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Normal.

# Normalia.

MAY, 1899.

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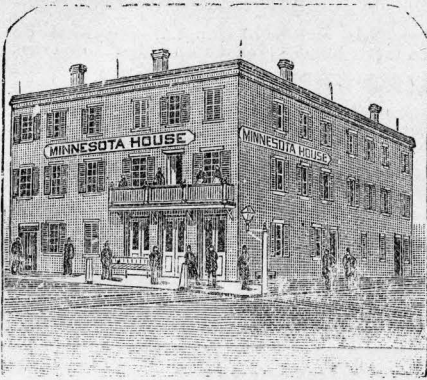
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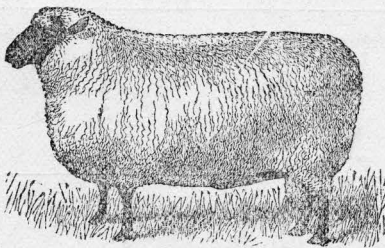
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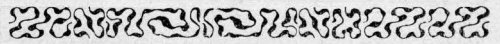
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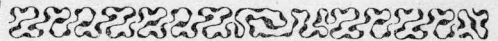
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# THE NORMALIA.

VOLUME VIII.

ST. CLOUD, MINN., MAY, 1899.

NUMBER 9.

## The Normalia.

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and all arrearages are paid.*

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your subscription has expired.*

### Fatigue Test in the Model School, Con- ducted by the Child Study Class.

Reprint from Normalia, March, '97.

REPORTED BY ALMA CONNOR.

Two different methods were used in making this test. In the Grammar room discarded readers were utilized. Each pupil was furnished with a book, requested to turn to a certain paragraph on a certain page and given four minutes in which to mark and count as many e's as possible. The results are given below:

#### SIXTH, SEVENTH AND EIGHTH GRADES.

NAME.	AGE.	TIME.		
		8:30	11:10	12:30
L. T.....	10	108	90	107
E. H.....	11	86	73	96
Y. W.....	13	102	70	
A. N.....	13	138	116	140
P. S.....	12	77	97	118
M. C.....	13	157	123	190
V. W.....	14	122	116	136
W. H.....	14	98	91	109
C. M.....	13	118	96	152
A. C.....	14	169	141	206
C. M.....	14	97	130	154
Z. T.....	13	147	128	162
F. F.....	17	100	89	110
A. S.....	12	104	91	106
C. M.....	12	69	71	88
C. K.....	15	157	143	194
A. H.....	15	133	153	176
A. H.....	13	149	131	152
A. B.....	12	110	105	130
Average.....	13.16	119	107.26	140.33

#### JUNIOR GRADE.

NAME.	AGE.	TIME.		
		8:30	11:10	12:30
F. W.....	16	178	154	189
J. T.....	15	118	106	111
D. K.....	17	136	120	147
A. L.....	25	98	112	136
H. S.....	24	145	151	173
L. V.....	18	158	147	183
J. H.....	14	98	102	140
P. F.....	20	72	98	100
H. B.....	19	131	138	168
M. F.....	16	169	138	150
R. S.....	18	162	140	189
J. F.....	20	143	108	158
M. L.....	21	153	155	191
J. J.....	19	177	147	177
J. M.....	16	149	149	194
M. S.....	18	137	132	180
J. R.....	18	139	123	148
L. J.....	21	155	130	157
A. B.....	17	153	124	168
A. C.....	20	188	170	199
Average.....	18.45	142.94	132.50	162.90

The Sixth, Seventh and Eighth grades, whose average age is 13, show somewhat more fatigue on Friday than on Tuesday, the decrease in the number of letters being a little greater than in the case of the Junior grade, whose average age is 18. The latter grade shows no appreciable sign of being tired out by the week's work.

In the test made at 11:10, following



recitations in geography, language, history and reading, there was in the majority of cases a decided decrease in the number of letters marked, showing that the school as a whole had been using their brains and were fatigued. At 12:30, however, the time between the two tests being devoted to music, science and drawing, the amount of work done is greater, showing that these subjects had rested the school. This is rather an unexpected result; one would look for a higher degree of fatigue at the close of the morning session than when it is half over.

The other test was made with eight individuals. It is a well known fact that it is very difficult to tell whether one or two points of a compass have touched the back, unless the distance between them is one inch or more. The skin on other parts of the body is much more sensitive. This power of discrimination varies greatly both with different individuals and with the same individual under different circumstances.

In this second method, dividers were brought into requisition. The pupil was requested to close his eyes and required to distinguish whether one or two points touched him. Tests were made on the back of the hand, on the cheek and in the middle of the forehead, and the shortest distance at which he could feel the two points was recorded. The same locality was chosen each time and the line between the points was in the same direction as regards the part of the body touched.

The pupils were selected as follows:

"A" is a girl of seven in the First Grade, too small for age, very bright.

"B" is a boy of seven in the Second Grade, good average.

"C" is a girl in the Fourth Grade, nervous and somewhat near-sighted.

"D" is a girl in the Fifth Grade, below the average in physical strength and with seriously defective eye-sight.

Test on Friday.	Beginning of School.	After Arithmetic.	After Pk's. Culture.	After Geog and Lang.	After Recess, Read. and Draw.	After Music.	After Recess Read. and His.	After Science and Drawing.
<b>A</b>								
Hand.....	7½	6	7	5				
Cheek.....	8½	7	8	15				
Forehead.....	7½	8	14					
<b>B</b>								
Hand.....	9	9½	13	11½	22			
Cheek.....	9	10	20	15	16			
Forehead.....	12	10	16	11	15			
<b>C</b>								
Hand.....	6	11	9	8	6			
Cheek.....	7	7	6	6	6			
Forehead.....	6	6	7	7	10			
<b>D</b>								
Hand.....	5	6	24		12			
Cheek.....	9	9	20		12			
Forehead.....	12	14	24		15			
<b>E</b>								
Hand.....	16	20	14		18	18	15	
Cheek.....	14	16	10		10	9	16	
Forehead.....	14	9	13		16	12	18	
<b>F</b>								
Hand.....	9	10	10		9	13	13	
Cheek.....	7	8	7		8	8	10	
Forehead.....	14	10	8		9	8	10	
<b>G</b>								
Hand.....	6	8	10		11	10	12	
Cheek.....	5	7	9		11	9	12	
Forehead.....	5	7	8		9	8	12	
<b>H</b>								
Hand.....	8	8	9		13	10	11	
Cheek.....	8	8	7½		12	8	7	
Forehead.....	11	8	7		10	8	8	

	Before Study, P.M.	After Study, P.M.	Beginning of School.				
			Monday	Tuesday	Wednesday	Thursday	Friday
<b>A</b>							
Hand.....			5		5		4
Cheek.....			2				8
Forehead.....			7			5½	
<b>B</b>							
Hand.....	8	10	7	4	7	6	5
Cheek.....	8	9	5	7	9	6	5½
Forehead.....	11	9	9½	11	9	8	7
<b>C</b>							
Hand.....	9		8	8	5½	5½	8
Cheek.....	8		4	5	5½	5½	6
Forehead.....	8		10	8	5	10	7
<b>D</b>							
Hand.....	8	12	6	7	7	11	12
Cheek.....	8	10	6	6	8	10	12
Forehead.....	7	14	10	11	11½	12	14
<b>E</b>							
Hand.....	10	12	16	15	16		
Cheek.....	8	12	14	14	14		
Forehead.....	11	10	14	13	13		15½
<b>F</b>							
Hand.....	7		7	8	8	7	7
Cheek.....	8		4	7	8	7	7
Forehead.....	14		6	8	8	8	
<b>G</b>							
Hand.....			6	6	9	8	10
Cheek.....			5	7	8	7	8
Forehead.....			5	8	8	6	8
<b>H</b>							
Hand.....	9½	12	4	6	7½	7½	7
Cheek.....	9	8	8	8	8	7½	8
Forehead.....	6	7	8	8	8½	7½	8

[Note—The numbers in each case indicate the distance between the points of the compass in sixteenths of an inch, the distance being that at which the pupil could distinguish the two points e. g. with E; on the hand it was 16-16 of an inch, on the cheek 14-16 of an inch, and on the forehead 14-16.]

"E" is a boy in the Sixth Grade, under-sized and nervous, below the average in physical strength, a good thinker.

"F" is a boy in the Seventh Grade, good average.

"G" is a girl in the Seventh Grade, good average, a very hard worker.

"H" is a girl in the Senior Grade, good average.

The eight pupils selected were first tested on Friday, at the close of each hour; the following week the same pupils were tested at the beginning of school every morning.

We notice first that the difference between the individuals is great. One is never able to distinguish at less than  $8\frac{1}{2}$  sixteenths of an inch while another is able to distinguish easily at four sixteenths of an inch. By determining the normal distance at which the individual can distinguish the two points, when rested, we obtain a standard by which the fatigue of that individual may be measured.

A, G, F and C show but little variation in these tests, either from period to period or from Monday to Friday. H and C seem to be somewhat rested after the music, science and drawing. B and D show a high degree of fatigue after geography and language; with B this becomes still higher after music, but the little girl seems slightly rested. The fatigue of school work is probably increased by her defective eye-sight, as this test proves. E like the others was benefited by the science and drawing, and with both D and E there was a gradual increase in fatigue

from Monday to Friday. With A, the results were somewhat unsatisfactory, but the greatest fatigue seemed to be after reading and drawing.

In all but a few instances the results show that music in the Primary grades and science and drawing in the Grammar grades are less fatiguing than other exercises. Teachers have recognized the fact that music tends to rest and this has been proved by tests in Germany and elsewhere. That science and drawing between 12 and 12:40 m., the last hour in the day, rest, needs farther investigation. Is it because pupils are more interested that they become less fatigued, or is it because they are reciting in larger classes? Tests made before and after the noon hour and before and after recess, show that there need be no anxiety as to the way they utilize the dinner period. The recess, however, is doing little for the pupils in the way of resting them. Is it because it is too short? Are there too many people in our crowded halls? Is the physical exercise taken by a few of the boys in the basement gymnasium so violent as to tire? Some changes in the conditions of recess will be made and tests made again. The physical culture does not rest. This agrees with German investigations. Its mission is work.

An interesting test for a larger number of persons is to join hands and form a circle; a certain one in the circle presses the hand of his neighbor, each one transmits the pressure as soon as he receives it, and the time it takes to return to the first person is recorded. Let this be tried by a class in the morning before the work and thereafter after each hour's work. The teacher can tell where the program needs lightening and when the children, as a whole, are most fatigued.

This test has been of direct value to the Model Department.

1. A knowledge has been gained as to



what exercises are most fatiguing and what most restful.

2. Needed changes in conditions can now be made.

3. With individuals, D has been advised to go home from school an hour earlier. C advised to rest her eyes frequently. F has been allowed to take Latin because he seemed capable of doing more work, while E has dropped that subject.

Fatigue is a normal condition and a moderate amount of it is necessary to life and growth. It becomes injurious only when we go beyond the fatigue limit, that is, the limit at which we may recover from its effects. Children should not become so tired by each day's work or play that a night's sleep cannot fully restore them. A fatigued class cannot work well. These simple tests, with the many suggestions that can be gleaned from them, seem, therefore, to be invaluable aids to teachers.

### Autobiography of Goethe.

[Material for the study of children's literature collected from autobiographies by the child study class. Continued from May, '98.]

#### GOETHE AS A CHILD.

He enjoyed poetry and committed a vast amount to memory. He wrote poetry of his own, imitating the different styles. He and his sister loved to address each other vehemently with quotations from the "Messiah," especially the curses.

He says: "Except the 'Orbis Pictus' of Amos Comenius, no book for children fell into our hands; but the large folio Bible, with copper plates by Merian, was diligently gone over leaf by leaf; Gottfried's *Chronicles*, with plates by the same master, taught us the most notable events of universal history; the 'Acerra Philologica' added thereto all sorts of fables, mythologies and wonders; and, as I soon became familiar with Ovid's 'Metamor-

phoses,' the first books of which in particular I studied carefully, my young brain was rapidly furnished with a mass of images and events, of significant and wonderful shapes and occurrences and I never felt time hang upon my hands, as I always occupied myself in working over, repeating and reproducing these acquisitions.

"A more salutary moral effect than that of these rude and hazardous antiquities was produced by Fenelon's 'Telemachus,' with which I first became acquainted in Neukirch's translation, and which, imperfectly as it was executed, had a sweet and beneficent influence on my mind. That 'Robinson Crusoe' was added in due time, follows in the nature of things; and it may be imagined that the 'Island of Falsenberg' was not wanting. Lord Anson's 'Voyage Round the Globe' combined the dignity of truth with the rich fancies of fable, and while our thoughts accompanied this excellent seaman, we were conducted all over the world, and endeavored to follow him with our fingers on the globe.

"But a still richer harvest was to spring up before me, when I lighted on a mass of writings, which in their present state, it is true, cannot be called excellent, but the contents of which, in a harmless way, bring near to us many a meritorious action of former times. We children were so fortunate as to find these precious remains of the middle ages every day on a little table at the door of a dealer in cheap books, and to obtain them at the cost of a couple of kreutzer. They were almost illegibly printed from stereotypes on horrible blotting paper. The 'Eulenspiegel,' the 'Four Sons of Haimon,' the 'Emperor Octavian,' the 'Fair Melusina,' the 'Beautiful Magelone,' 'Fortunatus' with the whole race down to the 'Wandering Jew,' were all at our service, as often as we preferred the

relish of these works to the taste of sweet things. The greatest benefit of this was, that when we had read through or damaged such a sheet, it could soon be reprocurd and swallowed a second time."

Before Goethe was eleven, he visited an uncle who possessed a fine library:

"Here I first became acquainted with Homer, in a prose translation, which may be found in the seventh part of Herr Von Loen's new collection of the most remarkable travels, under the title: 'Homer's Description of the Conquest of the Kingdom of Troy,' ornamented with copper plates in the theatrical French taste. These pictures perverted my imagination to such a degree that for a long time I could conceive the Homeric heroes only under such forms. The incidents themselves gave me unspeakable delight, though I found great fault with the work for affording us no account of the capture of Troy and breaking off so abruptly with the death of Hector. My uncle, to whom I mentioned this defect, referred me to Virgil, who perfectly satisfied my demands."

#### FROM ELEVEN TO FIFTEEN.

In reading of Socrates, he finds his life and disciples much like Christ's and his apostles, with whom he compares them. He cares little for Aristotle and Plato, but finds a great interest in Epictetus.

#### FROM FIFTEEN TO EIGHTEEN.

The "History of the Church and of Heretics" had a great influence in softening him towards heretics, whom he had before thought were either very absurd or mad.

He had the deepest sympathy for Gotz Von Berlichingen and loved Faust.

### Madame Dudevant (George Sand.)

"CONVENT LIFE"—AUTOBIOGRAPHY.

Books read before the age of thirteen:

Mrs. Radcliffe.

History of the First Vendean War, by Madame de la Rochejaquelein.

Moliere, "Le Malade Imaginaire."

"M. de Pourceaugnac."

Reynard,

She makes this statement concerning her reading before entering the convent:

"I was entirely unaccustomed to methodical study and moreover I did not know one word of English. I had read with intelligent interest a certain amount of philosophy and a great deal of history; but I was very ignorant, or at all events very uncertain about the order of events."

Books read between thirteen and fifteen:

Scotch and Irish Legends.

Garden of the Soul. (School book.)

Byron.

Shakespeare.

Books read after the age of fifteen:

Lives of the Saints.

Life of Saint Augustine.

Life of Saint Paul.

The Gospels of the New Testament.

"Lives of the Saints" was the cause of her conversion. She says, "I did not care for the miracles related; but the faith, the courage, the endurance of these martyrs seemed to me glorious, and made some hidden chord vibrate in my soul."

In describing her exploring expeditions which were numerous before her conversion, she says: "I had read Mrs. Radcliffe and my companions had a store of Scotch and Irish legends that would make your hair stand on end; the convent, too, had its own



stories of ghostly apparitions and mysterious noises. All that and the undying hope of discovering 'the victim,' stimulated the girls to a wild enthusiasm; and they were easily persuaded that they heard sighs and groans issuing from the ground under their feet, or from the fissures in the doors and walls."

During her last days at the convent, she began writing plays for the girls to act and superintending their setting. "Fortunately I was well versed in Moliere; and leaving out the love passages, I arranged scenes for an evening's entertainment."

Of "Le Malade Imaginaire" I could make a complete sketch, though I did not remember the dialogue. Moliere's works were prohibited in the convent, and, although I was manager, I virtuously refrained from sending for the books and merely tried to remember the story. Not one of the pupils had ever read the play and since the nuns did not probably know a line of Moliere, I was sure it would be a novelty."

"Our gayety and animation, the comic genius of Moliere, even so diluted in scraps of recitation and incomplete fragments, brought down the house. Never in the memory of nuns, had they laughed so heartily.

"I kept whispering to the girls: 'It is not I, it is all Moliere: I have only remembered a little', but no one listened to me and I was credited with the genius of Moliere."

**Jean Paul Richter.**

#### AUTOBIOGRAPHY.

Books read from six to eleven:

Theological books and newspapers—although he did not understand much of what he read. He studied the *Orbis Pictus* of Comenius and colored the pictures in the book "from life."

Books read from eleven to fifteen:

Robinson Crusoe, Veit Rosenstock, by Otto, Schiller's *Armenians*, German novels of the "romantic type, and this only the worthless novels," books on philosophy, which he says, "refreshed me like fresh water with its novelty,"

Books read from fifteen to eighteen:

The writing of Lessing, Pope, Rousseaus, Voltaire, Helvetius, Boileau, Seneca, Ovid, Shakespeare, Hippel, Swift, Young, Wieland.

His supply of books was quite limited up to about the age of sixteen. He says of this period: "All the more ardent was my thirst for books in this intellectual Sahara. Each one was a fresh green oasis."

When about eighteen he had an opportunity to read a greater number of books. He says: "I made an alteration in the nature of my studies; I read good authors—Seneca, Ovid, Pope, Swift, Young, Voltaire, Boileau, Rousseau, and I know not whom else."

**Edward Everett Hale.**

#### "A NEW ENGLAND BOYHOOD"—AUTOBIOGRAPHY.

Books read from six to eleven.

The *Elements of Geometry*—six years old.

Robinson Crusoe.

Kettell's *Specimens of American Poetry*.

Rollo Books.

The Boy's Own Book.

The Girl's Own Book.

The American Girl's Own Book.

The Young Lady's Own Book.

Juvenile Miscellany.

Books read from eleven to fifteen:

Sam Weller, as first published in *London Chronicle*.

New Monthly.

New World.

Spirit of the Times.

The Albion.  
 Anne of Geierstein.  
 Castle Dangerous.  
 Count Robert of Paris  
 Harry and Lucy.  
 Helen.  
 Cooper's Novels.  
 James's Novels.  
 Mrs. Trollope's Novels.  
 Mrs. Gore's Novels.  
 First of Dickens's Works.  
 Bulwer Lytton's Works.  
 Jane Austen's Works.

"I knew Miss Austen by heart, almost, and we read everything else which the law of selection had preserved."

"I doubt if I averaged more than four volumes a week. But I am sure I read as many as that and I think they did me much more good than hurt."

### **A Study of Children's Scientific Interests.**

BY GUIDA GIDDINGS, '98.

If a child's mind is questioning in certain directions, the work of the school should answer and satisfy those questionings. Information which he does not crave never finds lodging in the restless brain of the child; as Rosmini puts it, "An idea is born in the mind as soon as the mind feels the need of it, and not one second sooner."

Our problem is to ascertain how far children are interested in the scientific aspect of phenomena; whether they ask "how" with a thought of the laws which govern, or "why" with use and purpose in view; whether they observe the significant and essential characteristics or the incidental and superficial. The results of a study of the development of children's interests in the line of science will help determine the order of work and the points to be emphasized in the nature study of the

grades. Through the kindness of Supt. Parr, and the hearty co-operation of the teachers of the St. Cloud public schools, we have been able to make such a study.

For this purpose a series of three experiments with the gyroscope was chosen.

In watching first, the children if scientific might have been expected to notice the law of the lever—how the small weight balances the large wheel, and that the rotation of the wheel prevents the rod from being revolved easily as before.

In the second, it might have been seen that the rod revolves of itself and if we try to hurry it the heavy end rises against the force of gravity. If we try to stop it the heavy end sinks.

In the third experiment, the point to notice is that the rapid motion of the wheel keeps it balanced without the weight.

The choice of experiments was made for several reasons: first, the instrument is equally unknown to all, so that one child had no advantage over another in previous knowledge; second, it seems to violate a number of natural laws which children must have observed, as the law of gravity; third, it is sufficiently striking to interest every one.

The children watched carefully often with the most intense interest, their mouths and eyes wide open, some of them even grunting at times to show their appreciation. No explanation was given, no suggestive word spoken. They were told to write anything they could about it, tell what it reminded them of and ask any questions they wished.

The table shows the proportion of boys and girls of each age who asked questions or made statements which



could be considered scientific. 12 per cent of the seven year old boys ask such questions; 64 per cent of the 14 year olds, with a decrease at 11, the age where it is found in every study that boys seem to rest from active brain work. Twenty-five 14 year old boys gave 21 significant sentences in all, the largest proportion for any age. There is less scientific work with the girls but it increases correspondingly with age. This agrees in the main with the results of Mrs. Barnes's study on the historical sense of pupils. Adolescence is the period when the children begin to do reasoning. The average invariably becomes lower with pupils of 15 and 16 in the grades, but this is doubtless due to the fact that the normal 15 and 16 year old pupil is in the high school.

The best paper handed in was from a boy of 11, who had four questions which just struck the point. Another boy of 11 gives a paper exceedingly rich in suggestions:

"I think the machine was worked by means of electricity running along the rod into the wheel.

I should thing the rod was hollow except at the end, and weight rolled along the tube from end to end.

The humming of the wheel was caused by the rapid whirling of the wheel.

The wheel somewhat resembles a sewing machine except that this is caused by electricity.

The stand on which the rod lay was a sort of a "pivot" to the machine.

I thought that when you came into the room you was to take our picture for the benifit of the school board, or the machine was a sort of singing machine.

I think you came from the normal school.

You came around to the schools to see if we had good remembrances.

The ball was a sort of weight to the machine.

The screw caused the tipping of the machine by drawing the ball inside to the end of the rod by means of electricity."

Taking the whole number of boys and the entire number of significant questions and statements given, the average is found to be 61 hundredths of a statement for each one, while for the girls the average is  $34\frac{1}{2}$  hundredths of a statement, showing that in the case of machinery at least, the boys are far superior to the girls in their ability to see into scientific phenomena.

In contrast with the development of scientific interest is the decline in action, sound, material, structure, color and form, showing that while these things interest small children, they are regarded by the older pupils as superficial.

The mention of use and purpose increases with age from 14 per cent of seven year olds to 54 per cent of the 15 year olds. Not only is use to humanity at large mentioned, but also the use to the individual: For instance: "At first I tho't it was for us to learn about the earth." "I think it is used in studying some part of geography." They suspected that they were being studied and asked: "It is to test our attention." Another says, "I think it is to examine the mind and see if we are smart."

It is interesting to notice in the papers of the little ones a feature not found above the age of 10. "I do not know what you call it." "Would you please tell me?" "Please, I don't know what for the little ball is." "Will you answer these questions or

won't you? I wood lik very much to no."

The question of name is a very frequent one asked in a variety of ways. One girl says, "I could tell a great deal more about it, if I only knew the name of it."

It was finally left for a girl in one of the upper grades to give it a name. "I know what it is," she says, "its a mind-tester."

If any one wishes a task that is sure to be a steady one, he might attempt to answer the list of questions given. The children are still interested and continually ask their teachers when we are coming back with the answers until we doubt whether it would be safe for us to appear in the public schools of St. Cloud again without the wished for information. This would be rather difficult in the case of one of the German boys who, not understanding English very well, asked the three questions which puzzled him most under the sun, "How many times do weel go round?"

"How much water is in ocean?"

"Where is paradise?"

The last resort of about 31 per cent of the entire number of pupils whose papers were classified was that of very many adults when cornered, electricity. One girl's idea of it is expressed by her inquiry if the string pulled out was the electricity. In a few cases,  $2\frac{1}{2}$  per cent of the whole number, recourse was had to other occult powers, such as magnetism hypnotism, and gravitation.

When one finds something for which he cannot account, he usually attributes it to some force which is not well known to anyone. In this study, this tendency seems greatest in boys at the age of nine where it is 48 per cent; in

girls at the age of 10 where it is 62 per cent.

One child of seven said, "Does it run by leckrisity or by the string, or is it the log of grabitashene? I want to no plese." It is even suggested that it might be a "hipmatizer machene."

The idea of electricity's being a cause runs from the baby grade to the 15 year old pupils, and the spelling of the word never becomes monotonous. Nor is there any want of variety in the comparisons made by the children; the total number for the boys being 80, and for the girls 75. This makes an average of  $28\frac{1}{2}$  hundredths of a comparison for each boy, and  $33\frac{1}{3}$  hundredths of a comparison for each girl showing that the girls are quicker to make associations of resemblance than the boys. One of the most common comparisons, was that with a spinning top. This and the comparison with the earth and sun or other celestial bodies are the only scientific classifications. Among the boys the largest per cent who compared the instrument with a top was 40 per cent at the age of 14; among the girls 32 per cent at the age of 13. The largest per cent who compared it with the movement of celestial bodies was, among the boys 48 per cent at the age of 14, and among the girls 32 per cent at the age of 13. This coincides with the curve of scientific questions and statements.

Other comparisons show the evident tendency of the mind of the child to make use of past experience and find some hook upon which to hang his newly acquired perception. We have difficulty in telling just where the line of association lies in some cases. For instance here are a few of the things of which the children were reminded: phonograph, bird, man playing a horn, street car, wheel on a wagon, a motor,



a parasol, a part of a "thrashing moushen," the inside of a clock, the wind, a bee, a "tellescape," a music box, a "door nob," a church bell, the cover to a tin pail, a "skale", a "sciccors grinder," and a new kind of a talking machine. A girl of seven said, "It sounds like a shell, singing a song." Another, "It sounds like water running in the well," while a girl of 8 years says, "I think it go just like the world."

If a study of this kind were taken, presenting a strange animal and a physical experiment side by side, it would probably be found that the greatest interest centers in the living rather than the dead,—zoology rather than machinery.

The results of this study are necessarily very imperfect and must be re-enforced by others.

They agree however exactly with a study of the kind made last year in the model school and with a wider study made in the schools of Chicago by Dr. Colin A. Scott.

With the light we now have, it seems wise to do work in observation, practical experimenting and construction with younger children.

They are in that stage which Lukens calls the absorption stage; while real scientific work with a good foundation for logical reasoning is not possible before the ages of fourteen or fifteen.

Age.....	6	7	8	9	10	11	12	13	14	15
Scientific { Boys ....	11	12	23	32	36	26	36	55	64	56
Interest { Girls .....	0	4	9	20	15	20	20	32	43	40
Interest in action.....	70	59	34	25	21	21	15	11	19	5
Interest in sound.....	40	31	24	20	31	35	16	20	14	20
Interest in material.....	20	24	26	23	20	29	9	4	10	10
Interest in color.....	20	14	4	4	14	9	9	4	0	0
Interest in structure.....	4	20	10	24	19	30	10	14	20	9
Interest in form.....	5	10	0	4	2	0	0	0	0	9

NOTE—The numbers in the above table express in per cent. the proportion of pupils asking questions showing interest in the various lines indicated.

### Universal Traits of Childhood Shown in Pierre Loti's "Romance of a Child."

BY A MEMBER OF THE CHILD STUDY CLASS, 1898.

Pierre Loti was not a representative of the average child. He was a hot-house plant, as he himself tells us. Much that he describes is due to his peculiar environment, if I may set up my own experiences as a criterion—a doubtful standard as I think myself as cold and phlegmatic as Loti was warm and impulsive. However I have used this standard—corrected so far as possible by the study of others—as an aid in pruning away that which seems to be purely personal and local.

"My early memories are, in fact, always full of summer sunshine, blazing noons,—or else of wood-fires with leaping red flames." The attraction of bright colors for children is so universally known that the quotation is but what we would expect. Yet why is it that in all childhood recollections—all that I have found at least—the sense of sight is remembered and the earlier sense of touch is not recalled until later? Is it not true that motor sense (touch) is the matrix which holds the other? It certainly seems so in my own experience, and it is true that Loti always mentions great activity in connection with blazing fires and brilliant sunsets. The first recollection—the parlor fire—is connected with the first running and jumping; the sunsets seen from Aunt Bertha's window, with the rush and scramble of climbing the stair. It would seem, that the early recollection of bright objects depended upon the sense of touch for its association instead of standing alone.

It is of interest to note here a coincidence between Loti's recollection of color and an experiment recently tried by Dr. Krohn. The doctor arranged four lights before his twenty-seven-day-old baby; blue, red, green and yellow. She showed a decided preference for the yellow. All Loti's early recollections are associated with yellow, for he could scarcely call a wood-fire red. Is this merely personal preference?

Associated with running and the bright fire is the recollection of fear—a fear that was acute and painful. It was a fear of expectancy, for it took no definite form of man or beast, but it was a fear of something that would come out of the dark shadows and catch him. Later, as he flew up the stairs to see the sun set, the “something” took the form of ghosts and monsters which ran up and down after him. Then the long twilights during which his elders used to sit in solemn silence in the deepening gloom were torture to the boy. There is another phase of fear which seems universal, that is, the pleasure of frightening one's self. Memory tells me this pleasure is next to the pleasure of frightening another. Pierre Loti seems to have been almost as expert at the art as Ichabod Crane.

Melancholy at three years seems ridiculous but if we may believe the Romance, Pierre was melancholy. He had a dread of “growing up” which is certainly not among my recollections, or in the experience of most children. Seated melancholy is, I believe, not a part of the average child's life, although fits of melancholy are produced by external causes—as music, or the slow sinking of the western sun.

Of music, Count Tolstoi remarks that it produced a melancholy effect upon him. At such times he “seemed to remember something that never happened.” The music of the quiet home always disturbed me. It always made me dissatisfied with myself and stirred up a longing for something, I know not what. This is probably melancholy to Loti. His fear of a “night with no morrow, of a short future with nothing beyond,” is not due to his temperament but is a universal trait of childhood, and with some cases I know was fostered by the “If I should die before I wake” prayer learned at mother's knee.

These tendencies would have been corrected if Pierre had attended the public schools of America where he would have rubbed against active young life of his own age.

The child gains knowledge in two ways, by accident and by imitation. The period of lucky or unlucky accident is from birth to old age but it particularly characterizes babyhood. The youngster who tries to pull his puppy to him, and in so doing pinches his tail and causes it to yelp, has made a happy discovery,—for him, but one which is liable to be fraught with considerable inconvenience to the pup. This is knowledge gained by accident.

A child saw its mother picking over beans. Again and again, it saw her take them from the bowl and drop them into the pan. The rattle of the beans dropping against the pan pleased it, if one might judge from the gesticulations of its hands; finally it reached over and attempted to drop beans into the pan also. This is knowledge by imitation.



The most of a child's knowledge purely imitative games such as "horse" must of necessity come by imitation. or "school;" the next group mostly, All of its vocabulary must be acquired girls, are fond of "Old Witch," "Mother," etc., all dramatic; while the third, in this way. Is it at all strange that mostly boys, like snow-balling, playing children are attracted by odd combinations of sounds, and delight in big ball, climbing trees, racing and wrestling? Loti was pleased with *Gasteropoda*, *Terebratula*, or *Spirifere*. The fourth group, the older boys and girls, show a decided preference for games where "two is company, three is a crowd." This is in a school where the youngest is six, and "differentials," etc. This particular form of imitation is very common among school children. Am I looking through spectacles when I see all these periods in the life of Loti?

My own attack occurred when about fourteen. I recovered within a year, but I fear I must carry "vice versa" "incompatibility," and "tintinnabulation" with me to the grave.

Imitation is even plainer in children's games. The little I have watched children convinces me that until they have reached the age of five or six, their games are all imitative. They are all original in the sense that they are not governed by any rules of procedure. The child is now a horse and stands, eating his oats and stamping flies; now a rooster flapping its wings and crowing lustily; and now a caterpillar waiting, like Pierre and Antoinette, for its metamorphosis. All are full of activity and are dramatic. Loti was inclined to dramatize at a much greater age than my schoolboys. They would have turned from the fairy story "Peau D'Ane" with manly contempt for such "doll play."

A few months' study of children's games has added to the knowledge I had of children very materially. In my own school there seem to be four different periods or stages of child-play. The smaller children delight in the

Play is one form of expression. Pictures are another. A picture is one thing to the artist, another to the child. One boy in my school, aged six, obtains "Columbus and Columbia" at every opportunity and sits over a highly colored battle scene for half an hour at a stretch. Judging him from my own recollections, he is not putting Washington into that scene, but himself. So when Loti finds more in his picture of the Happy and Unhappy Duck than he put there, he has entered into one of the possessions of childhood.

In speaking of his friendship for Jeanne, Loti says, "It was obvious that her parents looked askance at our growing friendship. I was much hurt at this, and so vivid are our childish impressions that it took years, indeed I was almost a young man before I could forgive her mother and father the slights I then felt."

This susceptibility to slights is certainly a common heritage of childhood. A trivial thing sends the child away with an aching heart, and the "grown-ups" say it is sulking. Later we get hardened to these things, but in child-

hood they are hard to bear—they stick. This peculiarity of childhood was made very evident to me in looking over papers from Dr. Kiehle's class in pedagogy. "How my teachers have influenced me" was the topic for discussion. One lady, age about thirty, told of her bringing some wayside flowers to her teacher and the teacher's laughing at them. Think of remembering such a thing as that for twenty odd years. I remember, when about six, a man's telling me to drop an article of his that I was looking at or he would break my neck. But then, a neck, mine, is of more importance than a bunch of flowers. In connection with this I can distinctly remember the place with its details of furniture. It is one of the two distinct pictures I can recall of myself at that age.

The museum shows Loti's collecting instinct. With him it took an orderly form; with the children I come in contact with, it shows itself in various forms, usually in a miscellaneous collection of strings, buttons, orange peeling, colored glass, stick pins, etc.

I conclude this paper with a few quotations upon the transitional period.

"A certain infusion of such nonsense and absurdity is inevitable at this age of transition in a boy's life, this period lasted longer with me than with most men, because it carried me from one extreme to the other, not without striking on every reef by the way."

Lucy Larcom intimates that she is not at all satisfied with herself at this stage, and Count Tolstoi gives us the following,—

"Rarely, rarely, amid the memories

of this period, do I find moments of genuine warmth of feeling which so brilliantly lighted up the beginning of life. I feel an involuntary desire to pass as quickly as possible over the desert of boyhood."

### A Reminiscence.

E. G.

"Circus" was one of our favorite games. Someone was manager, some were the audience, and most delightful of all, some were the animals. The animals were in boxes, or tied to chair-legs by handkerchiefs, bits of rope, hair-ribbons, or any other kind of a chain. The tiger gnashed his teeth and violently switched a clothesline tail. The lion shook his head and roared. The parrots made all manner of flippant remarks, the bear danced, and the monkeys tried to pull the audience's hair, while the audience ate imaginary peanuts, and the manager put his head into the lion's mouth (at least he tried to) and whipped his menagerie into submission.

We played school. The teacher's position was undesirable, chosen by lot, and changed frequently. Indeed he had no sinecure, for the school always ran away and had to be caught and thrashed—and then they made faces and howled saucy speeches so loudly that the teacher could not be heard.

Most of the children attended the Baptist church, and were deeply impressed by the ordinance of baptism. I know not how it originated, but the report spread among the children that people were taken up to the minister and baptized when they did not behave themselves in church. We promptly



made a most interesting variation in our "church" play. One of the children's mothers had a very fluffy rug in her hall which made a fairly good baptism. During the sermon, the congregation whispered and snored in an unseemly manner, whereupon one of the deacons conducted each member up to the fluffy rug where the minister administered the rite of baptism, repeating remembered bits of the church formula. A grown-up sister discovered the game and was exceedingly shocked. She tried to explain the true significance of the ceremonial to us and succeeded in frightening us at our own wickedness so that the game was stopped. However, I remember surreptitiously baptizing some unfortunate chickens in a little pond the next summer.

The children used to have grand concerts on the old piano—such furious instrumental duets (any note struck that came handy) such deep basses and high sopranos, trills and ripples galore to say nothing of the applause. Because of their noise, the concerts usually came to an untimely end. Then we shut down the piano lid and used it as a stage for amateur theatricals, or to preach sermons from, or read valedictories. (There were no lesser honors.)

Our work was usually turned into play. When we had to weed the garden we were poor negro slaves, cruelly overworked and afraid of being killed if we did not do so much by a given time. Or else, in playing a game demanding forfeits, the forfeit would be to pull up twelve dandelions, so the work would be disposed of in this way.

Ella took a day off.

## PERSONALS & LOCALS.

„Geese.”

X C I X Yih Yih  
Wala Kazu Kazi  
Ricker Racker Rah  
St. Cloud Normal  
Minnesota.

The "natives" had there pictures took.

That big party.

Lookout for the barb wire

Miss Alice Martin of Milaca was the guest of her sister Miss Lottie Martin at Lawrence hall during the second week in May. A party was given in her honor on May 12th at the hall.

Miss Man of the art department lectured in the Assembly hall May 13.

Prof. and Mrs. B. B. James entertained the graduates of the professor's classes in physics and chemistry on Saturday evening, May 13. A good time without any variations is what all present enjoyed.

Mr. James A. Petrie of the Senior class has been elected principal at Belgrade, Minn., for next year with a salary of \$65 per month.

Mr. W. A. Shoemaker has received his degree of Pd. D. from New York University. The doctor will be glad to attend to any cases in his line.

Miss Josie Scherffins of Sauk Centre was the guest of Miss Lottie Thacker Saturday and Sunday.

When Junie comes marching home again.

Miss Junie Johnson has returned to school again after several weeks' fight with the measles.

The Tick girls had their pictures taken.

Swapping and swiping pictures are the two newest fads at the hall.

John Coates' new bus has arrived and it is a beauty and he has had his other buses thoroughly painted and newly upholstered, and he has the best bus line in the state outside of the Twin cities. He has also painted and otherwise overhauled all of his livery rigs, putting in several new horses and rigs, and is better prepared than ever to give first class service. Remember he runs the only first class bus line making all trains. Special rates to students. Leave your orders for livery or bus and baggage with John Coates. Telephone call 17.

Mr. Alex. Williams visited his cousin Miss Ella Gould of Lawrence hall.

Miss Baxter was confined to her room several days waiting for the measles that didn't come.

Prof. W. H. McCracken has purchased some property on First avenue and Eighth street south where he is at present.

Graduation presents in great variety at Clark Bros. A gold filled watch (case warranted 10 years) for \$7.50

Dr. Richard Burton's lecture on Kipling was greatly enjoyed by students and teachers who were fortunate enough to attend.

County Supt. J. F. Lee of Wright county, a former graduate of the Normal, was in the city first part of May.

Miss Gertrude Enderle of the Senior class has been engaged to teach in the Ada City schools during the coming year.

Mr. Epstein in charge of American Book Co.'s musical literature for the northwest visited the Normal on May 10. We suppose there will be some new music as a result of his visit.

Buses to meet all trains at Coates.

Mr. Jas. A. Petrie went to Eden Valley and Belgrade on Friday, May 12, and returned on Saturday.

Supt. B. F. Trace of Burton county was a visitor at the Normal on May 3d.

See us now about our Britannia-Encyclopedia offer.

ATWOOD'S BOOK STORE.

On the morning of May 5th after the chapel exercises and usual announcements a little package was spied on the rostrum labelled "Dr. Magnusson, Jr." On inquiry that person was found to be absent and Prof Shoemaker in a happy vein suggested that the nearest relative take it. Papa Magnusson did so and made proper amends for the absence of "Dr. Magnusson, Jr."

Dont go home without one of those Normal flag pins, only 10 cts at Clark Bros.

Miss Emma Ballentine has been elected to teach the first primary at Bufalo, Minn.

Mrs. Burbank visited recitations on May 9th in the Normal department.

Mr. J. W. Clippinger of the Senior class made a trip to Eden Valley on May 6.

Call and see our Britannia Encyclopedia and get our special terms to teachers and students.

ATWOOD'S BOOK STORE.

Mr. P—On Monday night we have the meeting of the Alma mater.

Mr. H—Does the "Aluminum" meet that night? (Laughter.)

The class of '99 observed Arbor day, May 1st, by planting a bitter sweet vine on the Normal campus in honor of Prof. Avery. The ceremonies were performed in the dark of night, after which the class marched to the home of Prof. Avery and proceeded to disturb the peaceful slumbers by singing their Arbor day song, giving the class yell and performing on such musical instruments as were at hand. Mr. Avery responded with a speech which was concluded after chapel exercises on May 2. In spite of "rain and thunder" the members of the class turned out and really, had a good time.

By our special arrangement with the publishers we can arrange it with you so that you need not make any payments on your Encyclopedia during July, August, and September.

ATWOOD'S BOOK STORE.

Miss Ida Abbot of last year's E. G. class was a visitor at the Normal the first part of May. Miss Abbot has spent the winter teaching in Isanti County.

"Hamilton & Sture, attorneys at law." For further information apply at the Duluth high school.

Friday afternoon was spent by faculty and students in helping to improve the looks of St. Cloud's beautiful avenues. The members of the school turned out generally, and we believe took a step in the right direction. It is not so much for the work actually done as for the tone it establishes in a community.

Miss M. Carolyn Wilson of Ronneby, a former student of the St. Cloud Normal, was present at the St. Cloud-Duluth debate on April 28th.

Prof. M—What would be drudgery to you?

Miss G—Washing dishes.

Miss S—Phys. culture teachers generally go together.

Miss Blanche Martin is again back at school after being confined to her room for about a week during the first part of May.

Prof. W. A. Shoemaker is having his house moved from West St. Cloud to a lot next to Mr. Buckman's on 1st ave South. It will be quite a change for Prof. Shoemaker to be so near to the Normal after being used to a mile's walk.

St. Cloud and Normal School souvenir spoons, the daintiest and prettiest in the city at Fritz Guy's.

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Reason  
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### The Great Debate.

The St. Cloud-Duluth debate passed into history just as we went to press last issue. Hence our notice of the memorable event was briefer than it deserved. For it was a great debate. One of the largest audiences the Normal hall can hold had gathered to listen to the wisdom and eloquence of the two sets of champions. Nor was the audience deceived in its expectations. Both the St. Cloud and Duluth trios of debaters showed unusual talent. That they had made careful preparation was also evident. But though the ability of the Duluthians is undeniable, victory perched on the Saints banner. The St. Cloud champions easily proved their superiority, and were rewarded by the unanimous verdict in their favor by the judges.

From faint echoes in the press, it seems as if Duluth chafes a little under the defeat. All we have to say, is that such is human nature. It does not worry us at all. Having won fairly and squarely; we can afford to be magnanimous and shall allow the defeated the luxury of grumbling and explaining. But it does amuse us. Sometimes we are told that we won "on a technicality" though otherwise inferior in everything,

sometimes because "yellowcution" and "ellerkense" was ruled out, sometimes because the ten minutes rule was strictly enforced, and again because our students "evidently had studied law for two years at least." This reminds us of the plea set up by the man who was charged with having cracked a borrowed kettle. It ran thusly: "1st. The kettle was cracked when I borrowed it; 2nd. The kettle was whole when I returned it; 3rd. I never borrowed any kettle; all of which I can subscribe to under oath."

It's all right boys. You did nobly here; but in spite of explanations we shall continue to suspect that we were a trifle too much for you. Call again. You will always receive fair treatment. And please remember there is no disgrace in being defeated by St. Cloud.

Life is short—it has only four letters—three fourths of it is a "lie" and one half an "if".—Ex.

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