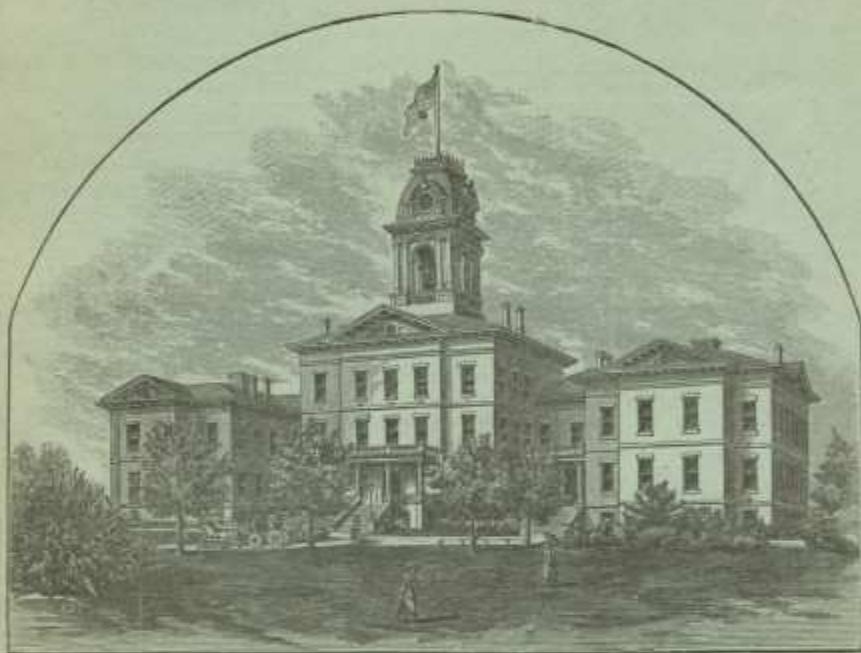


The Normal Index.

Vol. V.

SAN JOSE, CAL., MAY 25, 1890.

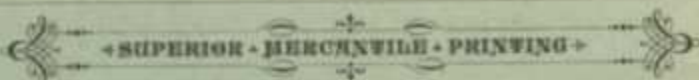
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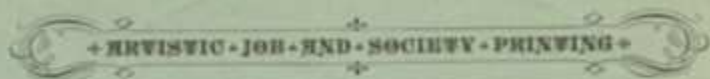
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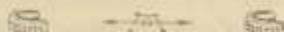
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MAY 25.

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RHALIZING how much discussion is provoked by such a radical change as has been planned for the next Commencement, Prof. Childs not only announced to the school the order of exercises for that day, but also gave his reasons for believing that the change will be beneficial. The program will begin at nine o'clock with the usual morning exercises. From half-past nine till eleven, there will be four twenty-minute recitations in the various class-rooms, twenty or more of the graduates teaching at the same time. After each member of the Senior A Class has taught, the students and visitors will meet in the Assembly Hall, where, after a few short addresses to the graduating class, the diplomas will be conferred; this closes the morning's program.

Expensive dresses are thus tabooed, and the lack of display will probably keep many who

have at best but little interest in the school or in educational matters, from crowding out those who have at heart educational progress. Two classes are graduated each year, and as the Board has only allowed one public exhibition, the Xmas Class has always had exercises of a distinctly different character from those of the June Class. Prof. Childs thinks the new plan will equalize this somewhat, and will take less time from the professional work of the school.

DURING the past month, the Normal students have enjoyed a treat in the way of six delightful and instructive lectures by Prof. E. B. Warman, who has a national reputation as a reader and an orator. The series of lectures was as follows: "True and False Elocution," "Physical Culture," "The Debauchee Philosophy of Expression," "A Critical Analysis of Poe's Raven," and an evening of recitations, impersonations, and readings. Better testimony as to their excellence cannot be desired than the fact that each night, the audience was larger than on the night previous, until at the last entertainment the great hall was filled to its utmost capacity. Few speakers can exert such perfect control over every nerve and muscle, or so completely captivate an audience as Prof. Warman does. Few elocutionists are able to exemplify their directions so perfectly as he. He carried out his own theory that every public reader should, in the course of an evening, place before his audience at least one picture of an elevating nature, that from every lecture, each hearer might carry away not only the worth of his money in instruction and entertainment, but something to further his moral development as well. In addition to these lectures, a large number of our students availed themselves of Prof. Warman's class instruction in Voice Culture and Oratory. Let us not forget that any good thing we may receive is of value to us only as we make judicious use of it.

then let us endeavor to find, in what we have gathered from these lectures and lessons, things that may be woven into our lives and make us better men and women and, consequently, better teachers. Prof. Warman has done nobly by us, and we most heartily thank him for the pleasure and instruction he so kindly placed within our reach.

THE Junior classes wish to extend their thanks through the columns of the INDEX to Professors Holway and Randall, and the pupils of the Middle classes who contributed so materially to the success of the Junior Social by the use of their telescopes, on the 25th ult.

A pleasant surprise awaited Prof. Holway when he entered his class room on the morning of May 8th, it being his birthday. The Middle A2 and the Middle A1 classes had transformed his class room into a bower of roses and lupine. Sprays of the May hawthorne were gracefully laid across the top of the front board on which was written

FROM MIDDLE A2 AND 1.

To thee our fragrant love we bring,
In buds that lovely May displays
Sweet first-born angels of the spring
Caught in their opening hymn of praise.

HOLMES.

LECTURES.

The subject of the lecture given by Prof. McGrew on Thursday, April 24th, was "Froebel." A sketch of the great educator's life was read, his childhood being particularly dwelt upon, as it was his early training which made Froebel what he was. Mr. McGrew dwelt upon the grand character of Froebel, which all might well take as a pattern. The work and object of the Kindergarten, the result of Froebel's genius and love for man was well spoken of. Some of the gifts used by the children in these schools were shown and their use was explained to make more clear the value of such training for the young. In closing, Mr. McGrew reminded us of the great debt the world owes to this unassuming man, whom he believes to have done more for the cause of education than any other one since his time.

A prominent feature of our work this month has been Prof. Warman's lectures. He delivered

an interesting lecture before the school, Thursday afternoon, May 1st, on the subject, "Correct Vocalization." He first described the elements which make the voice, then spoke of their uses, and gave many valuable points to aid in correcting faults in vocalization. "The nasal passage," he said, "is perfectly adequate for all the air you need. If you enter impure air, you are thus enabled to detect it, which by inhaling through the mouth entirely you would be unable to do. Another reason for breathing through the nose may be found in the fact that many people catch colds by breathing through the mouth while going from a warm room into the cold outside air. Nasality, which is caused by not using the nasal passages correctly, can be cured in three minutes by holding the nostrils tight shut while repeating a sentence not containing the nasal elements m, n, and ng. The pharyngeal cavity causes resonance and gives what is known as the orotund quality of voice. This should be kept perfectly clear at all times, as this cavity is lined with an extremely sensitive mucous. This is where the use of tobacco in any form injures the voice. Acids and milk are temporarily injurious; milk causes this lining to congeal. A gargle, night and morning, of salt and water is excellent in cleaning the throat, thus keeping it free from disease, and the voice from any harshness of tone caused by an injury to this delicate mucous."

SCIENTIFIC.

Gunpowder owes its efficiency as an explosive to the chemical relation existing between its ingredients, but the full development of its force depends upon a perfect incorporation of these ingredients. In its best known form, gunpowder consists of saltpetre, sulphur and charcoal. In blasting powder this potassium nitrate, or saltpetre has been very generally superseded by sodium nitrate, or chilian saltpetre. The slightly deliquescent nature of the soda salt has been counteracted by a high degree of glazing, and the use of metallic cases for packing.

A great number of inventions have been introduced to supersede gunpowder as a blasting agent. In the composition of these explosives, they have substituted equivalent elements for those of gunpowder. Substitutes for charcoal are tannin, coal, peat, sawdust, bark, starch, sugar, etc. All of these substances have less chemical energy than charcoal, and hence the result is an

explosive that is slower and more sluggish in action.

Potassium bichromate has been used by various inventors as an oxidizer, but it is not energetic enough to be used alone in that capacity. Now potassium perchlorate is not only energetic but stable, and has many properties that recommend it to inventors; but, at present, its preparation is too costly to bring it into general use.

The chlorates furnish less oxygen than the nitrates, but they are much more energetic, being susceptible of an independent decomposition with evolutions of heat, while the nitrates decompose by an absorption of heat. The introduction of potassium chlorate into the arts was attended with many accidents. In the first experiment, the workmen were killed and the building destroyed. This was in 1788. Since then they have learned to use it without any serious results by keeping it wet. Gunpowder thus made has twice the strength of ordinary gunpowder.

There exists among mining men a great prejudice against potassium chlorate mixtures, and this is not to be wondered at when we remember the great number of accidents that have resulted from the handling of it. When mixed with organic matter of almost any description, and suddenly heated, or violently struck it will yield an explosion.

Chemistry has disclosed a great many substances that may be used in compounding explosives. We have already mentioned some capable of playing the part of oxidizing agents. Among the most interesting of the opposite nature that is capable of replacing charcoal is carbon bisulphide. Mixed with potassium chlorate, it is said to form a powerful detonating explosive, but one that is very volatile.

Generally speaking, the structure of an explosive exhibits two elements; oxygen on the one hand, and some substance or substances having a strong affinity for oxygen on the other. In actual experience, the products of an explosion are both solids and gases, though it is possible to make explosive mixtures having only gaseous products.

Explosives can be divided, practically, into two classes on a basis of time. Those that explode by combustion belong to the first class, and in these there is a progressive burning of the mass. The second class includes the detonating explosives, in which the exploding impulse is transmitted almost instantaneously throughout.

Gunpowder belongs to the first class. The

fact that it throws off its gas at a certain rate is the most important element in its use as a projectile agent. The velocity of combustion is the rate at which solid powder burns, and is defined to be the space passed over by the burning surface in a second of time—the space being measured perpendicular to the surface. This velocity is affected by several circumstances. It increases with the purity, dryness, and thorough incorporation of the ingredients, and diminishes with the density; that is, other things being equal, a carefully made powder burns most rapidly, and a lighter grade burns more rapidly than a heavy one.

Besides the combustion throughout, there is the combustion of each grain to be considered. The smaller the grain the sooner the charge is burnt, and the quicker the evolution of gas. In small and light projectiles the gas may be developed suddenly, and small grains are admissible; but in large guns, where the projectile has great weight, it becomes necessary to the safety of the gun to develop the inertia of the shot slowly.

Experiments have shown that the pressure on the bore of a gun is by no means equal at all points of the bore, but is greater nearer the seat of the charge; and the disproportion is the greater the smaller the grains. Hence the object in heavy guns is to lighten the initial pressure and increase the subsequent pressure, so as to bring about something like an equality.

EDUCATIONAL DEPARTMENT.

UNIVERSITY AND SCHOOL EXTENSION.

Our hearts are filled with patriotic pride when we consider the many and grand sources of education in America—her unequalled public-school system, excellent colleges, and rare universities. And we hail with delight the latest feature of our school system adapted as it is to the needs and conditions of the many. The following report is condensed from an article written by E. H. Cook, Ph. D.

"By the indefatigable efforts of Seth T. Stewart of Brooklyn, a scheme, called the "University and School Extension," has been slowly but surely taking shape. Its aim is to supplement and to strengthen the university and school systems; to increase the culture and to promote the interests as members of a profession; and, in general, to advance the knowledge of letters and of

the arts and sciences. Two faculties have been selected. That for the university consists of sixteen eminent professors representing Harvard, Yale, Columbia, and Princeton, with Timothy Dwight, the President of Yale, at its head. The faculty for the school consists of sixteen professors selected from superintendents and principals in New York, Massachusetts, New Jersey, and Pennsylvania, having N. A. Calkins of New Jersey as Superintendent. Thus far twenty-five courses of study have been prepared, most of them being now ready for the members. The work laid out covers a period of from two to four years. No degrees will be conferred, as the work is not to supplant in any sense collegiate training; but certificates will be granted upon satisfactory examinations in the various departments. The work is to be carried on by home study, class work, instruction by correspondence, and, when practicable, by courses of lectures and written examinations."

The large majority of those who are pursuing this course are educators, but the work is not limited to this class. All are invited to come and drink from the well of learning—truly, a golden opportunity. "Every one who increases his own knowledge becomes a broader citizen and a nobler man."

May this noble work go on till its influence be felt north, east, south, and west—west, that means in our glorious California. We already have in California the Chautauqua Reading Circle, State Teachers' Reading Society, and the Normal Alumni Reading Circle, but could not the foregoing plan, whereby anyone, if ambitious enough, could receive an education in any of the higher branches,—could not such a plan be well carried out by the many able educators on the Pacific Coast? What a grand opportunity to numberless ones would such a scheme afford.

DEVICES FOR TRAINING THE EYE AND THE EAR.

In many district schools, teachers aiming to cultivate the senses of sight and hearing find it necessary, for want of time, to give such training in connection with other work. There are many devices for training these senses, even while teaching, reading, arithmetic, number-work or geography.

An excellent device for training the sight in arithmetic is the following:

Before the lesson, the teacher places several rows of figures of any length, but about six inches apart on the board as,—

I.	II.	III.	IV.
6	2	8	7
7	4	6	4
5	6	3	3
9	1	4	2
3	0	5	1
8	9	9	9
1	2	5	6
4	1	4	7
9	6	9	8
2	8	9	6

Then begin at the head of the class to add a column as in I., the first pupil adds 9 and 9 mentally, and says "eighteen;" the second pupil, "twenty-two," the third pupil, "twenty-three," etc. To secure closer attention, the teacher does not point to the figures. After the columns are added both up and down, the pupils multiplying the alternate columns as in I., and III., the first pupil, multiplying 6 by 8 says, "forty-eight;" the second pupil, "forty-two," the third pupil, "fifteen," etc.

Cards having groups of circles, flowers, cherries, or other objects drawn upon them may be used very successfully. The teacher turns the face of the card to the class for just a moment, then withdraws it, and asks quickly, "What did you see, Mina?" Mina—"I saw six flowers." "How did you see them Clarissa?" "I saw them in two groups, four in one group and two in the other group." The teacher then asks what color they were, and requires a pupil to place the statement 4 plus 2 equals 6 on the board using chalk of the same color as the drawing. In the same manner, the teacher may drill with groups of objects upon the board, uncovering and covering them quickly.

Another device called the "Merry-go-round" may be made very interesting to children. The teacher prepares two concentric circles on the board; one very small, with 10 in the center, the other quite large with the figures 1 2 3 4 5 6 7 8 9 around the circumference about two inches apart. As the teacher quickly points to these figures, the class give the complements of ten. Both teacher and pupils must be very quick. By the addition of another circle and a few lines, the drawing may be made to represent a bicycle; the children are always delighted to play they are taking a ride.

Another very good device for training the sight in arithmetic is the following:

The teacher prepares on the board a large square which is subdivided into small squares having a figure in each square. The teacher points to the figures saying *add* or *subtract*. For illustration, the teacher says *add* and points to 6, 4, 9, 6, 3 *subtract* 5, *add* 9, *subtract* 16, and then asks, "What is the answer, Louise?" Louise—"Sixteen."

In drawing there may be a drill upon the geometric forms. The teacher may have them drawn upon the board and have the pupils name them as she points, or she may show them models, requiring pupils to name them. If these forms are colored, here also may be an exercise in color.

Indeed, there are many, many ways in the ordinary school work, in which the teacher may train the sight, and there are many devices for training the hearing also.

Taps may be very useful as signals and in number work. The taps should *not* be loud, and the children should not see the pointer come down. The teacher, holding the pointer behind her, taps on the floor, then asks, "What did you hear?" Pupil—"I heard ten taps." "How did you hear them?" "I heard six taps the first time, and four taps the second time."

In phonetic spelling, the children are always very much interested in the following "Guessing Game." The teacher prepares a list of words and sentences on the board. The class face the opposite board, and the teacher asks a pupil to point to a word or sentence and "sound" it. Then a pupil is called upon to guess or tell what word or sentence it is. The teacher may also think of a sentence, "sound" it, and then ask a pupil to "say" it.

The late Maria Mitchell, the astronomer, received L. L. D. from Dartmouth in 1852, and Mrs. Caroline Wells Dall, the educator and authoress, L. L. D. from Alfred University in 1877. As Miss Amelia B. Edwards received L. L. D. from Smith College in 1886, this would make her third instead of first on the list of women doctors of law.

The order in a school is often condemned, because the visitor is not able to distinguish the whirl of the machinery when doing good work from the clatter made by loose cogs and imperfect gearing.

LITERARY.

SIR FRANCIS BACON.

Those persons who are famous in history may be considered as forming three classes. The first would include those whose names have passed down to posterity on account of the relation of their lives to things which have afterwards grown into prominence, like Romulus, the half-barbarian, who founded Rome. The second would include those whose lives are made great by the peculiar situation of affairs at the time at which they lived, as in the case of Oliver Cromwell, whose name would perhaps have been unknown to us, had he lived a century earlier. But there is a third class who are great within themselves. It matters not what has gone before them, or what is to come after, what the time is or what the surroundings are, their own lives are sufficient to make their names immortal. No one is better entitled to rank in this class than Sir Francis Bacon, the grandest intellect and the greatest teacher known to the mediæval or the modern world.

This illustrious man was born in London, in 1561. His parents were of superior rank, his father being Lord Keeper of the Seal. He was also closely related to Lord Burleigh, Queen Elizabeth's prime minister. Thus he was reared almost in the presence of the Queen, and it is quite probable that here was instilled into him the intense and almost superstitious regard for the Queen and those high in power, which in after years, helped to make him a servile courtier.

Of Bacon's early education little is known. At the age of thirteen, he entered Trinity College, Cambridge, where he remained three years. He then went to France as an attaché of the English ambassador. In this position he became distinguished as having much more than ordinary ability. He had been on the continent three years, when he was called home by the sudden death of his father, which threw him upon his own resources, though such had not been his father's intention.

Compelled to earn a livelihood, he took up the profession of law, in which he became very proficient. But this did not satisfy him; his chosen purpose was to be of service to his country and to enlighten and elevate his race. As a means to these ends, he thought that he must stand high in public opinion. The law was not a lucrative profession then, and being poor, he attempted to

gain the favor and the influence of those in authority by a severity for which he has been severely censured. In an appeal to Lord Burleigh; he says, "I have taken all knowledge for my province, and I mean to be a true pioneer in the mine of truth. But his appeal was of no avail. The Earl of Essex, however, espoused Bacon's cause, and for several years was his warm and generous friend, rendering him valuable assistance, both by giving him money and by securing for him a position.

Later they became estranged, and when Essex was tried for treason, it was largely due to the efforts of Bacon that he was convicted. For his action in this case, Bacon has been accused of base ingratitude, of taking advantage of the occasion to display his talent before the Queen. The charges are probably more than anything else the outgrowth of attempts to justify the words of Pope about him. "The wisest, brightest, meanest of mankind.

Elizabeth never looked upon Bacon with favor, but when James I. ascended the throne, he rose rapidly to political eminence. He was made Attorney-General and finally Lord Chancellor, which satisfied his craving for high position.

But Bacon was not destined to enjoy his high office long. When Parliament assembled in 1620 an investigation of the courts was made, and Bacon was accused of receiving bribes. He acknowledged that he had taken presents but said that they were not given to pervert justice. He was tried, found guilty, and sentenced to imprisonment during His Majesty's pleasure, and to pay a heavy fine. These penalties, however, were remitted and the privilege of sitting as a peer in the House of Lords was restored to him.

Bacon did not long survive these adversities. He died in 1626, from the effects of a cold contracted while experimenting to see if snow would act as an antiseptic. Though he rose to the height of glory and then sank to the depth of dishonor, he never wavered from his great and noble purpose, to teach truth and knowledge to his fellow. In his last years with the shade of dishonor hanging over him, he did his most fruitful work.

Bacon is known to the world as the "Father of Experimental Philosophy." While in college he became dissatisfied with the accepted method of reasoning. Other men had seen that it was faulty but were not able to correct it. Bacon was. He saw the fruitlessness of the old, and divined a new, by which truth and knowledge should be extended and made the servants of

man. The old deductive system was a philosophy of words, and was claimed by those who studied it to be too grand for utility in the service of man. Bacon's inductive system was based on the observation of nature and the results of experiment; nothing that could be of service to man was too small to be noticed. He taught men to reason from the particular to the general, from the concrete to the abstract. His method, carried out, has led to the discoveries and inventions which make this an age of science.

The great advantages of Bacon's Philosophy are best shown by a comparison of what science did for man, in the two thousand years before Bacon, with what it has done in the two hundred and fifty years since his time. Macaulay sums it up thus: "It has lengthened life; it has increased the fertility of the soil; it has furnished new arms to the warrior; it has guided the thunderbolt innocently from heaven to earth; it has increased the powers of man until they are almost miraculous."

The greater part of Bacon's writings are devoted to his philosophy. In his first great work, the *Advancement of Learning*, he reviews the scientific knowledge of the world and shows where it is defective. This was followed by the *Novum Organum*, in which his method is given, with the manner of carrying it into execution. Few persons read these books themselves, but to know their contents, we have only to live in the nineteenth century.

Chief among his works not bearing upon his philosophy, are his *Essays*. They seem to have been written as a kind of recreation, in which he expresses his views in regard to various subjects, civil and moral. The popularity of these essays alone is sufficient to distinguish him as a man of literary genius. They are concise and full of thought. Their truth and keenness of observation give to the reader a pleasure which nothing else could. In his essay on Truth, he says, "Truth is a naked and open daylight, that doth not show the masques and mummeries and triumphs of the world, half so stately and daintily as candlelight. Again he says: "Doth any man doubt that if these were taken out of men's minds, vain opinions, flattering hopes, false valuations, imaginations as one would, and the like, but it would leave the minds of a number of men poor shrunken things, full of melancholy, and indisposition, and unpleasant to themselves."

The *New Atlantis* is a philosophical romance,

in which he pictures the realization of what he wished to do for mankind.

In all of Bacon's writings his first care is to make his meaning clear. When he uses figures, it is to give strength and to show his appreciation of analogies. His writings are like himself, intellectual through and through. Aside from the intellectual excellence, there is little pleasure in reading them. Jonson says, "The wine of Bacon's writings is a dry wine."

Bacon's style was so perfect and his diction so pure, that three hundred years have scarcely left a trace of time upon his writings.

In addition to what has already been said of Bacon, some claim for him the authorship of the works commonly attributed to Shakespeare. These works are certainly a puzzle. Tradition tells us that Shakespeare was very poorly educated, while the writings attributed to him show not only genius but unmistakable evidences of profound scholarship. They reveal in their author a knowledge of law, medicine, theology, all classes of literature and all kinds of history. They show deep thought and philosophy. Thoughts and expressions are found in them that are exactly parallel to those found in Bacon's works. That Bacon's knowledge was comprehensive enough to include all found in the works, there can be little doubt.

If Bacon wrote them, why did he write them, and why did he not claim them? First, play-writing was highly remunerative and Bacon was much in need of money; also, he could give to the world in this what he could in no other. Second, Bacon was an aristocrat in the fullest sense of the word, and plays and playwriting at that time were held in disrepute. To publicly acknowledge their authorship might have been fatal to his political aspiration.

Whether or not Bacon wrote the works may remain a question, but it can well be said that what is positively known to be his work is sufficient to characterize him as a man whose intellect was a marvel to humanity, that year by year, as science advances, his greatness becomes more apparent, and that each new invention is an additional rise in a monument to his glory.

JOHN MILTON

As there is implanted in each human soul a religious sentiment, so there exists in it an instinctive admiration and love for that which is strong, an intuitive feeling which prompts hu-

manity to pay homage to physical, intellectual, and moral power. It is this feeling which, for more than two hundred years, has impelled an enlightened and cultured world to sing the praises of John Milton, a man in whom was united the greatest moral and intellectual greatness which the world has ever seen.

John Milton, the poet, the statesman, the philosopher, the glory of English literature, the champion and the martyr of English liberty, was born in London, in 1608. His father, a man of great force of character, and a lover of art and literature, perceived his son's extraordinary intellectual ability, and gave to him every opportunity for an excellent education. The boy made the most of his advantages, seldom, from the time he was twelve years old, retiring from his studies until midnight. His eyes were naturally weak, and this incessant and late study was the first cause of his blindness.

At the age of sixteen, Milton was admitted to Christ College, Cambridge. Here his poetical tastes were manifested in his fondness for poetry and the classics, and in his college exercises, which were usually in verse. The best of these early efforts is the "Hymn on the Nativity," written in his twenty-first year, and pronounced by Hallam one of the finest odes in the English language. This musical poem abounds in beautiful imagery, classical allusions, and expressions of delicate feeling. It shows a scholarship, a depth of thought, and a force of conception, seldom seen in one so young. Where can be found a more beautiful or perfect description than this:

"But peaceful was the night
Wherein the Prince of Light
His reign of peace upon the earth began:
The winds with wonder whist
Smoothly the waters kissed,
Whispering new joys to the wild oaks,
Who now hath quite forgot to rave,
While birds of calm sit brooding on the charmed
wave."

At the end of seven years, Milton left Cambridge with a well determined purpose. He had chosen for himself the vocation of poet, and already dreamed of writing something which "after times should not willingly let die." He was conscious of superior powers and peculiar aptitude for the work he purposed, but this did not blind him to the fact that such a work required gigantic preparation. He says, "I was confirmed in this opinion that he who would not be frustrated of his hope to write well hereafter in laudable things ought himself to be a true poem—not presuming

to sing high praises of heroic men and famous cities, unless he have in himself the experience and practice of all that which is praiseworthy." Unlike most young men of the present day, Milton would first make himself, then begin his life-work. He was thus content to return to his father's house at Horton, where he spent five years more in diligent application to his books. His studies seem to have embraced the whole circle of human knowledge. He made himself acquainted with the language and literature of every cultivated nation, living or dead; he searched into the mysteries of philosophy, theology and science; and there was no art or profession with which he did not become more or less familiar.

It was during this period, probably the happiest of his life, that he composed the fanciful *Masque of Comus*, which was written to be performed at Ludlow Castle, in the presence of the Earl of Bridgewater. The Earl's daughter and her two sons had lost their way while walking in the woods; and out of this simple incident Milton created the most beautiful pastoral drama which England had ever heard. The poem is allegorical and represents the triumph of virtue and purity over sensual pleasure. It is famous for simplicity of plot, for beautiful and accurate descriptions of rural objects, and for lofty abstractions of virtue and love. The following extract shows the grace and harmony of composition, and the elevation and purity of thought which characterize the entire drama,—

"Virtue may be assailed, but never hurt,
Surprised by unjust force, but not enthralled;
Yea even that which mischief meant most harm,
Shall in the happy trial prove most glory;
But evil on itself shall back recoil,
And mix no more with goodness."

During the same retirement, he produced *L'Allegro* and *Il Penseroso*, two poems of nearly equal length, one of which is an exact complement of the other. The rhythm of each is admirably suited to the thought and feeling. The first describes scenes, occupations, and amusements as contemplated by a joyous, cheerful nature; the second speaks of the same objects as viewed by a serious, thoughtful character. In the calm, grave cheerfulness of the one, and the tranquil, though not sombre, meditateness of the other, is recognized Milton's own character. These two poems are remarkable for the various aspects of nature which they describe; and for the many examples which they furnish of whole pictures given by a single word. In the *L'Allegro* the rising sun is "robed

in flames and amber light," and the peasants are "dancing in the chequered shade." The *Penseroso* calls Melancholy a

"Pensive nun, devout and pure,
Sober, steadfast, and demure,
All in a robe of darkest grain,
Flowing with majestic train."

Had Milton written no more, these two poems, with *Comus*, would have been sufficient to place him among the eminent poets of England.

In 1638, in consequence of failing health, mainly caused by sorrow at the death of his mother, Milton began his Continental travel. He visited the principal cities of France, Switzerland, and Italy, and was everywhere received with marked respect and admiration. Among the illustrious men whose acquaintance he made may be mentioned Manso, and Galileo, who was then old and blind. Milton had intended to visit Sicily and Greece, but, on account of the breaking out of the revolution, he unselfishly abandoned this cherished scheme. He says, "I thought it base to be traveling abroad for amusement, while my fellow citizens were fighting for liberty at home."

Returning to England, he threw himself into the conflict between king and people with all the vehemence of his nature. He began his famous treatises on religious and civil reformation, in which he set forth many principles that were far in advance of his times. In the pamphlet entitled the "Tenure of Kings and Magistrates" he advocates with great energy and eloquence the very principles on which, a century and a quarter later, our Revolutionary Fathers based their resistance against British tyranny. His most famous controversy was with Salmasius, one of the most learned men of Europe, who had been engaged to write a treatise in defence of Charles I. and of monarchical principles. This treatise was deemed unanswerable. Milton's eyes were now in such a precarious condition that his physician had forbidden him to use them, under penalty of total blindness. But his noble patriotism did not waver long between his eyes and duty. His "Defence of the English People" was written, and his opponent defeated. His sight was lost, but he had done a service to the cause of liberty which is inestimable, and not for England alone, but for humanity.

Milton's prose works reflect the ardor of his convictions, the loftiness of his character, and the force of his genius. They are crowded with erudition and lofty thought which his enthusiasm

often expresses in fiery eloquence. His English prose style, although magnificent and forcible, can not, on the whole, be called a good one. The extreme length of his sentences, his preference for words of Latin origin, and his frequent inversions, make it difficult for any except a scholar to read.

When the great battle of twenty years had gone against him, and the cherished hopes of his manhood had been defeated, Milton, poor, old, disappointed, blind, retired into obscurity to fulfill the dream of his youth. Who else could have triumphed over so many calamities? He approached his mighty task with singular calmness and confidence, and, after laboring for seven long years with untiring patience, he gave to the world *Paradise Lost*, the greatest epic poem of all nations and all ages.

His subject, the Fall of Man, is one which presented peculiar difficulties, as it deals entirely with characters which are beyond the sphere of human experience. One of the greatest dangers, that of running into materialism, the blind poet has skillfully avoided by veiling his spirits in a mysterious gloom, and by dimly intimating their qualities, instead of describing them in exact detail. Dante, the only poet of modern times who can be compared with him, gives us exact shapes, color and sounds. He counts his spirits, and measures their size, and compares the immaterial world to places on earth. He clothes his evil spirits with the most debasing shapes, and ascribes to them none but the meanest of qualities, which he exaggerates until they become disgusting. How greatly has the English poet surpassed the Italian in this respect? Milton probably never thought of taking the dimensions of his Satan; at least he gives only an idea of vast bulk "stretching out huge in length." Neither did he make Satan the popular demon of common superstition, but invested him with colossal strength and majesty; with unbounded ambition and unconquerable will; with audacity, pride, passion; with remorse, sorrow, tears—"tears such as angels shed." He is, in fact, not less than archangel, though archangel ruined. It is impossible not to admire the strength which enables him to say,

"Fall'n cherub, to be weak is miserable
Doing or suffering."

"What though the field be lost?"

All is not lost: the unconquerable will,
And study of revenge, immortal hate,
And courage never to submit or yield,
And what is else not to be overcome;
That glory never shall his wrath or might
Extort from me."

The words by which Satan consoles himself for his banishment from Heaven are truly worthy of a stoic philosopher.

"Farewell, happy fields,

Where joy forever dwells! Hail horrors, hail
Infernal world, and thou profoundest Hell
Receive thy new possessor; one who brings
A mind not to be changed by place or time."
"Here we may reign secure, and in my choice
To reign is worth ambition, though in Hell.
Better to reign in Hell than serve in Heaven."

Milton's angels are all noble creations, possessing just enough of human nature to be interesting and intelligible to human beings. The seraph Abdiel is, perhaps, the grandest of all poetic characters. At first he is enticed into the ranks of the rebel angels; but as soon as he learns the full extent of their revolt, he is filled with horror, and returns to the courts of Heaven.

"So spoke the seraph Abdiel, faithful found
Among the faithless, faithful only he;
Among innumerable false, unmoved,
Unshaken, unmeddled, undeterred,
His loyalty he kept, his love, his zeal."

The characters of Adam and Eve are drawn with surpassing art and beauty. Before the fall, they are ideal impersonations of innocence and love; after the fall, they are human beings, struggling, as we struggle, with the ills resulting from disobedience.

The style of this epic is in keeping with the grandeur of its subject. This, as well as *Paradise Regained*, is written in a form of blank verse which, although not invented by Milton, was first adapted by him to epic poetry. The verse is solemn, dignified and musical. Its cadence is so varied that one seldom finds two verses of similar structure and accentuation except at considerable distance from each other. Like his prose, the sentences are exceedingly long, the thread of thought often winding through many parentheses and subordinate clauses.

Paradise Regained, the companion poem to the great epic, is universally considered inferior to *Paradise Lost* in point of interest and variety. In his subject, the Temptation of Christ in the Wilderness, Milton has closely followed the narrative of that incident as recorded in St. Matthew's Gospel.

The last work of the blind poet was *Samson Agonistes*, which is constructed according to the strictest rules of the Grecian drama. Milton has copied all the details of the ancient drama so accurately that the modern scholar, it is said, will obtain a better idea of what the Greek tragedy really was, by studying *Samson Agonistes*, than

by reading the best translation of Sophocles or Euripides. In Samson's blindness, sufferings and resignation to the will of God, Milton has embodied his own condition and feelings.

November 8, 1674, Milton died, leaving to the world a noble example of "virtue that never loitered in her career nor deviated from her course." His rank as a poet has been indicated in the following words,

"Three poets in three distant ages born,
Greece, Italy, and England did adorn;
The first in loftiness of thought surpassed;
The next in majesty; in both the last,
The force of nature could no further go;
To make a third she joined the other two."

SOCIETY NOTES.

Y. M. N. D. SOCIETY.

The sight of the stars and stripes waving over the Normal has inspired the Society with increased patriotism, and they have concluded that the flag we now have is entitled, from its long and faithful service, to an honorable discharge and a place on the retired list, where it may rest peacefully, far away from the vulgar gaze of the public eye. Acting in accordance with this feeling, the members of the Society have decided to hold an open meeting the latter part of this term, the proceeds of which are to be expended for a new flag.

Quite a new feature was instituted in the Society at the last meeting. Considering that we have so many counties represented, advantage will be taken of this in the future from an educational standpoint, and hereafter each program will call for a description of some county, its productions, history, etc., by a member from that county. The Society is in a prosperous condition and its future prospects are promising. The younger members are especially active and progressive in their interest, and if the spirit continues, as we think it will, we expect soon to see the Y. M. N. D. Society stand in the foremost rank of the societies of its kind in San Jose.

A wise man may make a mistake, but only a fool makes the same one the second time.

As there is no royal road to learning, so there is no method of teaching so pre-eminent that it may be regarded as the best.

ALL SORTS.

Joaks for the In-decks.

Turning points in life—street corners.

Coal is so high that Middle A4 prefers *Pot*.

Young man, beware! *Torpe(y)* does go off.

Who is the Senior A boy that is not *Rubb-less*?

Junior A girl: "Where there's a *W* there's a way."

One of the Middle A boys has found *Every* in San Jose.

For religious instruction, all Middle A's may go to *Church*.

Standing joke:—"We always go together." Who can it be?

"From the lowest depth there is a path to the loftiest height."

It is the *little things* that tell, especially *little* brothers and sisters.

A *Child's* (cellu)loid collar was found in the hall the other day.

"The greatest truths are the simplest, so are the greatest men."

Why is the Junior B2 Class never fresh? Because it *W*ins all day.

There are many "sublime spectacles" in the chemical laboratory.

Training School Pupil—"The verb *is* is applied only here, isn't it?"

Prof. R.—"Pupils, how old are you?" Senior R's, unanimously.—"Sixteen."

One of the Junior boys is very poetic; he loves to sit and listen to the Laughing Waters.

Disease makes cowards of us all. The bravest men take to their heels when they are ill.

Teacher—What is an interrogation point? Pupil—A little crooked thing that asks questions.

Girl in Middle B composition class to teacher:—"What under the sun shall we write about?"

For Sale—One-half of the inquisitiveness of the Junior B2 class. Reduced prices. Call at Room 2.

Don't wait too long for your photos, Tum; anxiety about them will only make you thin.

A young gentleman in Junior A has lost his affections. Will the finder (if a young lady) please return them?

Latest definition of stalactites and stalagmites.—Pendants that hang down from the ceiling, and others that stick up.

There is at least one boy in the Junior A who appreciates the cold month of *January* as if it were blooming May.

Scene—Recitation in Mechanics. Professor—"Now Mr. G.—what was the first phenomenon noted in connection with the force of gravity?" Mr. G.—"Adam fell."
Psalm Pharo.

Senior A teaching music in Training School.—"What is a flat?" Smart boy—"A kind of house; we live in one."

Which state produces the largest vegetable, and what is the proof? California does, for eight policeman were found asleep on one head.

The "distinguished gentleman" who entered the Study Hall at the rear door during Prof. Warman's lecture, created quite a sensation.

A little boy who had just drunk his first glass of soda-water, upon being asked how it tasted, replied: "It tastes like your foot is asleep."

It was wonderful to see the crowds that came to class-meeting when the announcement was made that a bean would be furnished to all that attended.

Strange as it may seem, if the Y. M. N. D. S. keep up an unflagging interest in the matter, we shall soon have a new banner floating over our building.

The Y. M. N. D. S. has taken a noble stand. It has resolved to replace the stars and stripes which wave above our building with the glorious stars and stripes.

The girls of a certain class are very much excited over the subject of "lazy hairs," because these "lazy hairs" were by mistake located on a certain very interesting "red head." (1)

There is said to be so much innocent love-making at the University of Pennsylvania, that one of the professors calls the state of things that prevails there, "coo-education."—*United Presbyterian*.

Principle of Education—Do not ask questions that imply the answer. Training-school Teacher—What is this I hold in my hand? It's a sphere, isn't it? Now feel it; it's a surface that you feel, isn't it? etc.

Query for Geology Class—If an oyster made his shell of lime, as was stated recently by a Senior A, what would happen when he took his daily swim? One thing is certain, his speed would soon be slackened.

Zoology Teacher (to students dissecting a fish)—"Now that you have found the nostrils do not open into the mouth, what are they for?" Junior A (after much logical thinking)—"To carry water to the eyes."

Extracts from Training School examination papers:—"The head of the frog is triangular shape. The position of the eyes is at the points of the triangular. The body is situated between the head and behind legs." "One habit of the frog is to sit on a stone, as if thinking."

Put aside the fans and gloves,
Fold up the silk dresses;
Why believe that on that day
Only dress impresses?

Let feelings all be pleasant,
All words and actions kind,
Do and act the noblest part,
All's for the best we'll find.

Happy have our days been here,
Bright keep them 'til the last,
Nothing leaves for vain regret
When thinking of the past.

A pupil-teacher was heard to say the other day, that she was teaching a stuffed cat in the Training Department. We thought that the purpose of the Training School was to teach the higher *living* animals.

A few, at least, of the Normal students are turning to practical account the hints given in the recent lecture on "Physical Training." Who knows but they may inaugurate a new era of longevity, and outlive the lecturer himself, who boldly announces his expectation of attaining the ripe age of 100 years.

TID-BITS.

"We may live without poetry, music, and art;
We may live without conscience, and live without heart;
We may live without friends, we may live without books;
But civilized men cannot live without cooks."

OWEN MERRIETH.

Whatever way you wend,
Consider well the end.

Love what you ought to do, and you can easily do it;
oiled wheels run freely.

Think nothing insignificant that has a bearing on your success.

"In vain on study time away we throw,
When we forbear to act the things we know."
SIR J. DICKHAM.

Stephen M. White of Los Angeles is proposed for Senator of the United States. Should he be elected, he will be the first U. S. Senator ever furnished by Southern California.

No motive that centers in and ends in self, whether it be one of hope or fear, can be the highest possible motive; nor can it lead to the purest and finest order of virtue.

ALABAMA NOTES.

Anthony Kase, Xmas '88 is principal of the Newark Public School.

Isabella Cohn, May '82, is teaching in Fresno Colony. She has taught eight years.

Frances S. Cohn, Xmas '85, has taught for two terms in Central Colony, near Fresno City.

Lewis Goble, Dec. '85, is now teaching in the intermediate department of the Perendale School.

Maggie Jones, June '89, has just finished a term of six months in the school at Yokold, Tulare Co.

Miss Ruth Benson, Jan. '90, began school in Olmstead Dist., San Luis Obispo County, on April 14th.

Miss Rachel S. Gilmour, May '86, has been teaching for the past year in Eureka.

Mrs. A. J. Thatcher, is teaching the primary department of Ainakes school, Kohala, Hawaii.

Frances M. Leutzinger, Jan. '90, has accepted the position as teacher in the Mt. Anson Dist., at Fairplay, El Dorado Co.

Miss Gertrude Hayes, June '89, has just closed her school in Sand Creek Dist., Tulare County.

Miss Abbie F. Phillips, Dec. '86, enjoys her work in the Fairview School, Cayucos, San Luis Obispo Co.

Margaret B. Morrison, Jan. '90, opened school at Oak Knoll, Napa Co., in March. She is very pleasantly situated.

Lillian E. Westfall, June '89, closed a successful term of six and one half months in April. Her school was in Tulare.

Ollie Jarvis, June '89, is presiding over fifty-three pupils in the primary department of the Newark school, Alameda Co.

Willis H. Parker, May '87, has taught during the past winter in the Oro Fino Dist., Siskiyou Co. The term closes in May.

C. L. Edgerton, May '88, is teaching in Rowdy Creek Dist., Del Norte Co. He is also President of the Board of Education of that county.

Addie S. Turner, May '88, has been teaching, since graduating, in Monterey Co., and now has charge of the school in Independence Dist.

Miss Edith H. Nichols, May '87, is the only Normal graduate teaching in Pierce Co., Wash. Her address is 1711 E St., Tacoma, Wash.

Miss M. R. Durham, Dec. '88, is teaching the third term in Liberty Dist., Contra Costa Co. She has an average attendance of twenty-four.

Jno. J. Zellan, Dec. '85, is principal of the Grammar school of Tustin City, Orange Co., Cal. He has an enrollment of one hundred and sixty-three pupils.

Ida M. Rounds, June '89, is substituting for Miss Holden who is not able to teach this term. Miss Rounds' permanent address is Vallejo, Solano Co., Cal.

Julia A. Donovan, May '85, is still in the Enterprise Dist., Sac. Co., where she has been teaching for three years. Her present address is 1828 G St., Sacramento.

Mattie A. Powell, '89, took charge of the school in Rock Creek District, Colusa county in September. Her school was suspended for two months during the stormy weather.

Miss Hattie Cuthbertson, Jan. '90, has entered the profession of teaching in earnest, with an average attendance of twenty-five pupils. Her school is in the Fish Rock Dist., Mendocino Co.

Mary A. Henderson, May '84, Janet M. Henderson, May '78, and Margaret P. Henderson, May '79, send an interesting account of their labors in Los Angeles, where they have been teaching for the last four years.

Jennie A. Calker, June '89, has a school in the mountains, near Los Gatos. She writes, "I am introducing Manual Training by degrees, and the results so far are very encouraging. The children enjoy it very much."

Miss Kate F. Howard, May '86, has taught for three and one half years, but is now resting. She sends the address of her sister, Millie S. Howard, who was married two years ago. It is Mrs. Frazier Ridgway, 2330 Wash. St., S. F.

EXCHANGES.

The *High School Aegis* for April 13th, contains a good burlesque on the destruction of Oakland by the tidal wave, which was predicted by a modern prophet.

Any one wishing to read a sermon from Dr. Talmage will find an excellent one in the May number of the *Practical Student*. The sermon is entitled, The Voices of Nature.

The *Napa Classic* says that forty American students have recently been expelled from the Berlin University. Our friends from Napa County will find some interesting and novel statistics on the Napa College Senior class of '90, in the *Classic* of May.

We are pleased to add to our exchange list the *Normal News* from Cortland, N. Y. The paper is compiled on a plan similar to that of the *INDEX*, and contains some very interesting articles, both literary and professional. Some good suggestions for teachers will be found in the paper.

We notice from the *Pacific Pharos* that the students of the University are growing enthusiastic over their "Field Day" exercises, which are to take place at Agricultural Park, in San Jose, May 16th. A valuable article, The Banking System in the United States, appears in the *Pharos* of April 23, '90.

Of the whole number of retail liquor sellers in New York City, 2,004 have served out a sentence in different State prisons; 2,615 have been confined to county prisons; 1,769 have spent one or more nights in the station house, leaving only 1,616 out of 8,034, who have managed to defeat justice. Of the total only 502 are native Americans, 3,041 are Irish; 2,179 are German, and 265 are negroes. Of the whole number only one sixteenth are native born.—*American Standard*.

The *Dakota Collegian* contains an instructive article on peat. The article also states that extensive peat fields have recently been discovered in parts of Dakota. The Race Problem, an article in the *Dakota Collegian* is noticeable for the narrow-mindedness of the person who wrote it. The question is spoken of as one of great moment, but the total lack of any true conception of the condition of affairs which bear upon the Race Problem makes the author write as the pitiable slave of an over-whelming prejudice.

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