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OCTOBER, 1898.

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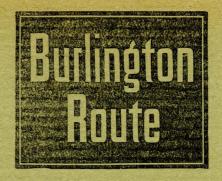
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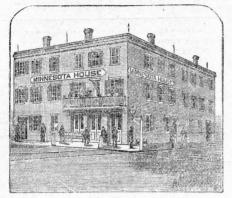
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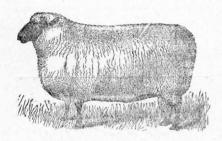


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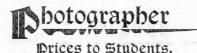
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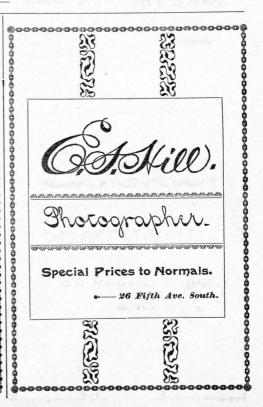
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THE NORMALIA

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NUMBER 2.

The Normalia.

4 EDITORIAL + STAFF. 3

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Students' Contributions.

financial contributions only, although to the benefit derived from writing this that is very necessary to the life of a paper. You certainly know the subpaper, but we mean here, "literary con- ject better than you did before you be-

tributions" especially. The NORMALIA board has decided to make the Nor-MALIA a student paper more than ever this year. Its aim has been to get as many students as possible on the staff and its next task is to get all the material for the NORMALIA from the students. We do not ask this material from you because we are thinking only of the benefit it will bring to the paper, but we are very altruistic and would not ask you for contributions did we not candidly believe that you will receive some benefit from the work you do in preparing a paper for publication.

Let us look at this matter from several standpoints. First, what benefit is it to you, second, to the NORMALIA, third, to the school and fourth, to the readers?

First, what benefit do you receive from it? Let us suppose that you have a favorite topic or subject, as no doubt each one of you has, in which you take a great interest. You are asked to write a paper on this subject. Now what does this mean? It means that you must do a great deal of extra reading, you have to make yourself familiar with It seems necessary that a few words as many phases of the subject as posbe said on the subject of students' con- sible. You must make your paper a tributions. Now by students' contrib- model of English composition. It is utions to this paper we do not mean hardly necessary to call your attention

gan. You have widened your range of How does it benefit the school? To knowledge, and had excellent practice a certain degree the NORMALIA is in English composition. In addition looked upon by outsiders as a repreto this you have put forth an extra ef- sentative of the Normal school, and fort; you have had to do extra work, the work done here. Since this is true Has this effort, this extra work been of we, as students of the Normal, owe it no benefit to you? You have done to the institution to make it the best something for the good of others. It representative possible. By contribis a psychological fact that if you have uting material to the NORMALIA you, as an emotion and you allow this emotion students, will show what kind of work to express itself in action this emotion is being done here. You will be giving becomes stronger. Your emotional us only the best work, and as such, it feeling of doing good to others has really fulfills its function in showing been strengthened in writing this paper, the grade of work done here. There in allowing this feeling to express itself are some people who are prejudiced in action. You are therefore better, against Normal schools simply because both mentally and morally.

It means in the first place that the not visit the school, and so are unable NORMALIA is going to be a strong stu- to see the work which is being done. dent's paper. It is going to make the Now if they should happen to pick up paper of especial interest to the stu- one of our papers gotten out by the dents and thus help it to gain its end. students and see the work which is be-The NORMALIA has always been known ing done, they would look at this as a student's paper, and by our new school from a different standpoint, and scheme it will become more intimately, instead of being opposed to it would more entirely a student's paper than give it their hearty support. ever before. This scheme is as follows: How does it benefit the readers? Each one of the classes of the Normal Those who read the NORMALIA are gois to publish a number of the Nor- ing to derive some benefit from it. It rests with the students to make it a widening some one's range of knowlout by the Seniors. Everything in it on certain topics of a number of perhas been contributed by the Seniors. sons. There are only fifteen of them, and if Let each class, therefore, do its best,

not do the same.

they do not see the work that is being How does it benefit the NORMALIA? done. Many of these cannot and do

MALIA. Thus each one in the school may call their attention to a phase of will have a share in publishing a Nor- the subject which has never occurred MALIA. We do not expect each one to to them. It may draw their attention write a long paper. Let us have short to a subject upon which they have ones and enough of them, and it will never thought. In either case it will aid greatly to the success of the paper. in all probability lead them to look up It is to the student's benefit that the the subject for themselves, and in this NORMALIA should be a success, and it way you will have been the means of success. The Seniors have begun the edge. In this way the readers get more work. This NORMALIA has been gotten varied reading and also get the views

they can furnish enough material there and the scheme that has been started is no reason why the other classes can- by the Seniors will be a success throughout the year.

* LITERARY. *

Motor Ability.

BY CORA MAYBURY AND JAS. A. PETRIE.

"Knowledge of children is power to the school manager or teacher." In the room there are many different types of children, each having its own characteristic nature and tendencies. We must know how to treat each of them. After learning the natures we know just what to expect from each. If the work is conducted without due regard to the many kinds of minds, to how many of them are we doing an injustice and giving cause for discouragement?

There are signs by which to judge whether a child is dull or bright, nervous or steady. It is essential in this study to know just what to observe in the individual during each exercise. In this test work the physical movements were observed.

All movements in the body are produced by the action of the nerve system upon the muscles. If we see a muscle moving we know that currents of nerve-energy are being sent out through the different nerves to that muscle. So in children we see movements which show the nervous condition of their system. Postures are also signs of the condition of the nerves, as they are the results of the movements. The condition of the child is also shown in the form and proportions. It has been concluded that defect in physical development is often accompanied by dullness. It is claimed that physical exercise, training the children to move with exactness and precision, is doing a

great deal for such children by giving them better control of their minds.

In observing postures and movements, attention was directed to their symmetry or asymmetry, the sign of equal or unequal action of the two sides of the brain. Symmetrical action usually means a higher condition of strength than asymmetrical action. In using the arms and hands as an index to the brain action we had the children hold their arms above their heads out of sight. In most cases the left arm was a little lower or moved more than the right, much so in the case of one little girl of six years. One little boy showed that his right side is weaker than his left. "A typical sign of strength is that the hand be straight extended, the fingers straight with the fore-arm and shoulder; the palm of the hand straight, not contracted laterally; the arms parallel to one another, straight at the elbow, and both on a level with the shoulder. This indicates a robust, well-balanced nerve system. In our observations we noticed in many of the children a drooping and tremor of the thumb and fourth finger. The thumb-drooping is due to fatigue or the occurrence of slight weakness, while trembling of the fingers is nervous twitching. In having children stand on their heels, their toes, it was the left foot that seemed to wish to sink first and that, in several cases, trembled so. One boy proved to us that his left is stronger than his right.

been concluded that defect in physical There are forms of weakness and development is often accompanied by fatigue indicated by weakness of the dullness. It is claimed that physical spine. This was tested by letting the exercise, training the children to move children stand with heels together, with exactness and precision, is doing a head up, and hands by their sides.

their eyes and do the same. All ments of an intellectual kind. weaker in most cases.

The effort to sit still for half a minute was accompanied by twitching of evelids, continual slight movements of head, fingers, etc. One boy six years old held his breath. One girl six years of age moved fingers a great deal, shrugged her shoulders and arms, and jerked her head backwards and sideways, besides twitching the corners of her mouth a great deal. Movements of the head have their signs also. The weight of the head makes it fall forward if the muscles do not hold it up, so, as fatigue comes and passes on to sleep, the head may fall more and more forward till it is bowed on the breast. This bowed position, though it indicates something about the condition of the brain, is not solely caused by the brain action. Extension of the head is used in arts to indicate intense admiratem. You may see the head partially tion of a common law, that excessive away from the weakest side.

With but one or two exceptions, all anxiety is expressed mainly in the upswayed their bodies, moved hands and per part of the face by vertical furrows, heads. They were then asked to close while horizontal furrows are not moveswayed more and increased all move- facial expression of pain originating in ments, showing that seeing seemed to the limbs or body, the signs are mainsteady their nerves. In walking back- ly, the angles of the mouth being wards with eyes closed, four took very drawn down. Fatigue and exhaustion short steps, six kept feet close to- are indicated in the face by a relaxed, gether, four walked to their right, two toneless condition of the muscles and pretty straight and the other two to scarcely any change of expression, with their left, showing that the left side was a slight falling or lengthening of the face. If strong and unequal nerve-currents are sent to opposing muscles, a quivering or tremor of the part moved by the muscles occurs: e. g. A child has hurt his finger, but is trying hard not to cry; we shall see the muscles of the mouth quiver, until, finally, the effect of the injury to the finger acting upon the nerve-centers becomes the stronger force, the angles of the mouth are depressed, and the outbreak of sobbing follows. In the efforts to sit still and stand still the twitchings of the mouth, eyes and fingers were probably due to straining the muscles so as to cause them to tremble.

In watching the movements of the eyes, notice should be taken of whether or not they are guided by the sight or sound of objects around. Irregular movements of the eyes are analogous to spontaneous twitchings of the fingers. There is a posture of the head In these wandering, irregular moveindicating weakness of the nerve-sys- ments of the eyes we find an illustrabent or flexed, and rotated and slightly movement is often an indication of inclined to the same side. This is com- weakness, not of strength; the same mon in weak children, the head bends thing is seen in the twitching movements of nervous children. In one boy In most of the exercises the face of ten years these excessive movements movements were pronounced. Mental were intense, in trying to stand still or squeezed, as it were, and his mouth to action, some being built up into pertwitched.

movements of the body as a whole co-ordinated action. were intense. But they decreased in the third grade and were hardly noticeable in the fourth grade. The movements that seemed to increase in intensity in the higher grades were the facial expressions.

The swaving movements in a child are natural, but if these movements are noticed in an adult there is cause for fear. If in the adult, movements of the face do not take place there is reason for worry.

So by watching children at work or play, one can readily understand the condition of the nerve-system, and, according to such, can, at least help remedy the deffects. "Do not stop a child's movements unless you know why you do so. You should no more wantonly arrest a child's movements without due cause than throw a stone at an animal without just cause."

Genesis of the Will.

MARY FERRABY.

Different psychologists have differ- individual consciousness. (1) It is a master that can make us activities of young children. do whatever it choses, right or wrong, activities are at first purely automatic. as it is or is not controlled by the will If traced back into the race it would be of God. (2) Will governs our actions found that in remote ages these activibut we govern our will. (3) Will in- tives had a rudiment of consciousness stead of being a separate factor is all which has been gradually removed as other psychic factors in action.

springs to action. They are constant- painfully conscious of every movement ly pouring into our minds but not all but by a repetition of the movements he

stand on heels or toes, his eyelids were of them are immediately converted incepts, concepts, ideas and idea complex-In the first and second grades the es which produce not only action but

> Will also gives rise to action or nonaction, but all actions do not indicate the presence of volition. All actions not willed are called reflexes. In the case of reflex activities a stimulus enters the brain and sets free energy which goes out along oft traveled paths and causes action without the conscious interposition of the mind of the individual.

Reflexes are of three kinds viz., acquired, instinctive and impulsive reflex-Acquired reflexes or habitual movements are those which once required consciousness and will for their performance but which have been repeated until they have become automatic. They require but dim consciousness and are almost if not entirely removed from the control of the will. If anything goes wrong consciousness and will intervene and set things right and the action again becomes automatic. Instinctive reflexes are still more automatic. They are the result of ancestral effort and are withdrawn from ent theories as to what Will is. The actions may be either of the other two. following are three of the views held: A good example of reflexes are the the race developed; just as the child in Sensations are the first and lowest his first efforts in learning to walk, is

lieve are not under its control because the steps. whether an act is volitional or not.

feelings, desires, passions and appetites creased by associations with self. which are more complex and less stable than the reflex activities.

tory, (2) imagined conditions that not to act. would be more satisfactory than prepresent conditions.)

desire entertained in our mind sets free Our actions may be controlled some-

becomes less conscious of them until end we must see the necessary steps finally they become purely mechanical. and the order of the steps by which it There are activities which seem to may be accomplished. We then will be directed by the will which we be- perform the act by willing to perform

they have been performed when the There is no such thing as isolated psyche was seemingly absent. These desires. They are all internally conactions often seem to be directed by nected with each other and when one thought, to have a seemingly purpose desire comes up others come with it. and to accomplish useful ends which are Thus arises the possibility of desires related to the external cause. But we conflicting which necessitates a choice cannot judge from the apparent direc- because the individual imagines more tion, nor by the end gained as to than one way in which he can satisfy the self. In making the choice the Reflexes and instinctive acts are the person chooses that which has the lowest kind of activities but they form least resistance and the greatest attracthe basis upon which rest the individual tion. Resistance is lessened by freand conscious activities growing out of quent repetition and attraction is in-

When the conflicting desires come up and before the choice is made the In the development of volition the person is said to be in a state of hesifirst step is desire. Desire grows out tancy. When the choice is made the of or arises from a present state of un- chosen desire becomes a motive for satisfactoriness and seems to serve as a action. We then will to act and the motive to bring about the action of the act is performed. If all of the desires will. It consists of two phases: (1) are rejected the choice becomes a Present conditions that are unsatisfac- motive for inhibited action and we will

Higher still we have complete volisent conditions. (There can be no de- tion. This is the idea motor activity sire as long as we are satisfied with growing out of ideas which are coordinated, very firm and complex. In The transition from the present un- complete volition we not only have resatisfactory condition to an imagined flexes co-ordinate with reflexes, desires more satisfactory condition is by asso- with desires, and rational tendencies ciation. We think about those ideas with rational tendencies but there is that contain the remnants of previous also a co-ordination all of which are conditions that were satisfactory. The direct to a point: the end to be attained.

energy which tends to accomplish the times by the co-ordination of the higher desire, and if entertained long enough, activities and sometimes by the cowill accomplish it. To reach a desired ordination of the lower activities.

psychic edifices, the higher and the perfect results as the human eye. lower. The lower and the higher In the discussion that follows I have activities should be co-ordinated, with taken for granted that the reader is althe lower subordinate to the higher. ready familiar with the mechanism, that We should have them so thoroughly is, with the structure and arrangements built together that when low thoughts of the different parts of the eye; and I come into our minds, good thoughts will therefore pass at once to the diswill by association, come in and gain cussion of the physiology of vision, the the ascendancy. Our actions will then question of how we see. be controlled by the higher instead of When we wish to get a good view our lower thoughts and they will be of some object we stare at it. That is good instead of bad. We cannot help look at in such a way that the image having low thoughts but we can build of the object shall fall on the yellow such a psychic edifice that with the bad spot of the retina. In staring the will come something that will over- lens is also accomodated for near power it. This is character.

psychological expression of a certain in the eye light must enter it, reflected organized body. It is a development from some object. How does this and not something that comes as a gift light enter the eye?. Before answering from above as some would like to con- the above question, let us consider for sider it. Ribot says: "It does not a moment what light is. come from above, but from below; it The fact is now generally accepted

is the combined expression of the emo- varies from 750 trillion in violet light tional and intellectual activities. Ribot to 400 trillion in red light. Between compares volition to the keystone of an these two extremes we have shades arch, one side of the arch being the ex- and colors corresponding to each wave ternal or intellectual side and the other from 750 to 400 trillion. That is, the internal or emotional side. It is an they vary in vibration frequentcy, and outgrowth of the intellect and emo- for each frequency there is one color, tions but once there it keeps them theoretically speaking. from falling and to it they owe their As these vibrations or currents of existence.

ment of Vision.

BY W. T. STURE.

genius it still remains for him to invent unequal powers of dispersion all these

When this is the case we have two an optical instrument that will give as

or distant vision. In order that Character may be defined as the there may be a sensation produced

'is a sublimation of inferior elements." by physicists that light is due to and Volition, considered as the power to consists in vibrations in the ether. The act, is the highest form of activity. It number of these vibrations per second

energy strike the cornea they pass through the different refractive media Physiology, Psychology and Develop- of the eye. In the crystalline lens the rays of light are decomposed into the colors of the spectrum. Through In spite of man's great inventive the layer structure of the lense with

of the crystalline lens. As soon as generally supposed. these vibrations strike the retina the Having some idea of the physiology visual tract of the brain.

carry the sensations caused by the dif- lobes. ferent colors. This as well as what importance of the rods and cones in brain. Instead a message is sent, that seeing. We may even say that seeing is, currents of energy. These change without them is impossible, as is seen the structure of some of the brain cells. in the blind spot in the eye; and that The power to know what these mesthe more numerous, especially the sages mean comes only through excones, the more acute the sense of see- perience, facilitated greatly, in some

cones is stored up during the night or have learned what inferences to make. in the dark and destroyed by the light The only thing we get directly through during the day. The reason that we the eye without experience, is the cannot see when first entering a dark ability to discriminate shade of color. room is that the visual purple has been This is due to the fact that different

colors are focused so as to strike the ly, we can see much better because the retina at the same time. These rays purple has in part been restored. Again of light form a perfect image on the in coming from a dark room into one yellow spot. This image is real, in- well lighted our eyes will pain us for a verted and diminished. We said a per- moment due to the breaking down of fect image, because both spherical and the visual purple stored up while we chromatic aberration have been over- were in the dark. Here we see that come; the former by the movability of this dazzling effect of bright light is the iris, the latter by the construction not due to the size of the pupil as is

visual purple and visual yellow begin of the eye we will now pass on and to bleach out into a white. This sets consider briefly the psychology of seeup a current of energy in each nerve ing; or how we know that the invertfibre running from each rod and cone ed image of a tree formed on the reinto the optic nerve and thence into the tina is really the image of a tree and not of a dog or a horse. As soon as a It is supposed by some and seems current of energy reaches the brain reasonable that each one of these rods through some afferent nerve an inand cones responds most readily to a tense activity takes place in the grey current of energy with vibrations of a cells of the brain cortex. This exgiven frequency. That is, each rod plosion starts another current tending or cone takes up light vibrations caus- to some sort of action. The parts of ing a certain color. This explains how the brain concerned in seeing are we are able to distinguish colors. In known as the visual tracts and are in that way certain nerve fibres would the superior regions of the occipital

An image is formed on the retina of we have said before shows the great the eye, but is not transferred to the ing. This is proven by the yellow spot. cases at least, by hereditary tendencies. The visual purple in the rods and From large number of experiences we destroyed and in a short time, general- nerve fibres are excited by the different color vibrations and are carried the first hours of life. This seeming separately to the brain.

part. There are six pair of these; two nected. pair acting obliquely. These muscles of shape nor of solidity. Our images A real bright light will cause him to are of flat surfaces.

Thus we notice that through experience and a combination of touch and muscular sensations we are able to interpret in terms of knowledge what we see. This is a slow process and the child goes through many disagreeable experiences before he learns the lesson of psychic seeing.

The final point that we wish to consider is the development of vision in the child.

By the end of the fourth or fifth month of the foetal life the parts of the eve ball are completed. The eye lids follow and the whole eye seen externally is complete. As far as we can tell there are no visual sensations during the foetal period. Two reasons may be given for this theory, first the lack of proper stimuli, secondly, total absence of light and air. As we have already said the eye itself is complete and perfect at least two months before birth as has been proven on children of premature birth.

During the first few minutes or hour ed movements of these parts. the child, probably, neither sees nor feels the light. One thing is certain, ing it goes on during the first days of

inability is not the fault of the eye, but Again in interpreting what we see the is due to the corresponding nerve muscles of the eye play an important and brain tracts not being fully con-

The first sensation that the child aid us greatly especially in telling dis- gets through the eye is that of light. tance and direction. In determining This sensation is experienced from the the size and shape of objects seen, first hours of birth and is one of feeling muscular and touch sensations aid rather than seeing. The child seems greatly. Before we have experience to enjoy a moderate light as is shown through these senses we have no idea by his turning to let the light enter. close his eyes. If asleep and a bright light be brought near to him he will wrinkle his face, showing that he feels the light.

This action on the part of the babe is purely reflex. We may in part say that all the movements of the eye ball, eve lids and eyes are during the first days reflex. Some of these movements become voluntary later in life.

There is no doubt but that the oculomotorius is complete in every respect when the child is born, but the brain tracts and nerves concerned as well as the muscles have not yet become correlated. All these must slowly be acquired before the movements of the eyes and lids become regular and beneficial. The only movement, according to Tracy, that is inherited complete is "blinking." This is, probably, the only movement that is absolutely necessary for the first few hours of a child's life. Perfect movements of the other parts are slowly acquired and first at the end of from the fifth to the tenth day do we find perfect, correlat-

The feeling of light rather than seethe child does not see anything during the child's life. Later he begins to see, feeling.

Some children have been observed to look at an object before the end of the first week. This is only staring as has been proven by removing the bright object when the child would still continue to stare in the same direction as before.

Following the period of comes the period when the child begins to look at an object. The ability to fix the eye on an object and hold it there does not come until a little later. ability to fixate an object varies in different children. In one child it was noticed on the 11th day. In another it was fixated on the 14th day. Again a child was found who fixated an object first in the fourth week. an average of the list of experiments made, we find that the ability to fixate an object begins about the fifth week.

The next new step in advance is the child's ability, not only to fixate the object, but also to follow it if in motion. This power is, probably, acquired from the fifth to the seventh week. At first this ability to follow is very imperfect. If the object be moved rapidly the child will lose sight of it, as also if the object be moved vertically instead of horizontally. The head is, generally, motionless in these cases. The following is accomplished by the moving of the eyes.

The fourth stage in the development of the child's vision is his ability of active search for an object, or a person mechanism and nerves connecting the

but during the first nine days his see- the first attempts are more or less uning or feeling simply consists in star- successful. Still from the third to the ing. Generally he will stare at a light fifth month this power of active obor anything giving the eye a pleasant servation is acquired. Some children, it is true, have been found who have this power as early as the sixth week, but as a general thing the rule given holds true. During the first stage of this power, it will be observed that the child does not look at anything distant, nor anything moving very rapidly, but with this last named power fully acquired the child becomes a somewhat intellegnt seeing human being. His physiological seeing is at least Psychologically he perfect. does not at the end of the sixth month see completely. He must wait even yet for his other senses and his own ability to move about before he is able to rightly interpret what he sees with his physiological eve.

As we have said the child does not yet see very much although his eye mechanism is complete. The ability to see psychically comes only through experience. The child at first only sees objects near by. If he sees anything at a distance he does not yet distinguish it, nor is he able to tell anything about the relative distances of these objects from himself. Before the child is able to comprehend distance he must be able to move around.

In order to know anything about size and shape of objects he must bring his muscular and touch sensations together with his visual sensations, and before this is done his visual images are of flat surfaces, merely "patches of color" as Tracy says.

So we notice that although the eye calling him. As in the previous case eye with the visual tract are complete-

the ability to know what he sees comes plete development. experience.

What has been said above of the child's ability to interpret visual sensatians applies also to his ability to distinguish color. Some children have quite early in life shown an appreciation of color in that they have shown that they like bright colors better than dark. Yet very little can be done in finding out what children know about colors until they can talk. Experiments on children from two to four years old have shown that color terms are not easily acquired. He may be able to distinguish the primary colors perfectly if the terms are not brought in, but in associating term and color many mistakes are made at first. In view of what has already been said about the rods and cones of the retina, and that it is possible that each one of these take up vibrations corresponding to the different colors: we readily understand why the child should be able to appreciate the different color sensations before he is able to apply the right color term. Before this can be done, some new association paths must be made in the cortex of the brain, and, until these beome fully established, the ability to name colors as they are presented will be slow and imperfect.

As we have considered this subject of vision we have noticed many disabilities at first on the part of the child, and we may be led to wonder why the child's visual apparatus was not complete from The lower animals are generally able to provide for themselves from the very start, whereas the human

ly developed during the first year, yet babe requires many years for its com-Again we say only through a longer and more varied what we said at the beginning of this essay, nature makes no mistakes. If it had been better for us to have been born with all our organs and faculties complete, nature would have made us so. But nature in its process of bringing forth a higher type of manhood and womanhood provided a home training, a training by the mother's side as necessary to bring forth a race capable of love, sympathy and patience, such as she would have. Hence the human babe is born with many inabilities which necessitate that he remain with his mother, and also makes the mother dependent upon the babe. Through this process of bringing up children, the mother of today has slowly been evolv-The first human mother was by no means the equal of the one coming a century later, nor that one with the high type of womanhood that we find at present. What we have said shows one great reason for the inabilities of the human babe at birth. Through these imperfections the savage mother has been changed into the mother of tenderness, gentleness, unselfishness and of love.

The Traveliug Sand Dunes.

BY J. W. CLIPPINGER.

When the glacier retreated from southern Michigan, it left a bay about a mile and a half wide and two miles long at the point where the St. Joseph and Pawpaw rivers empty into the lake. As soon as the ice had retreated from this part of the lake, the waves commenced to build a bar across the mouth As time went on the bar of the bay. rose to the surface of the water and an-

other was formed farther out in the little we may detect its mode and rate lake. The waves still continued to of motion. Suppose we stain some of pile up sand on the newly formed shore the sand near the foot of the dune on and the wind which is usually from off the lake side and after two or three the lake, blew it over into the bay be- windy days go back and look for our vond.

thousands of years, and today if we go left it: but drifting over the top or to St. Joseph we will find no bay, but a down on the land side. Suppose now low, level plain. Out in the lake about that we drive a stake down in the sand one hundred fifty yards we notice a at the top of the dune and come back line parallel with the shore, where the to see it after a few months. We will lake changes in color from its lake blue find it no longer at the top of the dune to a greenish cast. This color changes but some vards down the lake side; again at the next bar, about seventy- with the most of it exposed. Thus we five yards from shore, to a grayish cast. may discover that in the summer, And again about thirty yards from when there is little constant wind this shore it takes the same appearance as great sand hill travels only a yard per. the water of our little lakes.

shore rises very abruptly two or three times travels ten or twelve yards per. feet. Back of this a few yards there is month. Let us go back to the dune a depression of a few inches where the again and put a board, on which we sand being dryer than at the shore, is have placed our mark in the sand on blown away. Up the beach about one the lea of the dune, if we watch it a lithundred yards we will find a ridge tle while we shall see it gradually covnearly parallel with the shore, having ered up and we would naturally say, a gradual slant on the lake side and a "Well we will never see that again," very abrupt decline on the land side, but let us come back next year and we Back about an eighth of a mile we will will probably find our board on the see the same kind of a ridge only on a lake side of the ridge. much larger scale. This ridge is about one hundred fifty feet high.

Suppose we take a walk back across this ridge or dune. We see the dry sand drifting close over the surface, leaving small ripples, with their long slant toward the lake. As we walk up the dune from the lake side, we are somewhat surprised to see how solidly the sand is packed. Our shoes scarcely invasion of our glacial valley. sink into it at all. But when we have reached the top of the ridge and start down the other side we find the decent very steep and the sand so soft that we sink into it above our knees.

stained sand. We shall find it no lon-This process has been going on for ger near the foot of the dune where we month; but in the winter, when there Just at the edge of the water the are strong northwest winds it some-

So we see this huge cylinder of sand about two miles long and one hundred and fifty feet in diameter gradually rolling back over the country, filling up our valley.

By the time this dune has traveled a half a mile back the small one near the shore will have attained its full size and will continue the endless sand

The Study of Science.

BY H. WILLIAM HIBBARD.

That science has not always been If we watch one of these dunes a held respectable or safe is evident from Copernicus. Had he advanced his others' welfare blind to the richest theory that the sun and not the earth source of beauty in God's creation, and is the center of the solar system to the unprovided with that belief in a living public when he first wrote it he might law, and an order manifesting itself in have lost his head; for the mediocre and through world had not vet been educated to variety. receive and comprehend such great

sity of studying nature.

Science is nothing but trained and race! organized common sense, differing more brawnv arm of the two. The judged by their own laws. real advantage lies in the point and Thus it appears that it is quite neready hand prompt to follow it on the justice to himself and to his studies. instant. But after all, the sword ex- Yet it is often urged that while the fected.

nature he must know himself in his sertion. Take for instance the principle relations to her, and he discovers that of levers. Every boy, who has pulled certain laws cannot be broken without out a fence post or rolled a log over bringing inevitable and terrible results the ground, knows that he gains a upon the law breaker.

kind would have remained undiscip- stands the whole problem, observation, ignorant of facts of the thinking it.

history. Take for instance the case of deepest importance for their own and endless

Thus if physiology is absolutely necessary for the best development of But the world has slowly come to primitive man, ought it not to be more acknowledge the right, yes the neces- necessary for the child, who in a few years lives the entire life of the human

Again systematic teaching in physifrom the latter only as a veteran may ology can not be carried on with sucdiffer from a raw recruit, and its cess, until the student has attained to a methods differ from those of common certain knowledge of physics and sense only as the guardsman's cut and chemistry for as the phenomena of life thrust differ from the manner in which are dependent not only on vital, but a savage wields his club. The primary also on physical and chemical forces: power is the same in each case and they result in all kinds of physical and perhaps the untutored savage has the chemical changes, which can only be

polish of the swordsman's weapon, in cessary for the pupil to have some the trained eye quick to spy out the knowledge of the rudiments of science, weakness of the adversary, in the while in the grades, that he may do

ercise is only the hewing and poking pupil may do some work in elementary of the clubman developed and per- texts on physiology, he cannot understand or master problems in physics or As primeval man begins the study of chemistry. Let us examine this asmechanical advantage by using a lever, Thus we have a beginning, rude as and that there is a difference in the it may be for the foundation of the application of the two levers; but constudy of physiology, which imparts to cerning the mathematics of the two him the information most essential for cases, he thinks is totally ignorant; But his well being, and without which man- as a matter of fact he really underlined in a science, whose subject matter matics and all, only he is not yet acwould best develop their powers of customed to the school room way of

The same is true of experiments in chemistry, the pupil can see, if sulphur and copper filings are put into a test tube and melted, the result, and may accurately describe it; but he could not write the tormula Cu†S=CuS. But his knowledge added to the skill of the teacher ought to bring about the desired result.

From this it is obvious that the pupil does not understand the book knowledge of mother nature, for God in all his omniscience has ordained that nature herself should be his teacher from the beginning; that he should have knowledge first hand, not as it had been interpreted by some one else. itself absolutely valueless, for it has not become the pupil's own.

Great respect is due the modern method which brings the child and nature into brotherly contact making them better acquainted with each other after eleven that night. and hence better friends. This is the reason why in ninety-nine cases out of every hundred we find students of science more in harmony with nature, thus raising themselves to a higher and better moral plane than their nonscientific companions.

In closing I would like to ask if we should not consider it our highest duty to improve and increase the knowledge of nature, its phenomena and laws and and thus aid ourselves and our successors in our course towards the noble goal which lies before mankind.

My stock of fall and winter goods is now complete. The Normal students are cordially invited to call and a dis- shoes? count will be allowed on all their purchases. Mary Kron.

PERSONALS & LOCALS

The Seniors are feeling better.

Who is going to bring the crackers and cheese?

Mr. D. Setchfield of '98 visited his alma mater the first of the month. Mr. S. expects to be master of a "normal" school in the near future.

Miss Lottie Thacker will be found at the Home in the future.

The latest kind of a spread—a "breadspread."

Mr. P. drew a book on fear and left. Text book knowledge of science is by his card on the desk as follows: "Fear Jas. A. P.—Tuesday morning." body was hurt.

> Ask Hall if he ever tried to lock his nose in his locker.

> Ed. says it wasn't fifteen minutes

Messrs. H. and S. have a new remedy for flies. A hornet's nest full of live hornets hung up where the flies bother you will soon clear the premises. Interpret it your own way.

Mr. H. W. Hibbard of the Senior class has been engaged by the Unity club of this city to teach physical culture in their gymnasium.

Have you got your library lesson?

Teacher -What is a bat?

Pupil-A bat is a dirty little mouse with India rubber wings, a shoe string for a tail, and bites like the d-

Andersonville and Libby prisons have been reopened. Does it mean

Mac-Where did you get

Waite—(Looking at his shoes.) "bied" those, aren't they beauts."

The girls complain of loss of appetite since Mr. and Mrs. MacArthur been organized with Paul Ashley as left the home. company in the dining room.

Mr. H. was caught in a "cyclone" on September 25th and has worn a pale look about the mouth ever since-he lost his mustache.

Miss Margie Fuller left for home on September 26.

from blood?

Mr. Cr—n—It is of a lighter complexion.

Miss Margaret Irish left for her home at Sauk Centre to nurse her sick brother just home from Chickamauga.

Prof. M.--Do you think the owl has a wise look?

Miss B-r-I wouldn't know a wise look if I saw it.

Paul says he never walked home so fast before in his life. Wonder who he when your hands touched. walked with?

Mr. T— is walking triangles now-adays.

Inquisitive student--How can we tell a bumble-bee from one of those things? Meaning a robber fly.

Prof. H.—Catch one and see.

Speaker in civics class—Clerk, will please give the result?

Clerk—The vote stands 10 ayes to 2 noes.

The Speaker—10 eyes and 2 noses. "bill" is passed.

The Zoology class went out in search of beetles the other day. Ask them how many they caught.

Phil. Georger of '98 was seen on the tions of visitors. normal campus Saturday morning. Mr. Georger is teaching near Rice, Minn.

Miss C-u-u-e in speaker's chair— Why-y-y, where am I at?

The normal foot ball team has finally Nothing like jolly captain. A change in the "line up" of the team has greatly improved it, and with the present way of going at it the team will soon speak for itself. Two games will be played here in the near future. One with the N. P. team and another with the St. Cloud team.

Mr. Courtney left on October 8th to Prof. H.-How does lymph differ teach a term of school near Kimball. We wish him success.

> H. W.—I would rather go to the reformatory than teach music. didn't go.

> Can a cat turn a somer-sault in the air? The Science club would like to know.

> Miss S., in the Science class-Once in falling, my hands touched the ground a second before my feet.

> Prof. Mc.-Where were your feet

Miss M.—If that had been me it would have been easy enough.

William Owen company at the Davidson Oct. 24 to 29.

Say Mr. M.—What's the matter with your nose? Mr. M.-Nothing, only I tried to take a ride on it.

Mr. P— says there is a willow down the river that's "awful nice."

The best place to buy a hat or bonnet if you want the correct thing is at Mary Kron's.

The Normal school exhibit at the fair attracted a great deal of attention and the students in charge were kept busy explaining and answering ques-

Wm. Owen who will be at the Davidson next week is acknowledged to be one of the ablest students of Shakespear's great plays.

more gentleman friends to influence Miss Holbrook at the Home. for good or evil."

Girls—"Not at this school, it is 16 to I the other way."

William Owen company presents only high-class plays-Shakespear's predominating.

It is claimed that Mr. I—n is quite a t(F) lasher of late.

Two dishes of grapes will not scare the girls at table. No two. Try thirteen.

Messrs. LaRue and Fazendin of St. John's university visited at the Normal during the fair.

The next issue of the Normalia will be an Evergreen number, published by the E. G. class.

Miss Emma Langdon of the E. G. Class has gone home on account of the sickness of her sister who is not expected to live.

All Normal students should see William Owen, the brilliant actor at the Davidson Oct. 24 to 29.

The prevailing question among the E. G.'s for a few minutes after the test in psychology: "Say, what is an adjective pronoun?"

Miss T. (finding two forks at her plate)-I'm going to a wedding. Miss E.—A lady's or gentleman's.

Prof. S-m-r-Now Miss O--r if you and I were walking down the street together and I should leave you, how many would be left?

Voice from class-Nothing.

Why did Miss R— drop the cake?

Mr. Kook was the guest of his daughter. Miss Lillie Kook at the Home.

Mrs. Skelton speaking to the girls— Lieut. L. R. Holbrook of Boise Bar-"Each one of you girls have four or racks, Idaho, was the guest of his sister,

> Miss Lottie Thacker as Eva in Uncle Tom's Cabin.

> How did Alma Jess Junelillies get through the transom? What principle in physics did they, evidently, prove?

> Don't try to memorize the parts of the brain. They are in your head anyhow-to the E. G.s in Psy.

> When you hear that bell go ding, ding, ding-well you know what to do, but don't join hands in the hall.

> Oct. 8th, 9 p. m-grand rush for the folding doors.

> Why does an ice cream social induce one to join a class in vertical writing? H. W. H. can tell you.

> Why is it that Mr. S. attends the Y. P. meetings at the M. E. church of late. Perhaps Miss M. can solve the mystery.

> Mr. Costello, one of last year's C.s, visited the Normal a few days last week.

Salutations. A "cow" says moo (?) We say, How do you do.

Prof. S—r says the French say: Parlez Vous. (Is that the way they teach French in New York?)



The Normal boys in Co. M. 13th Minn., who are at Manilla, were remembered by their felow students at the Normal. A collection was taken up and everybody did his share in helping to send the brave boys a suitable Xmas gift.

Prof. Mc—n showing an owl to the primary: Do you know of any other bird that has feet like the owl? Bright little boy: Another owl.

Cicero: Quos stare ad curiam.

Mr. A—y: Who stare at the senate house.

Subscribers who do not receive their NORMALIA or change their address should notify the business manager at once and the paper will be sent.

Paul says bridges are allright no matter where they are.

There are quite frequent spreads at the home but the boys are not in it.

Little things lead to great events. For example—a lamp chimney. Fun?

Ask Miss W—n which "snap shot" taken at the lake on Sunday, she likes best.

Impromptu temperance teaching. 'Marcus erat prudens, qui vinum non gustaret.''

Miss M.: Marcus was prudent since he would not taste poison (venenum).

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The practice teachers were kept quite busy getting the Normal exhibit ready for the street fair.

Paul Ashley as captain of the foot ball team is the right man in the right place.

Prof.: Mr. T., what is the relation between Mr. C. and the chair? Mr. T.: He's sitting on it.

Mr. Sture tried to show the E. G.s how they might study the seed.

It is evident to all that the Normalia cannot be published without funds, which must come from our advertisers. In return they expect the trade of the Normal students. Before making your purchases look up the wide awake merchants—they advertise in the Normalia, and let them know that you trade with them because they advertise in your school paper.

Mary had a little lamb,

It followed her each day

Till Mary donned her gymnasium suit, And then it ran away.

Uncle John and Aunt Sal of Wayback Nowhere have come to make a visit with pa, ma and the twins.

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No. 8 daily 4.50am.
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at 4.05pm

No. 6 arrives 3:56

No. 5 11:20 a. m.

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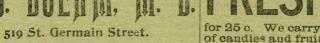
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