIALTY.
PHOTOGRAPHIC STUDIO.
20 South First Street, SAN JOSE, CAL.

GOLDEN RULE BOOK STORE,

156 South First Street, San Jose, Cal., Near the Normal School.

E. J. GILLESPIE,

DEALER IN

CARDS,

Stationery

— AND —

BOOKS.



Designed by E. J. GILLESPIE
STATE NORMAL SCHOOL,
SAN JOSE, CAL.

A Full Stock of
Normal School
TEXT BOOKS
~~~~~  
A New and Beautiful  
Line of  
**BLANK BOOKS**

Beautiful Line of Papateries **ORDERS BY MAIL**  
Promptly Attended To.

**J. B. JOHNSON, Photographer**

First-Class Work at Reasonable Rates

— ALL WORK GUARANTEED. —

58 SOUTH FIRST STREET, - - SAN JOSE, CAL.



LEVY BROS.

Man'rs of Men's and Boys' **CLOTHING**

Suits Made to Order, \$5, \$20 and \$25.

74 & 76 SOUTH FIRST STREET,

SAN JOSE, CAL.

D. STANTFIELD, 126 East Santa Clara Street,  
Opp. Corner of North

Leather and Saddlery: **First-Class Hides and Shoes** made to  
order from any kind of leather you may desire.

**CALL AND LEAVE YOUR ORDER.**

*I warrant a PERFECT FIT or no sale.*

REFUSING MEATLY DOW.

F. L. ARROLL, *Dentist.*

OFFICE:--Room 2, Stone's Building.

Over Under's Music Store.

Corner of Santa Clara and Lightston Streets.

F. F. ASHWORTH, Assistant.

❖ THE SAN JOSE DRUG STORE ❖

Drugs and Medicines. ✕

M. BEAUMONT & CO.

13 & 15 West Santa Clara Street.

KNOX BLOCK.

SAN JOSE, CAL.

CALIFORNIA SCHOOL OF ELOCUTION AND ORATORY,

Farmers Union Building, SAN JOSE, CAL.

FACULTY:

F. M. ESTABROOK, (Principal), of the San Jose Normal.  
Miss LENA ELLIS, of the San Francisco High School.  
EMILY COYNE, of Kege College.

DESSERTS. SCHROEDER BROS. FINEST WINE.

Wholesale and Retail **CAKE MANUFACTURERS.**

ICE CREAM AND ICE CREAM SODA.

We carry Hagler's New York Famous Ice-cream and Cream, German  
Cakes and other specialties which cannot be surpassed  
for Purity and Excellence.

SAND ALBION, 118 South First Street, SAN JOSE.

A. B. FARWELL.

L. FLEMING LINDLEY

A. B. FARWELL & CO.

MERCHANT TAILORS.

New Store in the Knicker Block, E. Second St.

A FIT GUARANTEED.

WAREROOMS OF THE

**Mathushek Pianos AND Carpenter Organs**

326 SOUTH FIRST ST., SAN JOSE, CAL.

Three Thousand Pieces of the Newest Sheet Music For Sale at 10 Cents a Copy

CALL AND GET CATALOGUE.

ROBT. CALVERT,

326 SOUTH FIRST ST.

**E. B. LEWIS,** NEWSDEALER  
AND STATIONER.

12 SOUTH FIRST ST. THIRD FLOOR SOUTH  
OF SANTA CLARA ST.

**NORMAL BOOKS.**

**NORMAL SUPPLIES,**

**Normal Stationery.**

**E. J. WILCOX,**

IMPORTER OF  
AND DEALER IN

\* **BOOTS and SHOES.** \*

*Your Patronage Respectfully Solicited.*

95 First Street, South, San Jose, Cal.

**J. A. COOK,**

**CANDY FACTORY**

178 South First Street.

**ICE CREAM,**

Ice Cream Soda, All Latest Flavors,

Fine Confectionery.

**G. F. NEVIUS, D. D. S.**

Dental Parlors.



37 East Santa Clara Street, Rooms 3, 4 and 5.

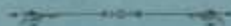
*SAN JOSE, CAL.*

**HOLLY & SMITH,**

For the Best

**Boots and Shoes,**

11 East Santa Clara Street,



Under the City Clock.

**SAN JOSE, CAL.**



**"CITY OF SAN JOSE"**

**DRY GOODS — AND — FANCY GOODS.**

**Best Assortment. Lowest Prices.**

**LOEB & ETCHEBARNE**

N. E. Cor. First and Fountain Sts., SAN JOSE.