Granville Stanley Hall on the Education of the Elementary School Child

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LOYOLA UNIVERSITY OF CHICAGO

GRANVILLE STANLEY HALL ON THE EDUCATION OF THE ELEMENTARY SCHOOL CHILD

A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

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CHICAGO, ILLINOIS

JANUARY, 1994
GRANVILLE STANLEY HALL

PREFACE

Granville Stanley Hall was a progressive. Hall was an inspired public speaker and an incomparable organizer. He took a naturalistic view of child rearing and pedagogy which attracted a wide and influential following.¹ The Progressive Era (1890-1920) created a climate of creativity within which writers, artists, politicians and thinkers functioned.

At the beginning of the progressive period, the schools were stagnant, the teachers complacent and the academic work formal and mechanical. Pedagogy as a discipline was rejected in higher academic circles and child-study was a foreign idea which had not spread from Europe to the United States. It was a time when little recognition was given to psychology. The philosophy of education consisted chiefly of metaphysical dogmas which mystified far more than they enlightened. Those who sought to impart educational ideas from abroad were told that American schools must be kept American, and their voices were almost like that of one who

cries in the wilderness.\textsuperscript{2}

Hall was one of those persons who received a great deal of his educational experiences from abroad, and knew first hand the resistive nature of the American educational system. Dr. William Torrey Harris was rapidly acquiring the authority which he later wielded among the leaders of American education, then considered the "old guard."

Educational journals of the period were timed, provincial and unreadable. The National Education Association under the Bicknell regime was being rapidly pushed to its later prominence as a pedagogic sanhedrin. The term "pedagogy" appendaged to Hall's title as Professor of Psychology at Johns Hopkins University in 1884 was regarded by nearly all as a handicap. Professional education was represented by experts who devoted their time to such areas as school hygiene, the history of education, industrial training, supervision of play and playgrounds, religious and moral education and art. The conception of education had broadened far beyond the confines of the school. The shared view of many professional educators was that education was as wide as life itself and that the highest standpoint from which any human institution can be judged is a pedagogic one. In the educational arena, child-study, Hall's own discipline, was taught by academic professors; articles

relating to child development appeared in many educational journals, such as The Kindergartner Magazine, The Forum, The North American Review and the Journal of Education. Hall felt that instead of the child being for the sake of the school, a pedagogical revolution was in progress. Now the school revolved around the child, whose nature and needs supply the educational norm.³

Hall was popular among classroom teachers because his theories gave scientific sanctions to many of their ideas and practices. His vision of education reflected the hopes which were very common among the general population of America—faith in the individual and his power to get ahead, a belief that the best man can win. The creativity of the Progressive Era envisioned new improvements. Hall declared that there would be improvement in the professional standing of teachers; in their character, ability and training.

Hall had many interests, one of which was psychology. Educational psychology was Hall’s greatest contribution to American education. His work in establishing the early scientific laboratory at Johns Hopkins University and his continued work in the field of psychology were very important in the pioneer days. Hall’s leadership was instrumental in the founding of the American Psychological Association for the advancement of psychology as a science. His efforts in this regard constituted a significant event

³Ibid.
in the formal history of psychology. At one time, it seemed as if the majority of American psychologists had been associated with Hall either at Johns Hopkins University or at Clark University in Worcester, Massachusetts. Just before the wave of laboratory founding had reached its height in 1890, there were probably not more than ten psychological laboratories in America. At least four of these had begun under the direction of one of Hall's pupils or associates from John Hopkins University. Hall's legacy is very much apparent in that both experimental and educational psychology continue to be important sources of information for explaining behavior and learning.\(^4\)

He led a life of action. For thirty years he was a university president. He was a "founder" whose life was punctuated with the foundation of laboratories, journals and institutions. Hall read English, French and German with equal ease and moved with agility and frequency from interest to interest. He wrote fourteen books and published three hundred fifty published papers. As a devout apostle of evolution, Hall was in close touch with the changing mood of his times, a mood with which he sympathized. As a pioneer social worker, he became familiar with police courts, houses of ill fame, orphan homes, tenement houses and slum life in general. Hall admitted that his

intellectual life might be viewed as a series of "crazes."
Louis Wilson, one of Hall's associates, described him as follows:

He was forever "founding" ideas, under the influence of a conviction, bringing together certain new ideas, that were not originally his own, adding to them a supporting mass of other ideas drawn from his reading and then driving the resultant mass home in a book, on the lecture platform, in his seminary and on every occasion that presented itself. For all his "founding", the journals, the other organization were but deposits of his restless mind. It seemed that he developed a new interest, carried it through the pioneer stage, and then, already caught by the next topic, tried to perpetuate the old by creating it a new professorship, a journal or an institution.5

In later chapters of this dissertation, G. Stanley Hall's concepts of education for the elementary school child will be examined. The research will provide an introduction into Hall's life from his early years with his parents and relatives, to his formal education, travel, and his significant concepts and ideals. The uniqueness, the complex nature, and the needs of the child will be addressed through studying the child. Hall believed that each child held the key to his education. Equally important to the education of the child was the preparation of the teacher. In addition to professional training, Hall felt there were innate characteristics that attributed to successful teachers. Also, the teacher's relationship to the child, the community and his responsibility to himself was

paramount. The writer will elaborate on some of the elements Hall suggested should be an intricate part of the elementary curriculum, such as nature education, play, and how the child's interest and needs should influence his or her educational development. The climate and management of the elementary school should provide an enthusiastic faculty and staff, a positive learning environment, provisions for proper nourishment, and those items which will further enhance learning instead of hindering the learning experience. The following questions will be answered: How did Hall's concept of the child shape his view of teaching at the elementary level? What kinds of classroom climate did Hall's writing suggest? And, what kind of school did Hall recommend?

Hall's writings, lectures, and research on the child were a result of his deep convictions about what he thought should be the future education of the child. He worked tirelessly most of his adult life, from his Baltimore lectures through his years at Clark University, to prove his theories concerning the child. The results of his findings, and those who shared many of his ideas and passions, were published in the Pedagogical Seminary, a journal he established especially to report those findings. The original documents and manuscript materials used to research this dissertation came from Clark University, where Hall's personal library materials are housed, which included
unpublished articles, newspaper clippings, and magazine items. Other manuscripts, letters, and documents relating to Hall were found in institutions such as Cornell University, Johns Hopkins, Yale University, Harvard-Countway Library, Columbia University, and Loyola University.
ACKNOWLEDGMENTS

Special thanks to my dissertation committee: Dr. Perko for chairing my committee, Dr. Gutek for co-chairing in the absence of Dr. Perko while he was on sabbatical and Dr. Smith for agreeing to be on the committee. Special thanks to Dr. Campbell and the archival staff of Clark University for their hospitality and help in finding relevant works of Granville Stanley Hall and lodging while on campus. Finally, special thanks to the following archival libraries: Johns Hopkins University, Williams College, the Francis A. Countway Library of Medicine, Yale University, the University of Akron, Columbia University--New York, Cornell University, and the Loyola University.
TO CHRISTINE AND RONNIE WILLIAMS
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CHAPTER ONE

BIOGRAPHICAL SKETCH

Ashfield, a small hilly township about six miles square, was the birth place of Granville Stanley Hall who was born on his grandfather's farm, 1 February 1844. Ashfield, basically a farm town, had large dairies and the principal crops were corn, potatoes, oats and wheat. The people of Ashfield were also very religious. There were four churches in Ashfield; two Baptist, one Congregational and one Episcopal. The central village consisted of about twenty dwelling houses, an Episcopal church, an academy and a number of mercantile stores.¹

Hall's father was Granville Bascom Hall and his mother was Abigail Beals. Both of his parents were descendants of Old English stock. Granville Bascom Hall was a descendent, in the eighth generation, of Elder William Brewster, who came over on the Mayflower in 1620. Abigail Beals Hall was a seventh generation descendent of the famous John Alden, one of the signers of the Mayflower compact.

Hall's parents were farmers. The Hall's of Ashfield

were hard working, common sense farmers without much ambition or much education. They were of great physical vigor and some of them remarkable for longevity, one lived to be ninety-nine years old. The Beals were noted for their mechanical traits and piety. Mrs. Hall's grandfather was the subject of a religious tract. Her father, Robert Beals, was an exemplary deacon of the Congregational Church. Hall had one brother, Robert, and one sister, Julia Orpha.²

Granville Stanley Hall, a product of two highly motivated and educated parents, stated, "I realize that I have no mental aptitudes or moral traits of character that I did not inherit from my parents."³ Both of his parents desired and acquired more education than the other members of their families. His mother insisted strongly on more schooling than was then considered necessary for a farmer's daughter. She was sent to Albany where she spent two years attending the Albany Female Seminary. At that time, the Albany Female Seminary was one of the few institutions of higher education in the east for women. She worked hard at her studies and was the highest ranking student in the seminary. She left the seminary with a literary orientation that played an important part in the education of her children. Aside from teaching in a country day school,


Sunday school, infant school, she also kept journals, loved nature and composed poems and compositions in her own elaborate style. Hall seemed to have inherited his love of learning from his mother.

Hall's father, as a young lad, attended the customary schools. At the age of nineteen, tiring of the monotony of the farm, he left the farm and went to Hatfield, where he learned the trade of broom-making. Later, when he had saved a sufficient sum of money, he paid his way through the Shelburne Falls Academy. He taught school several terms and was considered a good teacher, especially in disciplining big, unruly boys. Considered a clever penman, he conducted an evening writing school in the neighboring towns. It was during the writing school period that he first met Abigail Beals of Plainfield, who he married on 11 April 1843. He was later elected to the state legislature and held several other public offices. 

Family life for Granville Stanley Hall was very full and rewarding. According to Hall, the family environment was always simple, wholeness and tonic. He lived part of the time at home and the remainder of the time with his grandparents, uncles and aunts. He enjoyed hunting, fishing, skating, trapping and camping out Indian style. In the long winter evenings the Hall family read aloud in their home by the fire. He claimed that hardly a day passed that

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his mother didn’t read something to her husband and family. The family also participated in the debating societies in which both parents and young people took part. His father loved to teach. He taught his son, Granville Stanley, to play the violin as soon as he was able to hold it. His father and mother would sing together during the evening hymn hour and his father accompanied the hymn with the violin. He taught Stanley his first lesson in oratory. Thus, showing him how and when to rise and address a chair. They discussed public men and events. All manner of public and private matters were discussed by the whole family. Each member of the family kept a little journal which were read aloud on Saturday night. His mother’s diary commented on the children’s behavior during the week. Also, she saw to it that the minor graces were not neglected. She taught them how to enter a room properly, to greet people, to introduce strangers, the proper way to pass a book and many little graces too often neglected in the home.

Hall referred to his parents as law and gospel. The father was law and his mother gospel in the home. He describes his mother as "always sympathizing, encouraging and stimulating," and his father as "warning, criticizing and sometimes rebuking." His father reinforced sooner or later all his mother did and said for their good. He did not feel that his father loved him any less than his mother. He felt that his parents were ideally mated, the qualities
of each supplemented and evoked the best traits in the other.⁵

EDUCATION AND PREPARATION: THE EARLY YEARS

At the age of fourteen, Granville Stanley Hall, like his father, saw the restraints of the farm and its uncongenial labor as intolerable. One day while climbing to the top of Mt. Owen, one of Hall's favorite places in Ashfield, he decided that he would make something of himself. Upon sharing his decision to attend college, his father was subdued because he had added to the size of his farm and felt it would be a heavy loss if Stanley went away. His mother encouraged the idea and it was her fondest wish that he enter the ministry. His father's opposition was overcome and Hall was sent to Williston Seminary at Easthampton to prepare for college.⁶

In 1863, Hall entered Williams College at Williamstown, Massachusetts. Class electives were unknown at Williams and the undergraduates took all the courses offered by the faculty. College life was simple and the relationships between student and professor were personal and intimate. While at Williams College, Hall became involved in every facet of school life, except athletics. He joined Alpha Delta Phi, a literary fraternity; he was delegate for this

⁵Hall, Life and Confession, 81-90.

⁶Wilson, Sketch, 13-17.
freshmen class, a member of the Phi Beta Kappa fraternity and delivered an oration entitled "Charity and Liberality" at the commencement of his class. On Class Day, 27 June 1867, he delivered a poem entitled "Philanthropy," as the class poet. His sophomore year, he was chosen to participate in the rhetorical exhibition known as the "Moonlights." He joined the Philotechnician Society, a debating club, and represented that society in the annual Adelphic Union Debate. In his junior year, he became one of the five editors of the Williams Quarterly. During his senior year, he served as president of the society. He was a member of the Mills Theological Society in his sophomore, junior and senior year. He served on the library committee and was a member of the Lyceum of Natural History. He was a member of the Williams Amateur Serenaders. Other interests included membership in the Kieseritzky Chess Club.  

Because of his influence from family and friends and the strong religious values, upon entering college, Hall listed the ministry as his probable profession. As early as his sophomore year, he had serious doubts about the wisdom of entering the ministry. He realized that he felt no strong call in that direction and that he was simply drifting into it. He felt that he might become a parson in a country parish, or a missionary because the missionary spirit was strong at Williams. He was uncertain as to the

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7 Hall, Life and Confession, 31-85.
possibility of any other career. A professor seemed far too exalted and beyond his reach, although he thought a good deal about the possibilities of a literary career, since his enthusiasms and hardest work lay in that direction. As he feared, he drifted. When he graduated in 1867, there seemed nothing else to do but prepare for the ministry.  

In the fall of 1867, Hall entered the Union Theological Seminary in New York City where he worked a year without much enthusiasm, except in Henry B. Smith’s course in philosophical theology. He also became familiar with Ernest Renan, David Friedrich Strauss, Tyndall, Goethe, Hippolyte Taine, Charles Darwin and Herbert Spencer. While he lacked enthusiasm for theology, he dabbled in all sorts of things such as visiting slum blocks, crime and poverty areas and seeing a good deal of the darkest side of human life in New York City. His passion for oratory led him to the churches to hear the great preachers and to political and social meetings wherever a famous speaker was to be heard. During Hall’s first practice sermon, his message proved so heterodox that Dr. Skinner, who always invited the students to his home after their efforts, instead, fell upon his knees and prayed for the young skeptic.

Hall often went to hear the lectures of Henry Ward Beecher, who invited a few of the seminary students to come in his home to talk over religious matters. A personal

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\(^8\)Wilson, Sketch, 23-25.
relationship developed after accepting several invitations to Beecher's home that led to Hall's joining Beecher's church. During one visit to Beecher's home, Beecher asked Hall if he was more interested in philosophy than in theological studies. Hall answered in the affirmative and Beecher suggested that he go to Germany because there the study of philosophy was more acceptable. Hall stated that while he would like to go, it was not possible because he did not have the financial resources. Beecher wrote a letter of introduction for Hall to Henry W. Sage, a wealthy merchant and philanthropist, Beecher urged Hall to waste no time in presenting it. Armed with this introduction, he called upon Mr. Sage and left his office with a check for five-hundred dollars payable at his own convenience. 9

In May, 1868, Hall left New York on a steamer sailing for Rotterdam. Landing at Rotterdam, Netherlands, he made his way to Bonn West Germany where he entered the University of Bonn. He attended the lectures of Bonna Meyer and Commentator Lange, top lectures in philosophy, who introduced him to their family circles. In order to become familiar with the language and area, Hall studied German all summer and took a walking tour with a young German. In the fall, he entered the University of Berlin where he took philosophy courses. While at the University of Berlin, he met many influential families and friends until the spring

9Pruette, A Biography of a Mind, 264.
of 1870 when the Franco-Prussian War broke out and the university was closed. He then secured a position as war correspondent at Stettin on the Baltic. Some of his accounts appeared in the **New York Tribune**. He resumed his studies at the university when trained correspondents replaced the amateurs. Again, Hall became a member of a philosophical club. He became acquainted with Michelet, a Hegelian professor, Altmann, and Von Hartmann, whom Hall called the "father of modern psychology." While at the university, his studies led him from theology to philosophy, physiology and anthropology.  

Hall returned to the United States in 1871. His long stay in Germany made his family anxious because there seemed to be no place for him in the academic world. He had decided to devote himself to scientific work and had definitely abandoned ideas of a career in the church. He applied for a position in philosophy, but was not successful. According to Louis N. Wilson, the librarian of Clark University, who wrote *G. Stanley Hall: A Sketch*, recorded the modest position in logic and ethics at University of Minnesota fell through as the President wrote he feared Hall was "too Germanized." After failing to obtain a teaching position, he returned to the Union Theological Seminary, in 1871, where a few months later he

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10Ibid., 263.

11Wilson, *Sketch*, 41.
received his Bachelor of Divinity degree. During that summer he was assigned to a small church in Cowdersport, Pennsylvania, where he served as pastor. Returning to New York, he became resident tutor in the family of Jesse Seligman, the banker, who was very influential in elite society. Through this family relationship he also met many prominent people.  

ACADEMIC ENDEAVORS

James K. Hosmer, Professor of English Literature at Antioch College, visited Hall in the spring of 1872. Hall and Hosmer had met while in Berlin. Hosmer had just left Antioch to accept the chair of English history at the University of Missouri and suggested his friend Hall for his old position. Securing the chair at Antioch College was the first professional work for Hall. He worked at Antioch for four years. It was at Antioch where he met and married his first wife who along with their child died a short time later of suffocation from a gas leak in their home. In 1873, he was appointed Professor of Modern Languages and Literature. He took over as chair of the philosophy department when Dr. Edward Orton vacated his post. Reading extensively, Hall studied Darwin, Spencer, Huxley and other writers on the theory of evolution. Hall described his chair as a whole settee. He said:

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12Ibid., 264.
I taught English Language and Literature, German, French and Philosophy in all its branches, preached, was impresario for the college theater, chorister and conducted the rhetorical exercises, and was spread out generally. But, I did a lot of solid reading in spite of all these duties and my four years at Antioch were most profitable ones.\textsuperscript{13}

When Wundt's book, \textit{Grundzüge der physiologischen Psychologie}, first appeared, in 1874, Hall secured a copy and became so excited about the work of the German experimental psychologist, that in the spring of 1875, he decided to return to Germany and to enter Wundt's laboratory. He offered his resignation, but was persuaded to stay an extra year at Antioch because he had not given sufficient notice of his intentions.\textsuperscript{14}

Hall left Antioch at the end of the academic year, in 1876, fully determined to return to Germany on his savings from his fifteen thousand dollar salary of the past four years. He detoured to visit his brother, Robert, in Cambridge where he met the president of Harvard, Charles W. Eliot. The president offered him a tutorship in English at a salary of one-thousand dollars under Professors Child and Hill. He accepted the position in the hope that he might have a chance to teach philosophy or psychology when the elderly Professors Wilbur Parton Bowen or Clifton F. Hodge retired.\textsuperscript{15} In spite of the large amount of required work,

\begin{footnotes}
\footnote{Curti, \textit{The Social Ideas of American Educators}, 396.}
\footnote{Wilson, \textit{Sketch}, 37-38.}
\footnote{Boring, \textit{A History of Experimental Psychology}, 521.}
\end{footnotes}
he found time to attend courses under Dr. Henry P. Bowditch at the Medical School on Boylston Street. Here he worked in his physiological laboratory on the topic, the muscular perception of space, which he later presented as a thesis for his doctorate. He also worked with William James during the two years he spent at Harvard and as a result they became very good friends. Hall's doctoral examination took place at Professor Bowen's house and lasted three hours. Present were Professors William W. Everett, Wilbur Parton Bowen, Henry P. Bowditch, Clifton F. Hodge, William James and Alan Warwick Palmer. He received his doctorate degree in June commencement, 1878. Immediately afterward, he left for his second trip to Germany.\(^{16}\)

Hall, upon returning to Germany, re-entered the university. He devoted much of his study to physiology. The results were two papers, one issued jointly with Johannes von Kries, and another with Hugo Kronecker. His chief interest, in the following year at Leipzig, was in the study of psychology under Wilhelm Wundt. It was in Berlin, in 1878, that he renewed his acquaintance with Miss Cornelia Fisher, whom he had first met at the home of President Hosmer at Antioch. She had been studying in Berlin during the previous year. They were married in September, 1879 and

they lived for the academic year, 1879-1880, in Leipzig. He resumed his lecture courses with Wundt and spent a great deal of time in the physiological laboratory with Ludwig Feuerbach from whom he learned about laboratory techniques.\textsuperscript{17}

Hall's training was unusual for an American. This preparation began with a home life in its Puritan simplicity. His undergraduate years were spent at one of the best American colleges with a year of study at the Union Theological Seminary and a year as a private tutor in the wealthy and refined Jesse Seligman family. Hall taught six years, four years in one of the smallest colleges, Antioch, and two years in one of the largest colleges in the land, Johns Hopkins. Finally, he studied nearly six years in Germany.\textsuperscript{18}

In September 1880, Dr. Hall and his wife returned to Europe. He realized that his training in experimental psychology and philosophy was not readily acceptable in American higher education. However, an academic career was the only alternative to going back to the farm. Shortly after his return, President Eliot proposed that Hall present a course of twelve lectures on Saturday mornings. The university would assume all expenses and the proceeds from the ticket sale would go to Hall. Also, President Eliot

\textsuperscript{17}Curti, \textit{The Social Ideas}, 399-402.

\textsuperscript{18}Wilson, \textit{Sketch}, 47.
would introduce him at the first meeting. The lecture series was well attended and repeated the following year. This launched his career in educational theory and established his contracts for the initial adventure in child-study and, also, as one to be reckoned with in the educational field.¹⁹

From the foundation of the Johns Hopkins University, in 1876, President Daniel Coit Gilman invited a number of men each year to give short courses or lectures at the institution and in 1881-1882, Hall was among those invited. In 1882, President Gilman offered Hall a lectureship in psychology with an appropriation of $1,000 a year for the purpose of building up a psychological laboratory. He accepted this offer and he took up residence in Baltimore at the opening of the college year, 1882-1883. He organized his laboratories and taught such prominent students as John Dewey, James McKeen Cattell, James Jastrow, Clarence Wilbur Taber, William H. Burnham and Edmund C. Sanford. In April, 1884, he was appointed Professor of Psychology and Pedagogy. He lectured on psychology, psychological and ethical theories, physiological psychology, history of philosophy and education. At Johns Hopkins, with James McKeen Cattell, he pioneered in applying laboratory techniques to the study of the mind (many of which he had learned from working in Wilhelm Wundt’s laboratory while in Germany). Hall became

¹⁹Boring, A History of Experimental Psychology, 520.
famous for his application of the doctrine of evolution to education and psychology. Hall had wanted to establish a journal devoted to the new psychology, but was unable to do so because of the expense. In 1887, a gentleman who had heard him lecture contributed five-hundred dollars for the purpose. While at Johns Hopkins, Hall founded the American Journal of Psychology.\(^{20}\)

Jonas Clark invited Hall to become the first president of Clark University on 3 April 1888. A retired merchant, Clark decided to found a university at Worcester, Massachusetts. Hall resigned from John Hopkins, leaving his journal in the hands of Edmund C. Sanford. The invitation was accepted on 1 May 1888, and the president was at once granted a year’s leave of absence, with full salary, to visit Eastern European universities. He returned to Germany where he visited for nine months, at Clark’s expense, many countries, collecting information to aid him in the organization of the new university. On this trip, he sought information from a variety of sources. Books, reports and building plans were consulted. Ministers of education, heads of universities, and above all, leading scientists were visited. On 25 April 1889, he opened his office at Clark and assumed his active duties as president of the university and worked strenuously for the second of October.

\(^{20}\)Hulse and Green, *One Hundred Years*, 12-15.
opening.\textsuperscript{21}

Hall seized this opportunity to put into practice much of the things he had learned and studied for many years. As a result, communication and budgetary problems created strained relations among founder, president and faculty. Hall and Clark disagreed on the purpose of the college. Clark wanted a college where "boys of limited means like himself, when he was young, could obtain an education at a low cost."\textsuperscript{22} While having in mind a university that stressed education exclusively, Hall recruited a distinguished graduate research faculty that was not interested in undergraduate instruction. Clark withdrew substantial support from the university when Hall established a university model that was different from what Clark had intended.

William Rainey Harper, president of the newly formed University of Chicago, took advantage of this situation. At the height of dissatisfaction at Clark University, after Jonas Clark withdrew his financial support, Harper offered two-thirds of Hall's staff twice their salary and fine facilities and they accepted. Hall stated that, "thus Clark had served as a nursery, for most of our faculty were simply transplanted to a rich financial soil."\textsuperscript{23} Hall was left

\begin{itemize}
\item \textsuperscript{21}Ibid.
\item \textsuperscript{22}Ibid., 12.
\item \textsuperscript{23}Ibid., 15.
\end{itemize}
with twelve loyal faculty, forty students and a twenty-eight thousand dollar income until Clark died in 1900. In Clark's will, it was made public that he had provided for an undergraduate college and that Hall could have no connection with it. Because of Hall's ambition, he claimed to have forgotten that he had previously agreed to the clause of having an undergraduate college. The two institutions existed side-by-side, using the same buildings, but under two separate heads. In September 1920, Dr. Wallace W. Atwood became head of both institutions upon the resignation of President Hall and Sanford.  

Hall's relentless energy and need to create was a driving force in his life. The *American Journal of Psychology* came to Clark with Hall. This journal was his personal property. In 1891, Hall founded the *Pedagogical Seminary* (now the *Journal of Genetic Psychology*), the second psychological journal in America. The *American Psychological Association* was planned in 1892, in a conference with students in Hall's study. He became the association's first president. In 1904, he founded the *Journal of Religious Psychology* which lapsed after a decade of publication. He attempted to organize an institute on child-study in 1909, but sufficient funds were not available and the institute never fully developed, except as a museum of education. In 1915, he founded the *Journal of Applied

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Psychology. He was elected for a second term as president of the American Psychological Association in 1924, but he died before the year was out at the age of eighty.\textsuperscript{25}

Hall had an important role in introducing psychoanalysis in America. At Hall's invitation, Sigmund Freud and Carl Jung, well-known psychoanalysts, came from Europe to attend a celebration at Clark University, in 1909, where they met and exchanged ideas with James, Titchener, Cattell and others. Wundt claims that Hall was the first to introduce experimental psychology to America and the first to recognize its pedagogical significance.\textsuperscript{26}

Every moment of Hall's life was full of activity, even until death. From the time of Hall's resignation to his death on 24 April 1924, he devoted himself to completing certain books and articles which had long been under way. Among these were those related to his interest in psychology of alimentation and with the work of Pavlov. Another interest was the psychology of religion. This was a revival of an old interest which culminated in his publication of Jesus the Christ and the Plight of Psychology (1917). In retirement, he tried to understand old age psychology and he wrote his Senscence. After his death, Hall's library was given to Clark University. By the terms of his will, his residuary estate was left as a fund, of which, the income

\textsuperscript{25}Wilson, Sketch, 72-92.

\textsuperscript{26}Hulse and Green, One Hundred Years, 15-16.
should be devoted to the study and research of genetic psychology at Clark University. 27

SIGNIFICANT CONCEPTS AND DEVELOPMENTS

Hall's interests were diverse. He was influenced significantly by the environment around him, by the things that he saw, materials that he read by influential personalities and especially his parents. A few of his significant concepts and developments will be discussed.

Hall's educational theories and personal development were greatly influenced by his experiences and by men such as Charles Darwin, Herbert Spencer and Ernest Haeckel, whose theories he epitomized. Darwin's evolutionary theory emphasized the competition of individual for survival in a frequently challenging environment. Spencer recast Darwinian principles and applied them to socioeconomic and political life. Haeckel, a biologist and a disciple of Darwin, gave scientific credence to the recapitulation theory. Hall's educational theory was a culmination of those theories. He sought to apply laboratory techniques to the study of the mind and it was this application of the doctrine of evolution to education and psychology that made Hall well-known. Hall's life on the farm and the living creatures and natural phenomena about him, aroused his curiosity and laid a foundation for an interest in science.

He was an advocate of nature, another trait he seemed to inherit from his mother. He believed that farm life made for health, vitality and general spontaneity. Also, he believed that the country, more than the city, enables one to replenish civilization by its habits of industry, patriotism, conservation, personal independence and respectability. This belief played an important part in his subsequent thinking on social issues.²⁸

Hall's earliest serious intellectual concern was philosophy. Within it, he came upon psychology and concluded that psychology furnished the true approach to philosophy. Therefore, according to Hall, psychoanalysis is the key to understanding human behavior. Within philosophy, he also assimilated the doctrine of evolution. His psychology was always an evolutionary psychology, or as he called it, genetic psychology.²⁹

Looking to construct a psychology that would rival religion and philosophy, Hall turned to Darwinism. Evolution was one idea he acquired and expanded upon while in Germany. His decision to pin his faith to the doctrine of Darwin and Haeckel was probably due in part to the fact that he was a student of philosophy and psychology. Additionally, the decision was more acceptable to the


academic powers that determined the fate of young academic aspirants. Also, evolution fitted into the dominant mood of America. America had long subscribed to the doctrine of progress and evolution tended to make many who accepted it, more, rather than less, satisfied with the existing social and economic order.

Darwin's contention that man is not a sudden and miraculous creation had since become commonplace. Since no school or field of psychology escaped Darwin's influence, Hall was unique only in the zest with which he pursued Darwinism and the wholesale manner in which he attempted to apply the method and model of evolutionary biology to the mind. The effect of evolutionary theory on psychology would be to broaden its scope and increase its depth. The "new" psychology was nothing less than the description of all developmental stages from the amoeba upward to complex being, according to Hall. The result of this endeavor was a psychology preoccupied with heredity and stressing irrational aspects of behavior. Instincts, feeling, and the unconscious, previously neglected, promised to become a major concern of psychological investigation and serve as a bridge in America from Darwin to Freud.30

Hall's study of evolution confirmed his individualistic belief that heredity was a far more important determining factor than environment. He subscribed to the doctrine of

inheritance of acquired characters and believed in an almost mystical fashion that feelings and impulses were transmitted from the racial and even prehuman experiences of primitive ancestors. The germinal behaviors influenced human behavior far more than ideas and institutions. Hall's theory of evolution repudiated the evolutionary concept of catastrophic leaps. He suggested that in biology regeneration was never preceded by destruction. 31

In addition to the genetic principle, Darwin supplied Hall with a method; the observation of life in its natural surrounding. According to this method, observational techniques might be transferred from physical function to explain the similarities between man and the lower animals in the expression of emotion.

The theory of psychic recapitulation took its place besides the genetic principle and the observation method as the third element borrowed from biology. His belief was that the child, in its development, retraces the cultural evolution of mankind. The theory seemed to hold exciting possibilities for psychology. The concept was not entirely new. Therefore, when it found support in the field of biology it assumed the specific form of the recapitulation theory. Darwin argued that man had emerged from simpler forms of life. More concrete evidence of this appeared in

31 Strickland and Burgess, Health, Growth and Heredity, VII-VIII.
the field of embryology. Mueller indicated that the embryos of higher organisms retrace the forms through which the species have evolved. The appearance of rudimentary gill slits in the human fetus seem to establish that early forms of the phylum had once lived in water. Ernest Haeckel, the famed German disciple of Darwin, seized on the finding and coined the phrase by which the process became known: ontogeny is a brief and rapid recapitulation of phylogeny. Proof of the Darwinian thesis seemed magnificently illustrated in embryonic development, while the embryo also constituted an open door to man's biological past.32

Hall applied the culture epoch theory to pedagogy. According to this theory, the normal individual in his personal development instinctively recapitulates the cultural epoch of the race. A curriculum enriched with the proper materials in lower grades enabled teachers to assist the child in freely expressing the appropriate feelings and impulses which correspond to the given cultural epoch which he is recapitulating. If things go wrong, there must somewhere be a psychic obstacle which the psychologist and educator must remove. Such an obstacle caused repression of primitive instincts. The family, the dominant institution in America, is in accord with the basic instincts inherited from our ancestors. No existing institution met so basic an instructional need as the family. Its function is the

32 Ibid., 1-20.
transmission of the sacred torch of life undimmed. It provides expressions from the most imperious and all pervading instincts of man and instincts which conditioned his individual and social life.\textsuperscript{33}

Hall was eager to apply this biological concept of recapitulation to post-natal and psychic phenomena. For many psychologists, the concept of recapitulation was suspect. However, Hall felt that the jury was still out and continued his research to establish the validity of the recapitulation theory. While other anthropologists traveled to primitive people for clues to life of prehistoric man, Hall asked, why travel abroad when the evidence is right around us? Hall remarked that from one point of view; infancy, childhood and youth are three bunches of keys to unlock the past history of the human race. The infant and child recapitulate the form of psychic expression that marked the evolution of mankind. Many of the keys are lost and others are in all stages of rust and decay. By correlating the results of observations of children with those of anthropological investigations, genetic psychology and anthropology would each throw light on the other, eventually predicting a true natural history of the soul.\textsuperscript{34}

Hall declared that there is no clue by which we can tread our way through all the mazes of culture and the distractions of modern life, except by knowing the true nature and needs of childhood and adolescence. Civilization, religion, all human institutions and the schools, be


\textsuperscript{34}G. Stanley Hall, \textit{Evolution and Psychology in American Association for the Advancement of Science, Fifty Years of Darwinism} (New York: Henry Holt and Co., 1909), 263-264.
judged truly by this criterion: whether they have offended these little ones or have helped to bring childhood and adolescence to an even higher and complete maturity as generations pasted. Childhood is our pillar of cloud by day and fire by night.\textsuperscript{35}

**CHILD STUDY**

Child-study was one of the major contributions that was credited to Hall even though leading educational spokesman had urged child-study long before Hall entered the field. The physiologist, William Preyer, at Jena, became interested in child psychology in the late 1870s and published his book in 1882, only a year after Hall had given his eminently successful Boston lectures. The National Education Association in the United States formed a child-study department in 1880. Alfred Binet's interest in the mind of school children did not appear until 1894.\textsuperscript{36}

The American Social Science Association (ASSA), in 1881, collected information on early studies of children and prepared questionnaires as guides for amateur students of the physical and mental development of the child. One year later, seeking to become a central agency for child-study, it made a bid for general support but attracted no widespread following. Just as the ASSA awakened the possibilities of child-study, Hall, desperate for employment, had returned from his second stay in Germany,

\textsuperscript{35}Hall, *Life and Confession*, 88.

\textsuperscript{36}Boring, *A History of Experimental Psychology*, 567.
eager to apply his vast energies to child-study.\textsuperscript{37}

Before the 1880s, there had been no systematic investigation of child life. In 1879, Henry P. Bowditch, the eclectic Harvard physiologist, had engineered a study of the physical measurement of Boston school children from eight to eighteen and some anthropologists had carried this work forward. But, Hall was the pioneer of child psychology. Wundt claimed that Hall was the first to introduce experimental psychology to America and the first to recognize its pedagogical significance.\textsuperscript{38} Hall’s \textit{Children Lies} was published in 1882. Other similar papers followed, but for the time being Hall was preoccupied in getting experimental psychology, and the \textit{American Journal of Psychology} going at Johns Hopkins. Meanwhile, interest grew and child-study groups formed. At Hall’s suggestion, the Worcester State Normal School collected thirty-five thousand records of observations of school children, all taken under carefully prescribed conditions.\textsuperscript{39}

When Charles W. Eliot invited Hall to give a series of Saturday lectures on pedagogy, many teachers and administrators of Boston schools attended. Through their cooperation, Hall secured permission to undertake a survey

\textsuperscript{37}Strickland and Burgess, \textit{Health, Growth, and Heredity}, 8-11.

\textsuperscript{38}Boring, \textit{A History of Experimental Psychology}, 568.

\textsuperscript{39}Hall, \textit{Aspects of a Child Life}, III-IV.
of children who were entering first grade. Hall introduced a questionnaire method to discover the contents of children's minds, which is said to mark the beginning of child-study in America. The method was not new. It had been used at Bristol, England in 1838, for collecting data about strikes, and later for collecting other statistics. In the old days collecting statistics meant getting data about the state. Galton had adopted it in his already famous study of imagery in 1883, but Hall turned it toward child-study.

The method was acquired by Hall while in Germany where he had heard about the results of a survey of Berlin primary school children in 1869. This survey asked what knowledge children had about common things, places and objects in their neighborhood. Hall enlisted the help of four Boston kindergarten teachers who obtained a great deal of information for him. Hall wanted to know whether the child had ever seen a cow, and whether the children could explain the origins of milk, butter and wooden objects, and the like. They learned, for instance, that eight percent knew that milk comes from a cow, but only six percent knew that leather comes from animals. Hall concluded that children's concepts differ according to the different localities in which they live. He suggested that children should be surveyed in every community upon entering school so that teachers might know what knowledge children possess as a
precondition of teaching. These inquiries were to distinguish the concepts children brought to school from those acquired there. The methodological importance was to show children objects, explain relationships to them, but do not trust them to know meanings or referents to common words, they must be taught.⁴⁰

Child-study, even though it had been around in various forms, was relatively new on the American educational scene. If child-study was to become scientific, Hall realized that his technique needed trained investigators. The opportunity to recruit such talent appeared in 1888 when he went to Clark as psychologist-president. In 1890, he attracted attention by creating there a department of pedagogy. In 1891, Hall founded the Pedagogical Seminary, which was devoted primarily to publishing the results of child-study. Hence, child-study had found a home and Hall became an intellectual gadfly for men and women enthusiastic about the "new science" at Clark. Through lectures and weekly seminars in his home, Hall sought to awaken students to the exciting possibilities for speculation and research that lay with the field of genetic psychology. In 1895, courses in the new pedagogy were being offered at Yale, Harvard, Princeton and the University of Pennsylvania.⁴¹

⁴⁰Ibid., 35-50.

⁴¹Strickland and Burgess, Health, Growth, and Heredity, 1, 14-15.
At Clark, Hall's geneticism brought him from child psychology to pedagogy, and to the special study of adolescence. Growth, imagination and play were some of the topics that engaged his attention. He made extensive use of questionnaires for collecting statistical data so that this psychological method became, in that day, to be particularly associated in America with Hall's name. During the 1890s the child-study movement and its leaders became a rallying point for a "new education."  

From 1894 to 1903, Hall and his associates at Clark issued one hundred and two questionnaires. The topics ranged widely and included anger, dolls, crying and laughing, early sense of self, childhood fears, children's moral and religious experiences, children's prayers; and then for adults, feelings about old age, diseases and death, psychology of ownership versus loss, pity, menstruation, education of women and religious conversion. Syllabi on one hundred and two topics were sent out by the thousands and returned to Clark University where Hall's eager students converted them into publications in the Pedagogical Seminary.  

DEVELOPMENTAL STAGES

Hall made a gospel of childhood. Elevating the child to a new plane of importance, he focused attention upon his

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42 Ibid., 45-60.

43 Boring, A History of Experimental Psychology, 569.
or her needs and peculiarities and insisted that the schools should meet these needs and peculiarities. In the multitudinous questionnaires which he and his students instituted, the nature of the child was investigated and his feelings, hobbies, habits and fancies were cataloged in an exhaustive and expressive manner. Science or scientific speculation seemed to be giving the child the importance that Jean-Jacques Rousseau and his followers had preached. Hall believed that the salvation of society lay in securing for youth sound bodies and minds through education and eugenics. He believed that by giving youth adequate educational opportunities problems could be solved.

Hall held that the child and the race were each keys to the other. The largest possible aspect of all the facts of life and mind was educational. The only complete history was the story of the influences that have advanced or retarded the development of man toward his completion, always ideal and forever in the future. Thus, psychology and the higher pedagogy were one and inseparable. The human being was passing through a series of stages, each distinct in itself and transitory, with characteristics of its own, yet, all lead by a lawful, though circuitous, process to a complete development in the adult form. Transition, succession of stages, was the chief characteristic of childhood.44

Hall felt it necessary to divide the child's life into stages. These four developmental stages were infancy, childhood, youth and adolescence. Each stage had such well marked traits that the same individual, at different times in his life, may seem almost to acquire a new character or to become a different organism. Infancy, the period from birth until the end of the second, was especially a time of physiological development and sensory experience. Childhood, from two to eight, was characterized as a time of imaginative activity. Youth, from eight to twelve, was a period of practical adjustment. Adolescence was a time in which the emotions dominate. Hall’s focus was on the ages between eight and twelve and adolescence.\textsuperscript{45}

Youth stages, the years from about eight to twelve, constituted a unique period of human life. The acute stage of teething had passed, the brain had acquired nearly its adult size and weight, health was almost at its best, activity was greater and more varied than ever before, there was peculiar endurance, vitality and resistance to fatigue. The child developed a life of its own outside the family circle and its natural interests were never so independent of adult influence. Perception was very acute and there was great immunity to exposure, danger, and accident, as well as to temptation. Reason, morality, religion, sympathy, love and aesthetic enjoyment were slightly developed. Everything

\textsuperscript{45}Ibid., 411.
suggested the culmination of one stage of life as if it represented what was once, and for a very protracted and relatively stationary period, the age of maturity in some remote state of human evolution. Thus, the boy was father of the man in a new sense in that his qualities were indefinitely older and existed well compacted, untold ages, before the more distinctly human attributes were developed.

Hall declared we must teach nature. We must visit fields, forest, hills, shores, the water, flowers, animals, the true home of childhood in the wild, undomesticated stage from which modern conditions have kidnapped and transported him. Books and reading were distasteful, for the soul and body cry out for a more active, objective life and to know nature and man at first hand. These two staples, stories and nature, by these informal methods of home and the environment, constitute fundamental education.⁴⁶

For Hall, the adolescent stage of life was one of the more fascinating, more worthy and in need of examination and service. The teaching of adolescents was to be humane, a noble and satisfying vocation. Adolescence was a crucial decade of life in that it was responsive to wisest adult endeavors. To love and feel with the young made the teacher love his or her calling.⁴⁷

⁴⁷Hall, Aspects of a Child Life, 397-422.
Hall believed that the educator had a definite function in helping to achieve satisfactory relations between the individual and institutions. The teacher was to see to it that education did not obstruct, but facilitated "natural evolution." Education must make the individual the fittest he could possibly be. Hall believed that high school, college and the university have an important role to play in readjusting and developing institutions to make them in accord with man's nature.

It was this function that led Hall to attach an almost religious significance to research. Also, to education he ascribed the task of counteracting the dominant tendencies of standardization, an evil believed to retard the natural source of evolution. The kindergarten, breaking away from the formal function, should have offered music, dancing, storytelling, training the larger muscles and the principles of health and hygiene. Hall believed that the elementary grades might counteract the standardization of life by basing the curriculum and the methods of teaching on the "true needs" of the pupil revealed by child-study. Everything in the school, its subject matter and equipment, was to be measured by the needs of the child at each particular stage of development. Children's needs were to be discovered by the inventory or questionnaire method, even though some psychologists felt this to be an unreliable means of revealing native traits. Hall's goal, child-
centered education, was: children should learn the joy of good health, become sensitive to nature and recognize that life is for service.\(^{48}\)

Granville Stanley Hall's life was rich with experiences from his childhood through his death eighty years later. His early childhood and youthful experience with his family provided much of the impetus for his later theories of elementary education.

He received an education that was unusual for most Americans. Even with his unusual education, he was not sure what he wanted to do with life. He knew that he did not want to be a farmer, his father's trade, and was unsure about the ministry; his mother's choice. Meanwhile, Hall wandered through; reading, traveling, studying, researching and finally decided to culminate all his learned knowledge into the area of child psychology. Hall pursued his choice even against the rejection of being "too Germanized" according to Louis N. Wilson.\(^{49}\) Hall was not above using what was already established in other educational areas to pursue his endeavors. Hall borrowed many ideas, from biology, psychology, philosophy, and the like, and adding massive research made the idea uniquely his. He became famous for his application of the doctrine of evolution to child development, education and psychology.

\(^{48}\) Curti, *The Social Ideas*, 397-422.

\(^{49}\) Wilson, *Sketch*, 41.
Hall's view of the child was timely in that it was expoused during the transitional period (1890-1920) where the needs and interest of the child became paramount. The trend was away from fitting the child to the school, but rather fitting the school to the child. The child and his maturation was of significant importance to Hall, the father of child-study in America, who believed that each stage of the child's development revealed the secret to "his" education. Each child was unique and deserved to be treated as an individual and not as a unit. Exploration of Hall's ideas concerning the child and his development will be further illustrated.
CHAPTER TWO

THE CHILD

The child was uttermost in the mind of Hall. The Progressive Era (1890-1920) afforded Hall the opportunity to creatively explore his ideas about the child and to propose an alternative to the stagnant system already in existence. This chapter includes topics such as, the purpose of child-study, the effects of child study, the child, rights of children, influence of the child, the importance of play, the nature and needs of the child and the love of nature and growth, areas in which Hall had strong convictions.

During the Progressive Era, the view of the child and how the child was to be educated was beginning to change. The child was no longer considered a miniature woman or man, or someone to be ordered and commanded about. Hall made a gospel of childhood. He focused attention upon the child's needs and wants and insisted that the school should meet those needs. Previous to that era (1890-1920), educational history dictated not only what was to be learned, but when, and where as well. In this chapter the writer will illustrate how Hall perceived the child and what he felt the child's need was in education.
Educational history was not only a history of facts, but also of theories. Many educators claimed that in education we began with preconceived ideas and neglected to consider the actual condition of the child to be educated. On the other hand, some followed theories and presumed the validity of the facts upon which they rested, others rejected theories and claimed that educators must first find the facts in order to identify underlying principles and build on them. A school of zealous educators of which Hall was a member sprang up in America who made their primary objective in education the study of psychological phenomena in children. They also wanted to provide the needed principles for better teaching and for training the young. They called their science by various names, experimental psychology, paidology, and more simply put, child-study.¹

Hall was instrumental in forming, in Chicago, a national society under the name of the American Association for the Study of Children. Dr. G. Stanley Hall, a pioneer American educator in child-study, was elected president of the association. The following summer, July 1894, a department of child-study was established by the National Educational Association, which was also under the leadership of Hall. Hall's efforts along with those of the national organizations had a significant influence upon the public

¹G. Stanley Hall, "Child Study," Bureau of Education 1, Parts 1 and 2 (1895): 357-364.
schools in the United States. Hall's view of child-study, a concept he was instrumental in developing had become well-known in educational circles.

PURPOSE OF CHILD-STUDY

Child-study was based upon four distinct fields of research which consisted of anthropology, pathology, testing, and child psychology. First in the field of anthropology, the emphasis was placed on the study of the human species from infancy to old age. Reference was made to four main periods of human development which were identified as infancy, childhood, youth, and adolescence. Hall argued that each stage of development exhibited such well-developed characteristics that the same individual, at different stages in his life, appeared to acquire a new character or had become an entirely new and different individual. The second component of child-study was pathology, which dealt with the flaws of childhood. Several of the faults included the study of dolls, pity, hate, play, fetishes, and so forth. The study of the child became the study of particular children. Each child has his own unique personality. No two children are alike and should not be treated as such. Hall felt that each child should be taught according to the specific needs of the individual child.

The third component consisted of testing with relations to

2 Ibid.
sight, hearing, sensitivity of muscles and vulnerability to school-bred diseases. Hall felt that:

the modern school placed a tremendous strain upon the child. It is irremediably bad if the child’s health is in any way damaged by the school. It is better to let children grow up in ignorance than to damage their health. 3

Finally, the study of the child’s mind dealt with the child’s capacity for learning. In the study of "The Contents of Children’s Mind Upon Entering School", Hall tried to determine what students should know and what they do not know.

Hall maintained that child-study was of immense practical value. He felt that:

it relates to every question that deal with the proper methods to be used by teachers in developing the powers of the child’s mind through education. This education arises from the child’s own physiological and psychological make-up, in a more or less refined way, and by developing his or her inborn powers. The child-study upon which pedagogy was to be based should include every scientific study relating to a child’s mind and body, among them psychology, physiology, neurology, and anthropology. It was the only area that could give an exact basis to educational methods. 4

Hall believed that everyone who took the child seriously could and would benefit by the efforts resulting from child-study.

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4 Hall, Child Study, 357-364.
THE EFFECTS OF CHILD STUDY

Hall firmly believing in his theory of child-study and its practical nature suggested that child-study was applicable especially in elementary school and in other levels of schooling. He stated that:

The practice of child-study is primary and directly for the sake of the teacher, indirectly for the sake of the child, and incidentally for the sake of science. The best results of child-study were to affect the teacher's own life and keep him or her in loving, conscious contact with the children being taught. It educates, stimulates, and keeps the teacher young in touch with her students. If teachers kept in close contact through observation of their students, they too would continue to grow. By sympathetic contact with children, there is a growth for the teacher that no educational device could equal in efficiency.\(^5\)

According to Hall, the teacher should know the nature of the child's mind. Because the study of educational methods were confined to mere theories in earlier years, as a result of child-study, alert teachers should see that it was much more important to study the minds of students with whom they interact in their classrooms rather than rely on theories. By careful observation the teacher's attention was redirected from abstract themes and mystifying discussions to the concrete child, living and moving in the classroom. Hall stated:

teachers should know that every child in the room they touch has somewhere a secret spring, and it unfolds wonders, while not reducing the overall efficiency of the classroom.\(^6\)

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\(^5\)Ibid., 2-16.

\(^6\)Ibid., 360-364.
Hall further stated that:

some teachers fail to study the child's nature because they think its their role to 'impart instruction' or 'infuse information,' rather than to 'educate' or 'unfold.' Others are conceited enough to believe they have sufficient knowledge of childhood based on their own experiences of their early years, forgetting that these remnants are incidental memories rather than characteristics. Child-study enables teachers to adapt their methods to the child. In this way, teachers will not merely run the school machinery and keep order, but will influence every child in the classroom. The scientific value of child-study was that it involves a new contact between the best science of the day and the best teaching of the time. 7

According to Hall, child-study had three major advantages, one of which was health. He suggested that:

The beginning of child-study should emphasize the child's health which will also enlist the interests of parents. One sign of health is exuberance in which the child rejoices in play, experiences happiness, and the joy of life. Another advantage of child-study is that it makes old things new. The first prerequisite of the good teacher for young children might perhaps be said to be: Does that teacher succeed in opening the senses of the child? The object of the teacher should be to get the child in a condition of responsive sensitiveness to every aspect of nature. All education should be directed to the unfolding of the senses and to the widest possible development of the mind. So, what one wants is to get as many sensations and as many different views of life as possible. The main point is to get the whole child into school. It makes the teacher young. It converts age into youth. 8

According to Hall,

There is no panacea for keeping the heart alive, and there is nothing to keep the heart on fire like the great love of children. Their minds are a very small affair, their life is in the heart. The heart must be cultivated. The things that enter and stay are those elements which go through their minds to the will and

7 Ibid.
8 Ibid., 10-16.
heart. The joy of being is the prime element of life. No thoughtful teacher can continue the systematic observation of the life and growth of a child without concluding that he is largely influenced by three powerful agents—the home, the school, and the neighborhood. Given intelligent cooperation between the first two, the third is largely controlled. But, not until this is done can there be any hope of making the harmonious education of the child a comparatively certain thing. 9

Hall further suggested that child-study seeks unity or wholeness.

The various elements of nature needs to be integrated so that they will not be easily broken up. The essential goal of childhood education is unity of all the faculties. All must be brought into their relations with one another. They grow together by association. The elements of the child's mind are separately formed and then integrated. It is important that their combination be thorough, so that the personality will not be separated. The unity which is fundamental for moral and ethical behavior should be the cardinal aim of education. Since it is natural for children to be selfish, let them be selfish. Do not impose upon them artificial conformity to adult standards. A child is a bundle of sentiments with all the tender feelings of the adult. Not the intellect, but the heart of the adult and child are almost alike. Therefore, teachers should appeal to the heart, the strength and source of life. The child should receive a rounded education. If the school does not do that, it does very little for moral civilization. 10

Hall proposed that information learned from child-study should be used in reconstructing educational methods.

The living, playing, romping child embodies all elementary psychology. Every great educational reformer has been a person who lived in closest touch with children. 11

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9 Ibid., 357-360.

10 Ibid., 1-5.

11 Ibid., 358.
The ultimate aim of all of Hall's endeavors was the child in all areas of his life.

THE CHILD

The chief goal of child-study was to call attention to the individual child. Child-study opposed the trend to mass teaching among teachers. Hall submitted that:

Child-study increased interest in studying and observing the child out of school. It also emphasizes family home life. It sought to convince teachers that the formal curriculum is but a part of the total education of the child. By introducing the theory of evolution into the study of human life and development, it made education a form of applied biology. Further, it focused philosophy of education away from abstract metaphysics to nature and needs of the growing child. ¹²

Hall recommended that in educating the child the intent was to start with the information given by the child and not what society expected the child to know. He implied:

The educational community tended to take a cross-sectional view of the child and make education the same for every one disregarding individual differences and needs. Fear and doubt are the engines of progress. It is hard to stay in rapport with childhood because we have forgotten our childhood, but we must try and live where the child lives. Teachers must arouse in the child those emotions which stimulate the things which are to be developed. Each stage of development, infancy, childhood, youth, and adolescence, should be exhausted. Children rise through all the stages and not over them. The child is not a blank sheet of paper. Children must be developed to their highest possible potential. The test of every civilization and every culture is what they do for minds that are growing, those that are most plastic. There is nothing so worthy of life as the soul and body of the healthy growing child. Unity with nature is the glory of

childhood.  

Hall believed that adults (teachers, parents, etc.) had a higher calling. Hall hypothesized,

that the only reason for adults living after this period is really, biologically speaking, is to serve the young. A good test of a woman and a man is what they do for serving the next generation. Among those nations that are most civilized are those that bring the young to their fullest and completest maturity. Those families, churches, nations, and schools are best that do the most to bring the young safely to maturity, who train them to be better Christians, better men and women, in both soul and in body.

Children’s rights was another area where Hall held strong convictions. Nothing in a child’s life should be ignored, especially the rights of the child. He suggested that the rights of the child should be considered equally, if not exceed, the rights of adults.

**THE RIGHTS OF CHILDREN**

According to Hall, people are eager to insist on rights for themselves and duties for others. While parents and teachers are keen in defining children’s duties, they inadequately recognize their rights. Hall exclaimed in the modern area particularly, adults were in danger of losing touch with childhood. He suggested that the community needed an educational revolution in which the school was

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made to fit the child instead of the child being made to fit the school. Everything in the school—the building, subjects, and methods—should be tested by the child's nature and needs. Democracy can only be complete when it hears from its children. According to Hall, the following were proposed unalienable rights of childhood.

One, the right to be well born. Two, children have a right to decent hygiene. Three, every child should be at every stage of development, wherever and whatever, in the institution from which it can get the most good. Four, every child before satisfying the requirements of the law of school attendance, should have some vocational guidance. Five, the child has a right to know something of civics in order to become an intelligent citizen and contribute perpetuating self-government. Six, the child has a right to more moral attention. And seven, the child has a right to play.\(^{15}\)

Hall theorized that no one could study children seriously without realizing that each individual had possibilities which even the most gifted fails to develop fully. Possibilities and potentials lie dormant in every well-born child. Hall reiterated that the worth of the state, church, home, school, literature, science, and culture is what they contribute, first, to have children born well, and second, to bring children to the fullest maturity of which they are capable.

Hall suggested that especially for little children, restraint should be minimized. He stated that:

Their surroundings are to them a school. Their need is

\(^{15}\)G. Stanley Hall, "Children Rights," \textit{The Kansas School Magazine} 1, No. 5 (May 1912): 183-187.
to get in touch with their surroundings and with nature. And when they do, they grow by leaps and bounds. Since it is in the early years that this progress is most rapid, early childhood should emphasize freedom. These are the years when all children should have plenty of free association with others their age. Therefore, should be an incidental development of language for the child. If taught unconsciously by story-telling rather than the conventional method, play becomes the chief agent of education.\textsuperscript{16}

Childhood should remind us that the "substance of things hoped for" are found chiefly in the growth that comes through normal and interested endeavors to accomplish something. This suggests that the child’s education should emphasize initial processes more than the finished product.\textsuperscript{17}

Hall realized that the time had come, with the climate changing concerning the child, for a consensus among parents, the community, and those being taught (the children), regarding rights, privileges, and mutual respect, if the child was to reach his optimal potential. Hall’s feeling was that the child was shaped by the events and by the situations in his or her life. He also believed that the attitudes and values exhibited in the presence of children sowed fertile seeds that would germinate in the child at some future time. These influences could be


\textsuperscript{17}Fletcher B. Dresslar, "A Morning’s Observation of a Baby," \textit{Pedagogical Seminary} 8, No. 4 (December 1901): 469-481.
negative or positive thus affecting the individual outcomes in the child's life. The ability to help the child to reach his or her zenith involved allowing them to explore their environment with limited interferences.

THE INFLUENCE OF THE CHILD

Belief in the power of man to influence another person is a very old adage. Historically, certain groups were assumed to possess a supernatural power that made them mediators between their fellow man and the gods. Because of this influence, there was a need for close relationships among children by parents and teachers. Further, the attitudes of the teachers, parents and the educational community strongly influenced the taste and ideals of the child. Even though a teacher may interest students in a particular field of study, personal interest in the student, the ability to appreciate the good in him, are necessary to awaken purpose and develop strong character in the child.18

Hall agreed with researchers who were exploring child behavior that every one involved with childhood, whether the father in the home, the teacher in the school, the probation officer, or the judge of the juvenile court, that positive examples are needed in dealing with the human character. Character comes from within, through the human mind, and not from without. From the period of infancy, educators have

known the importance of good regular habits. Infancy was believed to be the most effective time for the beginning of character building. The child is led gradually and unconsciously to self-control. There should be no conscious training, no conflicts, no scenes, no force, nor coaxing. Simple maternal or paternal tact should be the tool to bring about the desired results, without calling attention to any stubborn or adverse tendencies in the child. 19

Hall was the prominent figure in the child-study movement. His teaching, lectures, and research articles were widely published and read by experts and laymen alike, thus leaving the door open for others interested in the field. One of Hall's disciples who took advantage of the opportunity to research, write and publish materials on the child was Ellen Clume Buttenwieser. Research by Buttenwieser on "The Obstinate Child" served to further substantiate some of Hall's theory concerning the child. In the early years, the child's physical needs come first. Caregivers should see to it that the child is healthy and comfortable. The child should not feel any discomfort from the lack for food, sleep, or rest and above all, when a child is hungry, sleepy, sick, or tired, to attempt to train is useless. The child should not suffer because of our mistakes or lack of anticipation of need. When the physical needs of the child are crying for satisfaction it is useless

to command, to improve, or to reason. 20

Even at an early age a child’s individuality should be respected. The adult never knows what will appeal to the fancy of a child and give it pleasure. Children have their own separate individuality which we should respect and not force our will upon them unnecessarily. Finally, children are very discerning. Adults should expect a reasonable attitude on the part of the child. When the child understands that the adults are reasonable and just, and when the adult understands the nature and the needs of the child, he can better help the child to experience certain liberties and consequencies within designated limits. The more patient the teacher, the sooner the child will learn. A child has a right to expect a generous attitude from his parents and other adults. It is important that a child should not be too rigidly censored even when he or she is at fault. The child should not be made to feel any one’s dissatisfaction when the child has simply fallen short of the ideal. 21

Research confirmed that the child’s environment, upon which he or she depends, includes the attitudes of parents, teachers, aunts, uncles, and other interested friends. A good opinion and confidence in one’s self is crucial and

20Ellen Clume Buttenwieser, "The Obstinate Child," The Pedagogical Seminary 18, No. 3 (September 1911): 315-328.

should be fostered. There was nothing that affected a child as much as a poor opinion and a lack of confidence in him or herself. Even if he or she has forfeited a good opinion, he or she must never feel that an adult thinks their case is hopeless. It is better, when possible, to allow the child to consciously choose the right thing. The idea is not to fight the bad but to foster the good.\textsuperscript{22}

Another area of significance was suggestibility. Suggestibility is a natural condition of the mind which makes it possible for psychic activity to be induced in a human being by means of a hint, sign, symbol, indirect question, proposition, or association. Hall agreed that this method aids the child in becoming an independent thinker. The child is expected to rely upon his own resources. The learner's interest is deepened by providing the joy of discovery. Learners see themselves just as he is and that kept him close to nature. Suggestibility helps make the teacher unnecessary to the child and made the child master of himself.\textsuperscript{23}

Another factor was imitation. The child learned by imitation. The child's energy must pass from potentiality to actuality. Whatever new and exciting things he sees in the movement or condition of objects about him, provided he already has the experience necessary to appreciate this

\textsuperscript{22}Buttenwiester, "The Obstinate Child," 315-328.

particular thing, he imitates. The child lives under the influence of sensation and emotion. Every perception was a force pulling in a certain direction and the child follows until he has grown enough to resist. Stressing a permissive learning environment, repression, prohibition, and compulsion should be minimized and encouragement, permission, and liberty to choose, maximized.\textsuperscript{24}

Hall was an avid believer in play and freedom for the elementary child, a belief he shared with his predecessors, Friedrich Froebel and Johann Heinrich Pestalozzi. Rousseau in his book, \textit{Emile} was one of the first to suggest an extended or prolonged natural education. Through a natural play educational program, Hall believed the child was afforded the best opportunity to develop mentally, emotionally, socially and physically. This child via play activities experimented with new ideals, different environments, that helped the child to become a better problem-solver. The lessons learned, Hall believed, would be the foundations the child would need to be successful in a more structured curricular program and in his future life work. It was for that reason that nature should be the child's first classroom.

THE IMPORTANCE OF PLAY

Hall recognized the child as a complex multidimensional being with the ability to take in information and expel learned information. Play and play therapy was used by Hall and he felt that it should be required in elementary education. Hall recognized the educational significance of play like Friedrich Froebel and Johann Heinrich Pestalozzi, his predecessors. Hall believed that the child should be treated like a child and allowed to act like a child, therefore, play was essential for the development of the child. "Play for the body," suggested Hall, is analogous to imagination for the mind. The child does everything by playing. Many play activities are not anticipatory to work but are necessary to develop the mind and body. Children have to live over or recapitulate in a great many respects, the activities of the race. 25

According to Hall, play was a necessary part of nature's economy in getting rid of superfluidities.

There are reasons why children need to lie or to practice certain things, which if adults did them, would be criminal. If not allowed to do these things as children, when these activities are not criminal, tendencies grow and liable to reoccur in later years. Childhood needs to be given large latitude in doing, thinking, and feeling to clear the soul of the debris of the past evolutionary stages and create a foundation for the development of humanity. If the child does not have a chance to vent these faculties when they are young and can be vanquished, then they are liable to develop as the child grows and become abnormalities in later years. The doctrine of play requires a great deal of diminution in our severity of judging the children's conduct. Play functions to vent these bad

activities and to recapitulate in play form what constitutes the lives of savages, or in strictly evolutional terms, the lives of animals.  

Again Hall suggested that we must not apply adult moral standards to the child. Childhood has its rights, declared Hall, and through play—the seat of all dreams—children grow and develop from infancy to responsible adults. If you do not give children an avenue to creatively express themselves through play, they make up their play through fantasy, day-dreaming. This is play—play of the mind. "Play is the primeval paradise from which the child gradually emerges." 

Major components in Hall's research of evaluation and recapitulation deals with the theory that the child and the early history of the human race are keys to unlock the nature of the other. Hall stated:

to understand either the child or the race one must constantly refer to the other. Most play and games are not practicing for future occupations. They are repetitions in abridged and sportive form of the serious occupations of their ancient forbearers. The best definition of childlife is that it epitomizes early human occupation. The child's acts relive the history of the race, just as rudimentary bodily organs tell the form which he has inherited in every tissue. The will of the child seeks to release this past, as if his early ancestors were struggling to make their influence felt in the child's life. Hall suggested that city life tends to minimize, if not eliminate many of these ancient influences, while country life favors their unfoldment.  

26 Ibid.

27 Ibid.

In addition to recapitulating race experiences, Hall found that play developed children's muscles. In play, children use their muscles and learn to develop them. He said:

During ages six, seven, and eight, the power to use the finer muscles of the face, the tongue, the larynx, and fingers are growing faster than at any other period of life. Children were not made to sit still. The best attitude of a child is when its mouth is open with attention. The child has no thought without motion. Motion and thought go together. If you make them sit still they cannot think. Their minds will not function unless their bodies move along with them.\(^{29}\)

Hall recognized that work and play are different and that play is the work of the child.

The child should not be forced to work but encouraged to play. Work requires a person to do something you do not want to do because someone else makes you do it. Play is essentially what one loves to do. For some children, it is difficult to make distinctions between work and play. The child's natural tendencies indicate that adaptation to adult occupations furnishes healthy materials for his or her activities. From the age of four or five years, considerable amounts of play contributes to the free development of children in connection with their social instincts. In the early years of school life action should have a prominent place. Any formal teaching should be subordinated to activities. Verbal expression should be developed spontaneously with action.\(^{30}\)

Hall advised that while the child should play at a variety of industries, play should be play. Children should be free to play when they want to and stop when they want to

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stop. Work was not done for the pleasure it gave, but for a higher purpose. Play was defined as "that which is done for the pleasure it gives us. Work may be accompanied by pleasure, but it is done for a purpose."31 Play, nature, the child were one and to study one was to study the other. The physical nature of the child was an interest that Hall paid particular attention.

In the previous generations play, nature, and the child were viewed as separate entities, but Hall envisioned them as an intricate part of each other. In "The Story of the Sand-Pile," a group of boys and girls created from a pile of sand a complete society with industrial, administrative, moral, geographical, mathematical processes, and so forth. Hall theorized that those abilities were innate in children and that they could be and should be worked through naturally with minimal supervision and observation from adults. Consequently, the children were able to solve problems well and wisely. Their observational techniques were sharpened and their industrial processes, methods of administration and organization were put into practice. In essence, the children need to labor through many of life's situations by the means available to him, which was play, and nature provided the classroom.

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The Nature and Needs of the Child

Another aspect of the child that was important to Hall was the needs of the child. Hall thought it necessary to allow the child to express his primitive feeling and emotions. Dr. Hall believed in letting boys fight, which was not necessarily a progressive idea. He suggested that:

boys should fight if they wanted to. If they didn't fight there is something wrong with their mental and moral make-up. Children are naturally savages, murderers, and criminals, and that premature attempts to alter their primitive ways do more harm than good. Boys are robbers, bandits, and fighters by nature. 32

In Hall's studies, he described the kind of clubs and societies boys joined as predatory.

All of the members thirsted for blood and all of their plans were for thievery and murder. In recapitulating the primitive age, the instinct of the savage survives in him. In his primitive state, man fought with his neighbors. His one thought was to secure the greatest possible advantage for himself. And, so it is among the child. Having no logical idea of right and wrong, everything is a matter of expediency. In a child's mind the fear of punishment takes the place of moral reasoning. As he grows older, by nature's processes, he becomes a reasoning animal. Believing in healthy quarrels and fights, Hall believed that physical courage is the foundation of moral courage later in life. 33

Hall also believed in the punishment of children. He believed in corporal punishment in the school, again not your typical progressive sentiment. He felt that it should not be carried to excess, but the fact that an incorrigible


33 Ibid.
boy knows that the teacher may whip him was a tremendous support to the teacher. He did not want the boy to be whipped severely; but if he is to be controlled, according to Hall, the child needs to know that he could be given a good licking. Within reason, he believed in allowing children to bully and fight each other at school. He suggested that the English had the right idea about such things in their schools. The children there soon found out who was master.34 Finally, Hall talks about the interrelationships between nature and growth as it apply to the child. The child through nature was made complete and areas such as good, heredity, instinct played a major role in child development.

THE LOVE OF NATURE AND GROWTH

Nature, according to Hall, was the first love of every child. He stated:

Every child who does not feel that love is in an abnormal state. Those who love children must love nature, children, and God together because they were never meant to be separated and cannot be separated without injury to all. Like a plant, the child lives out-of-doors in proper season, without forcing. the child is the center of all educational effort. Nothing is too great or too insignificant to be considered in relation to his proper development.35


Hall viewed nature, the child, and God as all encompassing and placed a significant premium on such items that could adversely affect the child’s development. Hall knew that many things went into making the child healthy, one of which was food. He stated:

The child will grow no matter what he eat, no matter how sick, no matter how tired. Later stages of growth raised man above his progenitors, the highest animals. The body is a living temple, the acme of civilization. Children may appear to be stupid because of poor food, especially at lunch time. It was impossible to adapt to new foods after adolescence. The child should be trained to eat plain food, not too rich, and properly cooked. Growth is the end and aim of everything and perfect growth is dependent upon happiness. When we acquire a thing we transmit it to our offspring. We transmit only permanent acquisitions. Things become automatic and sink to the base of the brain, they can be physically transmitted to children. Nature submits to the law that an ounce of heredity is worth a ton of education.  

Hall felt strongly about other concepts related to growth. They were heredity and instinct. He stated,

Instinct is that part of the child given at birth. The child is dominated by instinct. Feeling and instinct are spoken of together. Memory, imagination, and consciousness are not as large as the will. The muscles are the organ of the will. Instinctive feelings are larger than the will, even larger than the intellect. The fact was recognized that out of the heart are the issues of life--as a man feels he acts. Good nature is the mother of all the virtues. 

Hall asserts that:

nations as well as associations, institutions, schools, religions, and everything else, when judged by the highest standard of right and wrong, will be pronounced good or evil in proportion as they have ministered to

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36 Ibid.

and conformed to the nature and needs of childhood, adolescence, and youth. That civilization, that school, is best that brings the child to the fullest and ripest maturity. That nation is best that has devised the most efficient method to do this.\textsuperscript{38}

Hall tried diligently to keep abreast of the changes in the social attitudes and the educational climate. The attitudes concerning the child had begun to change and Hall wanted desperately to be a part of that change. For Hall the child was a complex being. He felt that the child should be treated as a child and not as a miniature adult. He surmised that the child goes through a combination of mental, physical, spiritual, and psychological changes, all of which are equally important. Consequently, a significant aspect of Hall's developmental theory was the unity or wholeness of the child. The ultimate aim of education, for Hall, was to develop and nourish each of those intricate parts of the child's personality. Each need, desire, or want needed to be addressed at each developmental stage. Failure to develop the child in all areas and at the appropriate stage of development was miseducation of the child. Careless disregard of the child's needs could lead to more severe problems later on. The child was transformed through proper nourishment of his needs and wants into mature, well-rounded, adults. Hall's godlike status given to the child was not always received well by educational

community but, Hall was convinced and took his ideals about the child to lecture circuit, seminars, and such.

Hall was just as passionate about the teacher. His vision of the ideal teacher and the influence he or she would have upon the child was of paramount importance. Inquiry by others on the effective teacher in his or her role in the school further supported Hall in his supposition that training, character, social status, and such, should be afforded those who wished to guide, model, and shape the youth of generations that followed.
CHAPTER THREE

THE TEACHER

In this chapter the writer will review the different aspects of the teacher as it relates to effective teaching in the elementary school. A brief synopsis of the literature includes topics such as teaching as an art, the characteristics of the teacher, female and male teachers, the age of the teacher, the social status of the teacher, the training of the teacher, and the health of the teacher.

During the Progressive Era there was abundant research dealing with the teacher and the role of teacher. Hall was not shy about borrowing ideas, concepts, and research results already in existence to formulate his own ideas about the kind of teacher he wanted in his ideal school. An assortment of research was edited by Hall and published in his journal, The Pedagogical Seminary, established to report relevant research regarding child-study. Many of the concepts Hall adopted as his own because they were in harmony with his own ideas. In this chapter ideals and concepts that Hall assumed as his own from other researchers are espoused.

The teacher’s role in elementary education, like that
of the child's, was very important. The often quoted saying of Bernard Shaw that "those who can do, and those who can't teach" seemed to describe the mood of the time. For many centuries it was believed that all scholars could teach, since learning was monopolized by a few who were teachers. Investigations later observed that not all scholars are skilled teachers and that some of the differences in teaching competencies were attributed to methodological skills. Further, the general principles of psychology, physiology, and ethics furnished a criterion that could be used in creating the science of teaching. Research revealed that teaching ability involved several factors and while many may secure a license or a position, not all are effective teachers.1

Research linked teaching to the social and political order. In a democracy, life was best expressed in intelligent, willing service and also in expressing the pleasure of freedom. Hall believed that education was essential to enable persons to choose a free life. Those who wish to live in a democracy should be able to detect inaccuracies and replace them with the truth. Hall believed that freedom of action was conditioned upon knowing the truth. Therefore to cultivate a love for truth and to

ignite a passion in the child depended more upon the spirit of the teacher and the manner of teaching rather than of what was taught.²

Hall discerned that everyone who desired to teach, and had the credentials, would not necessarily make suitable teachers for the child and that there are other innate qualities that are needed. A couple of these innate traits were loyalty and patriotism. Loyalty and patriotism for America's national institutions were ideals that were not necessarily formed by agencies. As ideals, rather than school subjects, they were developed slowly by educational processes. Furthermore, those ideals rested upon broader foundations and the most important forces were the strength and quality of the ideals possessed by the teacher of the school child. Democracy required that teachers inspire, aid, and guide children to realize their powers and aptitudes.³

Previously, the educational community, in Hall's view, took a cross-sectional view of the child and taught every child in the same way. The teacher taught according to a set pattern for all. Hall believed that teachers have distinct functions to perform. Most important, as Socrates


expressed it, was that of intellectual midwife whose task was to help ideas into life and guide the development of the child's mind toward his interests through self activity. A second purpose was that of drillmaster whose work was to see to it that ideas acquired were properly and firmly established so that they become mental habits. The third function involved the educator who provided the child with methods of studying which were least fatiguing and most productive. Instructor, coach, and tutor represented three types of teaching and most teachers should possess those three types of teaching skills to be successful. The proper performance of the first function made the other two more effective.  

Teaching, for Hall, was an art which had as its bases psychology or educational psychology. Like the artist who had an ideal of beauty which he seeks to embody in color or marble, the teacher embodied in words, or in a lesson, concepts, ideals which were adapted to the child's mind. Through those lessons the child becomes familiar with particular ideas. The teacher who was devoted to truth had an intensity which impels the child to some kind of expression, whether his particular ideal was art, music, teaching, or poetry. The teacher's role was to work with

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ideas of objective truth.\textsuperscript{5}

Each child was different and each teacher was different. Hall believed that the teaching process was best analyzed while teaching was going on. The skilled teacher’s ideas were made clearer within a broad network of associations and if the teacher possessed a keen insight into the minds of those whom he wished to teach, his ideas were presented naturally. Teachers who were aware of their pupil’s deficits, prepared his lessons carefully, decided on the subject matter to be presented and on the proper method to be used.\textsuperscript{6}

The art of teaching involves the analysis of teaching which included attitude, form, content, and structure. The attitude depended on whether the teacher was presenting materials or was watching the learner striving to assimilate the new ideas. In the first situation, the teacher had a "fixed" attitude toward what he is presenting but in the second, the teacher had an attitude of inquiry. In each situation the teacher was reasonably sure that the child was able to understand, but had the teacher understood, made the right associations, and arranged ideas logically are the questions the teacher must answer to encourage the learner’s development. Teaching was making that which was objective, subjective in the learner’s mind, henceforth, it became

\textsuperscript{5}Ibid.

\textsuperscript{6}Ibid.
objective through the activity of the learner.\textsuperscript{7}

Hall further believed that the knowledge attained by the students determined the degree of success for the teacher. If the pupil is immature, the teacher should develop the subject matter in concrete terms and images, repeating the fundamental ideas in different words, and if necessary, seizing the question or suggestions of pupils which indicate their thought processes. Thinking with the pupil, the teacher could delineate the deficiency. The teacher could then comprehend the omission and presents his ideas in such a way that the child discovers his own deficiency and in the child's mind a question is raised and the process of learning begins.\textsuperscript{8} Traits thought to be essential for a successful teacher were many and varied depending on the audience scrutinizing them, but there seems to have been a general consensus of what those characteristics should be. Advance discussion of some of those items will follow.

\textbf{CHARACTERISTICS OF THE TEACHER}

Hall recognized individual differences among teachers. In this section many of these individual differences will be highlighted. Teachers vary in physique from insignificant

\textsuperscript{7}Ibid.

and even puny men to herculean-like males. In bodily conformation a few are excellent, a few are ugly, the rest somewhere in the middle. Teachers possess so-called mannerisms and most noticeable were posture, gestures, and speech and less significantly different among individual teachers were moral, intellectual and social habits. Each teacher had his own method to stimulate the pupil’s learning. The most popular and successful teachers were those whose intellectual and inspirational qualities were the opposite of what they appear to be. For example, there were no established standards for appearance, hence, there were those who were not very attractive, yet they were remembered fondly by former students. Also, there were successful teachers who without using any force or threat rule with an iron hand. A further illustration was how the personal tactics of the quiet disciplinarian succeeds as they did was a marvel to those who had tried to run their classes with never a whisper and hardly ever a smile, and failed.\(^9\)

Hall gave considerable attention to the questions: What should the character of the teacher be and what temperaments were most suitable for teaching? Hall recognized that teaching ability involved several factors and was among the first to identify the problem as early as

1896. Numerous attempts were made to identify the factors contributing to efficient teaching. Research suggested that the majority of pupils get their ideals from the curriculum and the relationship between studies on imitation and suggestion indicate that the teacher's role is of major importance. Studies on children's ideals also furnished a valuable means by which the educational system indirectly stresses the role of the teacher.¹⁰

Much was written about teachers and their relationship with children and education. In formulating his ideas about the role and influence of teachers, Hall used the research of H.E. Kratz and William F. Book on the characteristics of the best teachers as recognized by children to confirm his opinions. Kratz's and Book's articles appeared in the Pedagogical Seminary in 1896 and 1905, respectively. Research insinuated that while the judgements of the pupils may be immature and prone to error, those characteristics which impress them lead to a high appreciation and established relationships essential in the schoolroom. What the students said was considered along with other obtainable facts such as the observations and experiences of successful teachers, the opinions of teachers about adolescence, prominent educators, and the like. This was one method used

to develop a profile of the effective teacher.\textsuperscript{11}

Kratz's study was undertaken to discover children's ideas about what constitutes the most helpful teacher and what were the characteristics of the best teachers. Some of the most common replies were: helped in studies, the personal appearance of teachers, if the teacher was good and kind, patient, polite, and if the teacher was neat. The study suggested that pupils were more appreciative of earnest, intelligent efforts by their teachers to train and develop them along the line of character building. Words of encouragement and commendations were identified and the most helpful and appreciated comments were along the line of self-help. For instance, "If you find out for yourself, you will not forget so soon," "I cannot help you unless you help yourself," "Never say I can't, but do the best you can."\textsuperscript{12}

Numerous references were made to statements in which the teacher placed confidence in pupils. Many students referred to such little things as a smile, a pleasant word, a visit, and recognition on the street. An example of the highly regarded teacher was one who when the child did anything wrong, she would take him or her aside and explain that something wrong was done and in this way encouraged them to try to be good after having had a little talk with

\textsuperscript{11}H.E. Kratz, "Characteristics of the Best Teachers as Recognized by Children," \textit{The Pedagogical Seminary} 4, No. 3 (March 1896): 73.

\textsuperscript{12}Ibid.
Pupils often emphasized dress and personal appearance in describing the best teachers. Research indicated that children were highly susceptible to expressions of taste and neatness and that they imitated and improved under such influences. Investigation implied that teachers should dress neatly and tastefully to attract and win their pupils. Neatness, not only in dress, but also of the teacher's surrounding, made lasting impressions. Patience and politeness were other characteristics identified.

In Book's inquiry students liked teachers who made their work pleasant and interesting. They liked teachers who put enthusiasm and life into their work, those who could explain all difficult points, and those who directed their students and really taught, instead of hearing them recite. They liked those who had the rare skill of getting their pupils to work and guided them. They liked those who could relate their subject not only to the experience of their students but to life because this made things pleasant and interesting.

Book's main points were that the student demands

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13 Ibid.


constant direction and encouragement. Personal appearance, neatness, politeness, and culture were important as well as the teacher's ability to understand boys and girls. The young teacher was thought to best retain the true spirit of the learner and was most likely to be cheerful, interested in the pupil and his work, and possess the quality to understand boys and girls. The characteristics admired by both boys and girls were the same: patience, kindness, and encouragement. Male or female may possess the characteristics needed to successfully teach boys and girls because the degree of service did not depend upon their age and sex, but upon their interpersonal qualities. The main outcome was that the teacher understand boys and girls, was enthusiastic, energetic, mentally young, interested in his work, and had good scholarship without being a narrow specialist.\textsuperscript{16}

Some general conclusions confirming earlier investigations in regard to suggestions and imitation in children seem to prove that the "teacher factor" was of paramount importance for all studies dealing with the school child. The field of child study in schools needed to be reworked carefully with the teacher factor in mind, especially in areas such as children's ideals, interest in school subjects, and measuring of school work.

Consequently, specific characteristics include personal appearance, neatness in dress, and good manners, which correlated very high with excellence. The voice range should be medium in pitch, smooth in quality, and moderate in volume. Enthusiasm, optimism, flexibility, joviality, and a sense of humor were vital. The teacher must possess the ability "to let himself go," "have fun," with the children. All teachers should exhibit self-control and yet also bring in a touch of reality. The teacher's sense of justice was a necessary trait. Mistreatment from the teacher may affect not only the child's school-life, but also his or her future and may inspire future generations of teachers. 17

The study and changing attitudes toward the child also attempted to revolutionize the attitudes toward the teachers of those students. Germane research by Martin Luther Reymert, a disciple of Hall, on the psychology of teachers seemed to solidify Hall's ideals between the teacher and the child. Reymert's investigation resulted in several kinds of dominance: moral, intellectual, personal interest (in the pupil, kindness, encouragement, sympathy, politeness), self-reliance, and social graces. The moral influence was predominant. The good done by the teacher did not depend upon the length of time he had known the pupil, as much as the pupil's readiness to receive the good. The teacher had

to be "on duty" all the time because he never knew when the pupil was likely to be influenced. 18

There are numerous types of teachers and all were represented among good teachers. While there are no indispensable social qualities in a good teacher, the morals of good teachers prevail. The old standard which laid out a single style for teachers had disappeared and it could not be said that any particular trait, habit, or art determined teaching success. A teacher may be successful in spite of, rather than because of a particular trait, habit, or art. It was difficult to determine whether a trait was an asset or a liability. Even this uncertainty did not alter the fact that in some ways teachers succeed and often in a big way.

In Hall's analysis, successful characteristics were subtle and complex. However, most intellectually capable persons could attain and develop adequate traits and methods which were supposed to work favorably as cases have shown. 19 The debate changed from what was necessary for teacher effectiveness to the sex of the teacher because consensus revealed that successful traits were basically true for both female and male teachers. Since the female presence in the schools was on the increase and the male


influence was on the decline, the question was how to best utilize the female teachers in the school.

**FEMALE AND MALE TEACHERS**

Hall believed that a new stage in educational history had arrived. The war which women had conducted for educational opportunities equal to those of men had been won. Women had proven their intellectual equality with men in high schools and colleges, and in many, if not most subjects, had outranked men. First, equality of opportunity had to be attained and the ability to utilize the knowledge that had been demonstrated. The next step, differentiation, was in order which assumed equality of ability between the two sexes and was based upon sexual differences, not identities.  

The new movement saw a decline in the number of male teachers and an increase of female teachers. Hall had observed, and statistics confirmed, that in coeducational colleges feminization had reached enormous proportions and much had begun to be written about the disproportion of women to men in American education. Due to the constant increase in the number of female teachers in the common school and the steady decrease in the percentage of male teachers, Hall directly attributed the increase of behavioral problems among youths, especially boys, on the

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decline of male teachers in the schools. Statistics revealed that:

In 1880, 42.8 percent of teachers were males; in 1890, 34.5 percent; in 1900, 29.9 percent; in 1905, 26 percent. In 1910 the proportion of women teachers were 78.9 percent to 21.1 percent for men teachers. And in 1914, 80.2 percent of teachers were women and 19.8 percent were men. The number of male teachers continually decreased while the number of female teachers doubled.²¹

Statistics from the Male Teachers Association in New York City indicated the need for more male teachers in the elementary schools. In 1904, 93 percent of elementary teachers were women. Nearly all of the teaching of children from kindergarten through age fourteen was done by women. The few men in elementary schools largely held administrative positions and over 90 percent of all boys and girls in the United States left school without ever coming in contact with a single male teacher. Many boys and girls came in contact with male teachers for the first time as freshmen in college. In high school, 39.7 percent of principals and teachers were men. In elementary school, 38.3 percent of men were principals and only 21.1 percent of men were teachers. Those statistics were prevalent during Hall’s era and he felt that it was very important for school children to have equal representation of male and female teachers.

teachers in the elementary school.\textsuperscript{22}

Hall and other progressives thought an equal proportion of men and women teachers in the public schools was necessary if the males in the American society were not to become sissified. According to Hall,

women are the main force against the evils of illiteracy and ignorance. The school is compared to the home. In the home, the father's as well as the mother's influence is felt and both are needed for the best upbringing of the child.\textsuperscript{23}

To every father Hall, said, "Take more personal interest in your boys, especially in the early years, and do not leave them entirely to your wife." To mothers he said, "Do not try to make mannerly 'little gentlemen' of your sons. Encourage them to be boys and do not mind if they are sometimes a little rough or even rude." The female teachers are orphaned by the male teachers in schools meaning that male support is lacking.\textsuperscript{24}

Hall and many educators agreed that teaching in the lower grades should be done by women, and yet men had an important place in the upper grades. Hall felt that at a certain age boys should be taught by men and girls should be taught by women and that boys at least, if not girls, approaching puberty needed the influence of a man for their

\textsuperscript{22}Ibid.

\textsuperscript{23}\textit{Worcester Evening Gazette}, "Dr. Hall on Sissifying the Schools," 7 January 1908, p. 439.

\textsuperscript{24}Ibid.
best physical, mental, and moral development. The reason given for the superiority of women teachers in the lower grades, according to Hall, was found in the characteristics or qualities of the female sex. Women were believed to be more patient, sympathetic, and kind-hearted. They are more sensitive and better understand the needs of young children. He implied:

There is the instinct of motherhood in women which enables them to take the mother's place, in a sense, and to obtain the good will and cooperation of young children. These are qualities that appeal to children of either sex below the age of puberty.\(^{25}\)

Consequently, the qualities which distinguish the male from the female sex are believed to be peculiar to men. Qualities such as sternness, justice, self-reliance, and originality, in Hall's view were considered manly. He stated:

A great amount of stress was placed on furnishing a manly ideal for boys by those in charge of them and are capable of guiding them over the critical periods of their lives. This is the age of soul-expansion, of self-revelation, and the formation of ideals, just as the age below puberty is the time for drill for the purpose of acquiring the alphabets of knowledge.\(^{26}\)

With the impetus of female teachers in the school, discipline became an important factor. The feminization of

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\(^{26}\)Ibid; Hall, "Certain Degenerative Tendencies Among Teachers," 462.
the school was seen as the cause of increased negative behavior among boys in school, according to Hall. He observed that there was little physical discipline done by the female teachers. Hall defined physical discipline as "an art which women teachers are not adept." Discipline is often given as a reason for employing men in the upper grades. Hall believed:

The child should be influenced by both sexes. The boys who had been exclusively under feminine control were in great need of masculine influence. Feminization of the school spirit, discipline, and personnel is bad for the boy. His manners are improved, but this is the age when some elements in his nature should have an opportunity to work themselves out in a wholesome way. If he stays in school, he may grow content with mechanical work and excel in lines of girls' qualities, while failing to develop the best traits of his own sex.27

Hall further suggested that:

The girls learn repression and control with the boys. Girls, too, should have their periods of freedom. In daily school association with boys, she must suppress and conceal her instincts and feelings. Girls, too, should metaphorically be turned out to pasture as far as strenuous intellectual effort goes. This new love of freedom and fame that women have, which includes so many girls, to abandon home for the office and the shops, or to strive for intellectual careers, has brought their sex much tension and this is hard upon their constitution, and others during this era.28

Statistics indicated that a relatively small number of the teachers in public schools were men. A large part of those employed were in administrative work and exerted no

27 Ibid; Hall, "Feminization in School and Home . . . .," 10237.

28 Ibid.
initial control on the individual child. Very few students come in direct contact with male teachers and in many cities direct influence by men was practically none.

Female teachers in certain grades were encouraged. In the grades below the sixth, feminine inspiration should predominate, but upper grammar and high school pupils should be under equal masculine influence. Young children, of either sex, should be in the care of women. After puberty, male prestige was necessary for the proper development of both boys and girls, but was especially necessary for boys. There were many common and individual factors which entered the work of teaching and which were more important than distinctive sex characteristics. Sex characteristics play an important role in school work, and both the sex of the teacher and that of the pupil were important factors in education. The effect of the sexes differs with the age of the pupils. Young children needed an almost exclusive feminine control, but older children should come under masculine dominance in part of their schooling. The mother instinct was a necessary factor in primary education. It was on the side of character building that these differences play an important role. In the matter of instruction, the differences between the sexes were not so marked. Masculine influence was necessary for the proper development of boys. The authority of women, as it existed according to Hall, was
Another question that remained unanswered, even in today's society, was the appropriate age one should be to begin teaching and when one should retire. The question of the teacher's age and its effect on students was another factor concerning teachers. Research at the time suggested:

eighteen or twenty be the lowest limit, and sixty years should be the upper limits. Teachers between the ages of twenty and forty are more effective than teachers below and above these ages. The most effective male teacher was between the ages of twenty-five and thirty-five. The best women teachers had a wider range from twenty to forty years with the climax between thirty and thirty-five years of age. The personality and methods of the teachers were determined by the ability of those who use them. The personality is the chief controlling factor for spirit and results in the public schools.

Elevating teacher's status was a major concern of Hall. Next to the child, the teacher was the most important person in the school and in the child's life. While other professions enjoyed tremendous social prestige, the teaching traditionally suffered from a lack of professionalism even though it was one of a few fields that had a direct influence on the child, his family, and the community. Therefore, Hall set forth proposed standards by which the teaching profession could stand on its own merit and not

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29 Hall, "Feminization in School and Home...", 10237; Hall, "Certain Degenerative Tendencies Among Teachers," 462; Hall, "Dr. Hall on Sissifying of the Schools," 439.

30 Helen M. Downey, "Old and Young Teachers," The Pedagogical Seminary 25, No. 2 (June 1918): 138; Reymert, "The Psychology of the Teacher," 537.
have to depend on the whims of others.

THE SOCIAL STATUS OF TEACHERS

During the progressive era, teacher social status was among many of the topics of research. Teaching had suffered as far as professional status was concerned for many centuries. Hall believed that the teacher should be held in very high esteem because of the great responsibility he envisioned for the teacher as instructor, coach, mentor, and model. The high status and importance Hall bestowed upon the teacher was not necessarily shared by others in the educational community. For a long time teaching was closely related to religious connections and in different periods of history the status of teachers varied due to religious connections, rather than to the merit of the teacher.\(^{31}\)

When the state took up the issue of education as a national concern, it seemed that teaching received proper renumeration and when teachers were professionally trained they improved their status. Hall believed in the teacher. He believed in the security of tenure, freedom of teaching, a comfortable wage, a pension, and above all high social status. He felt that education had not been taken seriously as a national concern. The field of education must be made worthwhile to enter. The benefits and prestige of working with children should be greater than the benefits to abandon

\(^{31}\)Ibid; G. Stanley Hall, "The Training of Teachers," The Forum 10 (September 1890): 11-22.
the field.\textsuperscript{32}

The old cliche, "Those who can, do, and those who can't, according to Hall, teach," bore witness to the disconcerting fact that the teacher was not yet appraised by society at full value. History had done very little to enhance the fame of great teachers. The social status of the teacher varied with professional training, competence, compensation in salary, and esteem on the part of the state.

In the United States, teaching did not receive social recognition equal to that given to other professions which required less preparation, less energy, and less service and sacrifice to the youth of the society. A part of the blame lay, Hall suggested, with teachers who enter the ranks unprepared, greedy for the dollar, who lack forethought and professional interest. Society has neither stimulated the development of these qualities of greatness sufficiently nor recognized them adequately.\textsuperscript{33}

Research at the time revealed that some in the public sector who knew little about teaching regarded it as an overpaid, easy job, while others looked upon teaching as a makeshift job until something better comes along. The most


\textsuperscript{33}Hall, "Certain Degenerative Tendencies," 455-460.
unfortunate result of that lack of appreciation was a self-depreciation and a negative self-concept of teachers themselves. It was not rare, then as now, to find a certain apologetic attitude on the part of teachers and instead of magnifying their function, some teachers on slight provocation, renounced their vocation and left the profession. Hall’s research suggested that:

The male teachers were pinched with small wages and discouraged by the insecurity of the tenure. Young men fresh from college take a teaching job to keep things going while they prepare for something else. Most men teachers at the first opportunity escape into administrative work, or business, law, medicine, or preaching, because these occupations bring more respect. The female teachers were described as "a mob of mobile maidens meditating matrimony," or "watching for her true estate, a husband, a home, and a family."

Teaching was a menial occupation. Insecurity of tenure, insufficient compensation, lack of freedom from political influence and restraints, and the lack of social recognition are just a few negative factors toward the teaching profession. Nowhere is this loss of vocation more tragic than for those who have aspired to mold the mind of youth. From the outset teachers always prepared to find their wages less than their worth and a certain self-sacrifice for material possessions.34

Finally, another field of investigation by Howard Stoutmeyer during the Progressive Era dealt with the social status of teachers. Several recommendations resulted from this examination. They were that the social status of teachers should be improved with proper state certification of teachers and interstate standards based upon professional fitness and ability to teach. Tenure should be for

34Hall, "Certain Degenerative Tendencies," 455-463.
instructional efficiency and good behavior. Promotion through merit in teaching and development in the profession is recommended. Compensation should be granted for work done in other localities, if commensurate with the expense in time and energy in preparation. There should be increments based on the cost of living and in proportion there should be a state and interstate pension system in which the teacher and a state, or states, jointly contribute to the fund for the protection of incapacity and for the old age of teachers. Also, the public should be educated to adequately evaluate the services of the teacher and to render a corresponding social status. Lastly, the individual members of the teaching population should develop permanent professional interest and attitudes and a vital relationship with the fundamental problems of society.\textsuperscript{35} Those ideals blended adequately with Hall's concepts. He theorized that in order to raise the teaching profession to the stature it rightly deserved required a favorable social status for teachers and an effective teacher training program.

\textbf{TRAINING OF TEACHERS}

More and more the value of a national system of instruction depended on the quality and quantity of the

professional training of teachers. During the time, prior to the Progressive Era, the professional training of teachers was still young and as a result, the content of the curriculum in teachers' colleges and schools of education was unsettled and chaotic. Hall suggested that the heart and life of the educational systems was the curriculum which determines both the subject matter and the order it is taught. If confidence in the system is shaken, here is where one must look first.36

The professional training of teachers Hall ascribed to was patterned after the German model which included a one year course in elementary education was offered in the normal school to students who were usually sixteen years of age. Before the rapid growth of the normal school, the classical curriculum was prevalent in colleges like Harvard and Yale. That curriculum became strongly entrenched before it was ever seriously questioned. The normal school idea spread rapidly and the question then was, what should be included in the professional training of teachers? What subjects were essential for the teacher to pursue? The answer suggested a list of subjects covering the various aspects of the teacher's later professional activities. Hall advised that the substance of a good course should be worth knowing. He argued that each course:

should be condensed enough and carefully fitted into the interests and needs of the age and to the developmental stages of youth. An educational course should be a composite of well-prepared culture. It should gather information from all sources. It should be rich in hints, glimpses, and enthusiasm. The substance of a good course should appeal to spontaneous interest, attention, and respect, rather than to the mere carrying-power of an artificial school memory.37

As the public education system expanded with a special emphasis on the elementary schools, two lines of development occurred in teacher preparation. Colleges and universities which had for centuries assigned their graduates and undergraduates to teach in lower grades, increased their course offerings for those who might choose to teach. The requirements included: general psychology, child psychology, principles of teaching, history of education, school administration, school supervision, special methods, observation of teachers, and practice teaching. Many universities (Michigan, Wisconsin, Missouri, Kansas) also established departments of pedagogy. Additionally, the National Education Association, in 1915, established the position that teachers in secondary schools should have a college or university education. Therefore, since the stages of development required various methods or approaches for the best results, the normal colleges extended their courses to become the training schools for all teachers in

37 Ibid.
the public school system.\textsuperscript{38}

The academic preparation of teachers should be regarded at least as semi-professional. Shafer implied that:

The ultimate end of the training of teachers is the education of children. The conclusion of the whole matter is the welfare of the child. The school exists for children and the entire machinery of elementary education exists for him. The training of teachers exists for the unfolding of the teachers' capacities so that they may inspire their pupils.\textsuperscript{39}

Health issues were of paramount importance to Hall. He emphasized good health habits in his personal life and felt that teachers should also model such habits. Many of Hall's ideas about fitness were acquired in Germany and he sought to employ some of them in his program.

**THE HEALTH OF TEACHERS**

The study of the pathology of teachers and teaching was new. The hygiene of teaching and of teachers was not quite the same as school hygiene. Very little research had been done regarding the health of teachers. According to Hall, hygienists had begun to consider the special conditions surrounding the health of teachers because the health habits of teacher were notoriously bad. Health professionals and philosophers interested in educational progress had

\textsuperscript{38}A.W. Trettien, "Differentiation of the Field in Universities, Colleges, and Normal Schools in the Training of Teachers," \textit{The Pedagogical Seminary} 22, No. 4 (December 1915): 538; Hall, "American Universities," 148-159; Ruediger, "The Field of Education," 474.

\textsuperscript{39}George H. Shafer, "The Function of the Training School," \textit{The Pedagogical Seminary} 22, No. 3 (September): 429-430.
proclaimed for more than two thousand years that health was of fundamental importance for the best possible achievement in human effort. Hall derived many of his ideals about teachers and their health from his experiences in Germany. In Germany, teachers undergo physical examinations from the beginning of their career to weed out the weak and unfit. Hall stated:

Teachers were said to form their daily habits without any particular thought. They eat their meals in a hurry, don't exercise unless they have to, have forgotten how to play, and purchase recreation and rest at the price of a movie where they may be entertained with the least amount of effort.40

Teaching was an occupation that was often considered hazardous to one's health. Teaching was thought to cause throat and lung diseases, and nervous disorders. Hencefore, the normal school should teach personal hygiene especially with regard to the lungs, throat, and proper use of the voice. Additionally, they should be trained in mental hygiene, proper sleep habits, alternation of work periods and rest, avoiding worry, and the like. The general consensus was to establish reasonable habits for the care of the body. The teacher should have regular check-ups once or twice a year. Teachers should establish good habits and abstain from physical and chemical agents that may injure

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40 Hall, "Certain Degenerative Tendencies," 454.
their health and destroy their life.\textsuperscript{41}

In recapitulation, many things went into making a person suitable to be a teacher. Hall saw the teacher as a complex individual much like he saw the child. To have skill was not enough. The right mixture of age (mental not necessarily physical), personal qualities (patience, understanding, love of children, enthusiasm), proper training, and stamina were important attributes in Hall’s view and anything less would be a poor role model for the child.

Motivation, for Hall, was truly significant. The love of children, the willingness to understand their nature, to persevere with the child through various situations was most important and whether it was a man or a woman, young or old (mentally not physically), made little difference. Hall wanted the teacher to be the best he could be intellectually, physically, and emotionally so that those qualities could be transmitted to the child. Money and social status were not the objective. The child properly prepared to assume the responsibility of adult life, take his rightful place in society, and being a productive citizen, was the ultimate aim. Because the child spent much of the time in the school and the teacher had the ability to influence the child, the teacher was the best model

possible. If the home is dysfunctional, the teacher in the school bore the major responsibility to direct, guide, and model for the child.

Hall apostolized that the child should be at each stage of his development all that that stage had to offer. The elementary school curriculum was the instrument through which those necessary foundations were to be formulated. The curriculum and other issues Hall taught germane to the crucial development of the growing child will be discussed in later chapters.
CHAPTER FOUR

THE ELEMENTARY SCHOOL

Hall's concept of the elementary school was radically different from what the formal elementary school had been. A brief glance backward into history to view what the educational system was like before Hall introduced his ideas concerning school, using child-study as a basic guide will be reviewed. In Hall's ideal school, there would be a true partnership between the home, the school, and the community. With the concept that the school was an extension of the home, many areas would be covered, such as, rest, proper diet, health examinations, and the like.

Education, stated Hall, was the one thing in which nearly everyone believed. No matter how widely men differ in race, sect, party, rank, wealth, or culture, the contemporary world united in faith in the efficacy of curriculized knowledge, to prevent a relapse to barbarism and to ensure general progress and individual success. Education was the Catholicism, the universal church of the day. It was not a dream, but a fact; not a cardinal doctrine, but an institution which controls its votaries; education was not part of one hour, but was five or six
hours, for five or six days a week. Therefore, it is not strange that so grand an institution should become an object of love, pride, and inspiration. Also, Hall believed there should be rivalry in mechanical excellence, attendance, punctuality, order, and percentages, therefore reformers should not be feared.¹

Education had always existed in one form or another. In its very early stages, it had been unpremeditated and unconscious. In an earlier period it consisted of imitation of leaders and handing down of traditions. This stage was followed by a conscious effort to pass on the cultural heritage of one generation to the next. Finally came the stage of conscious organized efforts for the attainment of definite results.²

The formal education of the past was generally favored for a few or for special classes: men, the aristocratic class, or candidates for the priesthood. Following the Reformation it was recognized that a formal education was good for everyone. The idea that education was valuable preceded from the notion that it was a necessary thing. The common school, the educational agency which had its birthplace in New England, gradually and rapidly spread over

¹G. Stanley Hall, "Editorial," *The Pedagogical Seminary* 1, No. 2 (December 1891): 119-120.

all the northern states.\textsuperscript{3}

Hall felt that we must live for our children, train their bodies and minds as was never done in the world before. Schools, suggested Hall,

have been the one product in which the spirit has excelled. We have set the human spirit free, have preached, taught, lived, and believed in ideas and the ideals. We must make education our supreme task, our duties of duties. This policy must be our destiny. Our leaders must be the priests of truth. They must think fearlessly and in all directions. They must investigate and discern. They must do and suffer all in the world for the cause of science and learning.\textsuperscript{4}

To this end, Hall invokes all ranks and classes. Education of the future, he thought, should focus upon the feelings, sentiments, and emotions, what Hall called the education of the heart. From out of this, states Hall, come the issues of life. It is this side of our nature that represents the human race, while the intellect and the will are acquired by each individual.\textsuperscript{5}

"Children must be forced to go to school, if

\textsuperscript{3}Charles Herbert Thurber, "The Principles of School Organization," \textit{The Pedagogical Seminary} 8, No. 3 (September 1901): 352.


necessary," said Hall, "to get knowledge into their brains." Hall further stated that

The world must be saved by good teachers. Governments can be made strong and stable only through education. It is for this reason that education has gradually become an almost universal faith and practice. It is the one thing in which all people, who agree in nothing else, believe. Philosophy, theology, and the church have each at times postulated and sought to establish doctrines and practices in which everybody believed. Belief in education is that consent. It controls the body and soul of the growing child for more hours of every week than any other institution in history has ever done.

EARLY DEVELOPMENTS IN EDUCATION

While formal education was narrow in its scope and limited in the number to whom it applied, there was no field, or organization that had done as much as the school organization. The greatest developments in education took place during the nineteenth century. Educational instruction was made free, compulsory and open to all, regardless of race, sex, and sect, and as a result, lifted the school to the ranks of a great institution. The school was the only organization that reached and influenced every individual.

The home was the mother of the school, which had almost disowned it, according to Hall. They were often rivals,

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6 G. Stanley Hall, "The New Movement in Education," speech delivered before the School of Pedagogy, University of New York, December 29, 1891.

7 Ibid.

while the whole duty of the true teacher is to perform certain special parental functions. Hall stated:

The school is the embryo of the future society which we cannot forecast. So, to just train for the present, is to dwarf talent and originality. The school should be made in the image of the home. It should be the home projected and enlarged, just as the teaching instinct is at best, identical with the parent. The child should feel useful and an integral member of the home with his duties.⁹

The school, being modeled after the home, should have both male and female teachers. There was general agreement that female teachers should teach the young, up to puberty. There is general agreement, also, that in the earliest teens, both boys and girls need as many males as female teachers.¹⁰

Educational reform had been the direct result of personal acquaintance with children and youth, and a deeper insight into their needs and life. The great teachers lived with their students, loved, and studied them. Johann Heinrich Pestalozzi dressed, washed, combed hair, and slept in the midst of his pauper school children and shared all their joys and sorrows. This affected his reforms because he had at last come to live in their world. He had learned and told something new of childhood. John Locke, Friedrich Froebel, Johann Friedrich Herbart, and others studied

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children in a systematic and naturalistic way. Their exhortation was to observe, to follow, and adapt to the nature of childhood. Froebel advised that when a child was born, each parent should open a "lifebook" in which should be recorded the stages of growth, faults, defects, illnesses, good traits, their endeavors, and their motives. It would be kept without the child's knowledge and given to him at maturity as a guide for this future vocational choices.11

One of the significant discoveries of the new philosophy was that every child passes through developmental periods. This, suggested Hall, should be the key to planning the child's education, physically, intellectually, and morally. Consequently, the whole method and scope of school work had to be reconstructed, if the organization's practice was to harmonize with the new knowledge. Hall stated that

the new education holds that there is one thing in nature fit to inspire all men and women with awe; and that is the soul and body of the healthy child. Simple as childhood seems, there is nothing harder to know and to guide. To develop childhood to virtue, power, and freedom, is the supreme end of education. Everything else is subordinate and is a mean to this end.12


According to Hall,

we must constantly study, love, and obey nature and the child. Teachers have far more to learn from children than they can ever hope to teach them. What we succeed in teaching will always be proportionate to the knowledge one will get from the child. Knowledge of the subject to be taught is only the beginning of the teacher's wisdom. He must look solely at the student and sacrifice any method or logical order which requires instruction to be given whenever, wherever, and however, interest is hottest and curiosity is most alert. At the proper periods we must graft the young student over with buds which will ripen in later years. We must observe and study each child and beware of stunting physical and mental development.\(^\text{13}\)

Hall recognized the value of positive role models in the life of the child as well as in his own life. Hall admitted that without the influence and encouragement of his parents and significant others, he would not have succeeded because those and his mentors (Rousseau, Pestalozzi, Darwin, others) were instrumental in shaping his overall character.

**MAJOR EDUCATIONAL INFLUENCES**

Hall was influenced by many things: what he read, his travel, great men such as Herbert Spencer, Charles Darwin, and especially by the ideas of Friedrich Froebel. Hall proclaimed himself a true disciple of Froebel. According to Hall, Froebel was the deepest, truest, and most intuitive person he knew. His heart, stated Hall, was one of the most devoted to be found in the whole history of education. Hall believed that the kindergarten idea as it lay in Froebel's mind, in America, had been perverted. In its present form

\(^{13}\text{Ibid.}\)
he could not tell whether it was a good or a bad influence. The movement was dominated by faddists, theorists, and symbolists. The lines laid down by Froebel had been too narrowly adhered to, to the exclusion of other greater educators. Hall called himself a disciple of Froebel because they believed in many of the same aspects of the child.\textsuperscript{14}

Hall, like Froebel, believed that the child repeats the history of the race and recapitulation of its stages. They both taught self-activity and spontaneity and believed that play was one of the revealers of the direction of a child's interest and capacity. Hall saw that if the play instinct were turned on in school, far more could be accomplished easier and with less strain because the child must create. Children, by nature, have the power of divine organization, stated Hall.\textsuperscript{15} They also shared the thought that every child should be, at each stage of his life, all that that stage called for. The future should not dominate was a strongly held concept. Another significant belief was that we must all live for and with the children and that the atmosphere should be filled with harmony and love. The question was asked, "what else is there in the world worth

\textsuperscript{14}G. Stanley Hall, "Practical Child-Study," \textit{Journal of Education} 50, No. 23 (December 13, 1894): 1-7; Hall, "New Departures in Education," 146.

living, working, and dying for?" 16 Froebel's conviction was that the kindergarten should really be a garden, with plenty of fresh air and out-of-door life.

According to Hall,

the kindergarten should be a complete community of democracy where the child is enabled to take lessons in life and self-respect, in duty and in privilege, in humanity and self-esteem, in subordination, coordination, and independence. The school should be surrounded by the beauties of nature. Through these, the child is led to take in through the senses until he is able to construct clear mental images and idealize to such an extent that he will know God by his handiwork. A professionally trained teacher, is needed to guide the child through the maze of play and into the realms of idealized work, which should be life-long in duration. The ideal teacher leads the child by turning what interests them most into practical play. That a child may understand people, he must imitate them; that he may understand stories, he must dramatize them; that he may develop true ideals, he must create. 17

As times changed it was imperative to try and keep up with recent educational research and development, new techniques, and apply them to one's occupational trade. Hall was instrumental in fine-tuning the area of child-study in America and sought to implement his ideas in the school organization. Each child was unique and the child would


supply the needed materials to teachers through observation, monitoring, and documentation for his or her education: thus, child-study would become a tool for educating the child.

CHILD-STUDY AS A TOOL OF EDUCATION

Even though the education of children had a long history, the system was plagued with many problems, in Hall's estimation and others of the progressive era. Some of the indictments against the school organization were characterized as follows:

One, the school shuts the child up away from the home, nature, and the street where he truly lives. The school enforces an artificial life. It inverts nature's order with insufficient air and light. It gives rise to bookish school-bred diseases. Two, the divisions of education (kindergarten, primary, grammar, high school) are not well articulated. Therefore, there is waste in passing from one to the other. Each institution is independent of the other and there are gaps and overlappings. Three, successive grades in the same institutions are too isolated one from the other. Promotion methods are clumsy and mechanical. Students lack association with older children, which they had in the upgraded system, when the older students were of greater help to the younger. Four, the curriculum is isolated from life and useless in the modern world. It perpetuated old traditional methods long after they were superseded by the progress of business and science. Five, its tendencies were toward form, instead of content. Three-fourths of the instruction in the three R's were purely form. Language took precedence over meaning, method over substance, and mechanism over life. Six, the curriculum was uniform. The teacher has no initiative to bring into effect his own personality. Seven, the science taught is bookish, abstract, memorized, and not applied to life. Finally, the student is isolated, even from his classmates, and not allowed to help one another.¹⁸

¹⁸Hall, "Practical Childhood-Study," 7.
According to Hall, child-study, as far as schooling and the education of children were concerned, marks the highest form of evolutionary thought. Hall believed that the child-study movement brought together all agencies whose purpose was the human upbringing into the one great science or art, called education. First, it brought together the lower and higher grades of education. They could cooperate in a way which was mutually helpful and lead toward unity in the educational system. Secondly, child-study helped to bring the teacher into rapport with individual students. It made them less content to just run the school machine and to think of the class only as a unit; thus it helped to discover special gifts and talents of the child. Thirdly, it helped to discover the developmental periods when individual subjects and methods could be most effectively taught. Fourth, child-study brought together parents and the school community. For example, lectures and conferences were designed to bring home and school into closer relation. Fifth, child-study, according to Hall, helped communities in which it had been wisely directed to increase the love of childhood. Results of investigation suggested that the child’s ways were not the same as adult ways and the recognition of certain inalienable rights of childhood made the unconscious warfare between children and adults less
severe.\textsuperscript{19}

Public education was well established in the convictions of many Americans by the progressive era. The district school represented the educational system and it was here that many received their first lessons and the first inspirations that made them what they later became. In many classrooms, course materials were ungraded and done by one teacher who was expected to do all the chores and teach all subjects.\textsuperscript{20}

Mass education, the grouping of children in grades, the accumulation of great numbers of children in school, the crowding of classrooms brought a growing demand for uniformity. Along with these came the calibration of curriculum into blocks or units. This method increased the ease of the teacher's task and efficiency, but it destroyed something that was more valuable in the child, proclaimed Hall. He stated:

Knowledge was put up in textbooks and sold like dry goods. This is good, but it is not education. The child's natural creativity, originality, was lost before its time. The child is expected to attain adult responsibilities before their bodies and minds have achieved full maturity.\textsuperscript{21}

\textsuperscript{19}G. Stanley Hall, "Introductory Words," \textit{Paidologist} 1, No. 1 (April 1899): 5-8; Hall, "Reformed Kindergarten."

\textsuperscript{20}G. Stanley Hall, "Educational Advances in 100 Years," \textit{The Chicago Record} (June 29, 1900); Hall, "The New Movement in Education," 9-17; Hall, "Recent Observations," 146; Hall, "Educational Needs," 289; Allen, "The Scope of the Grammar School," 25.

\textsuperscript{21}Hall, "Recent Observations," 147-149.
Hall suggested that if quantity and mechanism were the standards of merit in education, then our country excels all others. He proposed that:

The American child uses three to four hundred pages of textbook material each year. But the very vastness, uniformity, and average mechanical excellence of our school system makes it less flexible than it should be. Our printed course of study, with all its details, was designed to tell how to instruct but not how to develop the child. The old education was good for the past and is an indispensable basis for future progress, but its dangers are in complacency and routine.\(^{22}\)

The strength of education, suggested Hall, lies in individualization. With that being the case, there were many subjects of study that were equally valuable and that there were as many methods of instruction as there are kinds of children. Individualization involved careful scrutiny and documentation of the child’s activities. That investigation would reveal the wide range of interest in each child and the results would lead to a program specially designed for each child. Hall felt that children’s interests were the first manifestations of their talents. This investigation culminated in child-study which insisted upon a definite survey of health and aptitudes. Hall believed that one should leave school with better knowledge of his individual talents, aptitudes, strengths, and weaknesses.\(^{23}\)


\(^{23}\)Hall, "Educational Advances in 100 Years;" Hall, "New Departures in Education," 144; Hall, "Editorial," 121; Hall, "Recent Observations," 149; Hall, "Some Social Aspects of
The curriculum of the elementary school should be ideally an extension of the home, suggested Hall. He wanted the child's needs and interests to be emphasized in determining the curriculum rather than a set of rigid preconceived standards. The child's individuality, his strengths and weaknesses, as determined by observation and documentation would establish the major components of the curriculum. The basic subjects that were taught traditionally, reading, writing, arithmetic, were not frowned upon by Hall, but he challenged the order that they were offered in the curriculum.

THE CURRICULUM

Hall's ideals were often times considered radical. He believed that the school order should go from fundamental to accessory and not the reverse. By fundamental Hall meant the use of large muscles which control the neck and larger limbs. By accessory he meant the finer muscles that control the finger joints, the face, organ of speech, and made the final more accurate movements. According to Hall, the fundamental muscles are developed before or at birth. The accessory muscles are developed from birth to adolescence. These are used in playing instruments, and such technical

Education," 435.
operations as writing, reading, and the like.  

Hall believed that discovering the content of children's minds on entering school was a sort of an entrance examination. When asked, "what kind of education should there be?" Hall explained by stating: "The imagination enables one to transcend the intellect, to be residents of all lands and spectators of all events." Furthermore, "it was to give practical results which should be within the range of what children are commonly supposed to know. The premise was strictly practical." 

Hall thought that there were many subjects that were beneficial for the developing child. Nature study was foremost in the crucial development of the child. He believed nature to be the true teacher. Nature study should come first and foremost before reading, writing, language, music, and the like, which should come later. He wanted the child to be in tune with himself and nature and to develop his mind and body without any interferences of any kind.


26 Ibid.
Hall and his predecessors, like Froebel and Pestalozzi, held sentiments that the child should not enter school before the age of nine or ten because schools were unnatural and stunted the child’s originality and creativity.\textsuperscript{27}

One important function in selecting each item of the curriculum, Hall suggested, should be its language value. The curriculum should be progressive. The study of the developmental periods had shown that oral language had its period of natural acquisition between the fourth and eighth year. According to Hall, the vernacular should never be taught to children, except in the most incidental way, that is by conversation and writing about subjects and interests that strongly aroused the effective use of English. Language textbooks were to be discarded, said Hall. Modern languages and ancient languages (Latin and Greek) should be taught early in the curriculum, using the oral method. From age eight to fourteen was the time for learning the languages by sight.\textsuperscript{28}

The kindergarten curriculum should do more with language, stated Hall. The teacher was to be the model of language. How things were said were just as important as what was said. Therefore, it was important that the teacher’s voice be attractive and well modulated. His or

\textsuperscript{27}Ibid.

\textsuperscript{28}Hall, "Some Defects of the Kindergarten," 588; Hall, "Practical Child-Study," 4-5; Hall, "The Line of Educational Advance," 768.
her words should be well chosen, their English correct and with ample linguistic resources. But more important, according to Hall, was that the child should be taught expression. Hall did not think that children do enough talking in kindergarten. Everything that the teacher did should be reflected in language which should be free, personal, and conversational with the child. Another way that language can be enhanced was through pictures. To see a picture while talking about it greatly aided the power of expression. Hall suggested that it should be a rule to connect conversation as closely as possible, to the picture, if not to the object.\textsuperscript{29}

Hall embellished the idea of using pictures suggesting that:

\begin{quote}
wherever one can substitute a picture for an idea, a concrete for an abstract reality, wherever we can devise a method of representing to the eye what it would take longer to teach by ear, we are doing a real work. The educational value of pictures has not yet been understood. Pictures would play an important part for children in the home and in the schools. Pictures can be used in teaching geography, history, science, language, literature, physics, art, and religion.\textsuperscript{30}
\end{quote}

Psychological studies had shown that there were several ways of learning: motor, auditory, and visual. This suggested that children processed information and expressed themselves

\textsuperscript{29}Hall, "Some Defects of the Kindergarten," 588.

in a variety of ways. Some thought in language, and others thought in visual form and in color. We tend to think in visual images which is the form of about all human thought. The imagination was one of the most potent of all human faculties and is more creative than any other.\textsuperscript{31}

Language needs pictures, stated Hall. One of the most interesting services of pictures was found in teaching using colored charts. Seeing the picture while hearing distinctly and measurably, increased its hold upon the memory and associated it directly with the object without necessarily recalling the word. Furthermore, past history could be reproduced via animation of significant events and men. Hall stated

Knowing is not enough, it must be supplemented by doing. Knowledge penetrated deep into the memory becomes incorporated in conduct, character, and achievement. Pictures have a wider field of influence. A good picture, from an educational point of view, is like a good sermon, teaching a great moral truth. It is hard for children to grasp the unseen, and pictures for them rescue truth from abstractions. They reach their minds as words cannot.\textsuperscript{32}

For Hall the first and most momentous endeavor of the school was to teach children to read, but not too early. Hall describes reading as the food of the mind. Reading should not just be calling words, even if they can call them right and rapidly, but the child should be able to read with grace, ease, and expression. To read with expression, one

\textsuperscript{31}\textit{Ibid.}

\textsuperscript{32}Hall, "The Ministry of Pictures," 387.
must clearly apprehend the thought and feeling of the subject matter and comprehend it. Nothing, according to Hall, shows the real culture of an individual more than his reading. When asked what young people should read, Hall suggested that they should be acquainted with the greatest and best literature in the world and recommended works from the Greek dramatist Homer, and selected narratives from Thucydides, Herodotus, Dante, Shakespeare, and the like. The school should present every type of character and every ethical situation in life, thus inoculating the student against temptation. There was only one standard of merit in the reading for school children, stated Hall, and that was its moral value. 33

Closely related to literature in its moral value was the teaching of history and religion. History meant story and was normally approached by narratives and biographies. There was a great deal of material in history which could be made a medium of imparting moral lessons, suggested Hall. History and morals could be taught together in courses for citizenship and virtue. The chief object of teaching the young was to improve and strengthen character, without which knowledge was worthless, said Hall. 34

Religious virtues had never been effectively taught


34 Ibid.
from ethical textbooks, suggested Hall. Morality was training for more than instruction. Religion was a mainstay for those in schools. "No matter what one thinks about religion," said Hall, "the child needs religion." Religion was significant during the developmental stages in the child's life when his feelings are nine-tenths of his life. Whatever religion was, said Hall, it was a development of morals. When the Bible is taught, Hall suggested that it be taught as literature. The Old Testament was believed to develop the child morally far more than the New Testament. For example, the Old Testament could be constantly reworked until it consisted mainly of moral lessons. Hall believed that most teaching had moral value and whenever lessons were memorized, theoretical, or passively received, knowledge was made practical and moral character was gained. Also in religious education, Hall included characteristics such as reverence, dependence, and acquiescence. Hall believed the child to be a pantheist (belief that God is the sum of all being and forces in the universe) and polytheist (belief in more than one god) and that we must catch and follow the likes and dislikes of each child and develop every seed of originality.  

36Ibid.
Play was another essential element of Hall's educational plan. Play had always been a determining force in national development and progress and the thought dominating the school's mind should be play, Hall suggested. America awakened to a realization of its value when she began to establish kindergartens and made a connection between them and the public schools, thus, making play the basis of her early childhood educational system. Aristotle, Comenius, Froebel, and others before Hall considered play essential to the child's development, but, it was Froebel's theory that put it into practice. 37

Physicians learned that an inactive child was either mentally unbalanced or ill if he did not play and teachers knew that they should make a special study of children who did not play. Hall advised, "educators consider play a safeguard against crime and understand that play is a means of idealization." 38 Play, to be educational, according to Hall, must have a double purpose. It should mean a direction of the child's thoughts along the line of his activities and also action without special hindrance with opportunities to work out his own ideas. The organizations of developed society was exemplified in the play of childhood, Hall proclaimed. It lies with the citizens, the

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mothers, the fathers, and all friends of education, to provide the right circumstances for joyous and loving social activities. Through regular, well-directed play, the child could be given the basis of stable habits and regular response to normal stimuli, which are the foundations of all intellectual and normal education. 39

The most important function of play was to educate the individual for his life work. The adult atmosphere did not meet his social requirements. When the child plays, he must mingle with equals, little people, who can sympathize with him and have a keen appreciation of his pleasures, pains, and friendship. Play mirrored and epitomized life; thus, the play world reproduced in form the serious business of both primitive and modern man. The child was whole only when he played, said Hall. Play was a pre-school for the social instincts. The rules of the games teach forbearance, justice, respect for others, and most of the social virtues. So, a curriculum of play and games could develop almost every quality. Wherever it could be turned on in the classroom, it brings to the classroom the real life of the out-of-doors. Consequently, playgrounds equipped with every kind of equipment, should be an integral part of every school. Shelters for rainy weather, gymnasium apparatuses, toys for little children, instruments, and incentives should be inseparable from every school. Children educate

themselves and each other. The school ground is a school of human nature.\textsuperscript{40}

Another important subject in the elementary curriculum was music which Hall believed should be indispensable and made very prominent. Hall felt that the new music of his time was cheap and unworthy of the child. He proclaimed that "the old ballads and songs of nature, God, home, and country educate the child in ways we have never known."\textsuperscript{41} The teacher should sing and a great deal of music should be heard. Songs with action were important for the development of the voice. "Music taught by staff and notes, is not music," said Hall. He proclaimed:

Music did not begin with scales. The method of sacrificing the beautiful, for the logical, was substituted. The rule of nature is sing, sing, sing. It is just as preposterous to teach notes before teaching the power to sing, as it would be to teach reading before the child can talk. The school murders the musical capacity of the child by cramming their heads with scales and intervals. The function of music is to balance the soul and give it rhythm. Rhythm, which is the mother of prose, poetry, and music, gives the note thought and sets the pace for all our psychic operations.\textsuperscript{42}

The overall health of the child was very significant to Hall and should be made a vital element in the elementary


\textsuperscript{41}G. Stanley Hall, "The Psychology of Music and the Light It Throws Upon Music Education," 15, No. 3 (September 1908): 358-364.

\textsuperscript{42}Ibid.
curriculum. Health, according to Hall, was a necessary condition for all successes and nothing can atone for its loss. The art of keeping the body in peak condition was the art of arts in which the sciences culminated. Every child had the right to the fullest and most vigorous physical development capable. Food, air, exercise, dress, sleep, and all school work should be a means to that end. The consummate physical development involves the choicest knowledge, the best morals, and religion.\textsuperscript{43}

Another subject area Hall felt should be mandatory in the elementary curriculum was civics. In order to understand the world around us and be able to fulfill our role in society, Hall believed that civic instructions were essential and should be taught to every child before leaving elementary school. Hall suggested that "the school is a convenient place to teach about taxation, organization, the duties of school boards, lessons on hygiene, punctuality, order, and lessons in sociology."\textsuperscript{44} Practical civic training brought the school into closer rapport with manufacturers, trade and commerce. Special courses helped to prepare the child for most occupations involving either skill and knowledge. Finally, a clearer insight into government, the manner in which elections are held, voting,

\textsuperscript{43}Hall, "Editorial," 288; Hall, "Practical Child-Study," 7.

\textsuperscript{44}Hall, "The Line of Educational Advance," 769; Hall, "Some Social Aspects of Education," 440-442.
and other things the child needed to know to become an intelligent citizen was accomplished.\footnote{Ibid.}

Hall believed that the common school deserved full recognition for its work in preparing its students for the rights, duties, and responsibilities of American citizenship, as well as for life. The child learns to be prompt in the discharge of all his duties and to be industrious in whatever work was assigned. He learns self-control, to be respectful to teachers, parents, and to be obedient to the proper authorities.\footnote{Allen, "The Scope of the Grammar School," 27-30; Hall, "Educational Needs," 289.}

Hall felt that because the elementary school was where the child received the foundations of education, he or she should get the best academic preparation. Hall perceived that inadequacies existed in the old elementary school system and he proposed what he saw as a better system with the child as the center of education. Hall’s ideal education was to de-emphasize the heavy academic emphasis for a more naturalistic approach to education. The subject matter was not that much different, but Hall felt that the order of the subject should be changed. Developmentally, Hall thought that play and nature study should come before subjects like language (formal), reading, and writing. He emphasized using the larger muscle groups that developed
first rather than the lesser developed muscle groups used in writing, language, speech, or reading.

Hall proposed changes in the education of the elementary child. In place of the old uniformity, one could find a diversity that fitted every individual child's taste, need, and capacity. Hall observed that a large number of students left school before finishing partly because the schools were not doing what they were supposed to be doing, which was preparing the child for the business of life. The teacher should be the living textbook known and read by every child. Educators should and could spark enthusiasm if the facts are naturally connected. Therefore, the elementary school should be a life and career-saving station for those whose special gifts were not only undiscovered, but suppressed by the old methods. The new education would look at quality, rather than quantity. The subject matter was to be relevant to the child and have educational value. Also, the method of teaching should be natural, using nature and her resources.

As the school curriculum was a monumental part of the life of the child, its climate and organization were equally important. Hall believed that herein lied the foundation of how well the child would or would not learn the things fundamental to his or her life. The atmosphere for learning should be a culmination of cooperation among parents, teachers, and the community (especially the school
community) to make the transition from home, to school, and to the future job market. That transition included provisions for proper health care, proper nutrition, and entering the child into school at an optimal age to maximize his or her learning potential.
CHAPTER FIVE

CLIMATE AND MANAGEMENT

Hall was aware of research that suggested that the schools should be the agencies in the communities for helping every child to find his rightful place in life. The schools were to be the "clearing-house" where students could be counseled by their teachers as to their future vocations. Hall believed that the teacher's knowledge of the student's ability should be of greater value in helping the student to choose his life work than psychological tests. There should be deliberate and intelligent classification of all students through that clearing-house, to prevent them from wasting time in preparing for unsuitable occupations. The history of a student's progress from kindergarten upward, if faithfully kept by the teacher, would be valuable when the student reached that clearing-house stage. According to Hall, in the beginning of a child's education he frequently shows a marked preference for an occupation. Teachers should not defraud children of their right to their life employment because they lack intelligent guidance before
they leave school.¹

Hall felt that the school should have for its motto: Child-study is primarily for the benefit of the teacher, next for the child, and lastly, for science. The uses of child-study for teachers are greatest in establishing a bond between school and home. It individualized students, instead of seeing them as masses. He urged that teachers study the nature of the children they were to teach. The mental and moral growth and development of the child involved increasing everything in childhood, stated Hall. He suggested that to study the child wisely, one must have some knowledge of biology, the instinct of animals, the psychology of the deaf, blind, insane, criminal, anthropology, and especially those areas that deal with savage myths, customs, and beliefs. Additionally, the history of philosophy and religion was necessary. One must have a genuine, earnest, and sympathetic love of childhood because child development depended upon a true elementary psychology. The method was to explain to the child how to improve his or her opportunities on the street, at home, in families, and with friends.²

A major component in helping the child to maximize his


or her opportunities was the influence of the teacher. As was mentioned before, students tended to mimic teachers, so everything that is said or done in relationship to children helps to mode their personality. Because the child was in the school with teachers and other staff persons, five to six hours each day, Hall realized that the child was influenced just as much from non-verbal communication as from the verbal transactions in the classrooms. Therefore, teachers and school personnel are to be "on duty" at all times whether in a formal teaching or informal role because they are the models for future generations.

**TRAITS FOR SCHOOL PERSONNEL**

Hall listed several traits for school personnel that should permeate the school climate. One trait was healthy living. Hall felt that those working with children should be in the maximal physical condition. The second trait was breath. Hall thought that this was a natural phenomenon. By breath, Hall meant the tapping of the child's natural energies from one's individual inheritance. One can be successful when one learns how to successfully tap these energies. To command that ability was a vital part of higher self-education. The third trait was sympathy. That was the power to feel with others and to see the world as others saw it; hence, the mobility to move up and down the sympathy scale. The fourth trait was love of nature. For Hall, nature was the mother from which we all sprang and to
which we shall return. Without a strong feeling of nature, science, religion, literature, art and a true conception of man in the universe, one remains unevenly developed. A fifth trait was sublimation. Sublimation was the substitution of socially desirable activities from other less desirable ones. They begin in the physical culture and culminated in the cultivation of intellectual pursuits. Another trait was objectivity as opposed to subjectivity. Some people, suggested Hall, were more objective and some were more subjective than others. There were no pure types. The question was the dominance in one direction or the other. The last trait was loyalty. Hall defined loyalty as an allegiance to a group. There was loyalty to parents, friends, country, and ideals which was the origin of all social institutions. Because there were many degrees of loyalty, an excess or a deficiency in loyalty constituted a major determiner of success or failure in life. Although these traits were to be exhibited in all school personnel, it was more important to Hall that these traits be transmitted from parents and school personnel to the students, if the students were to become successful, productive, adults.³

nature and all it had to offer, suggested Hall, because through nature the child's true nature was revealed. Nature was the basis of what Hall called child-study. Europe was the home of school gardens and nature study and subsequently they began to spread all over the globe and were used as a means of teaching many of the other subjects of the curriculum. A value of nature study was that it not only taught the child how to raise plants and vegetables, and the technicalities of gardening also led the child to observe their materials closely. According to Hall:

Nothing should be shut out of nature study which the child was naturally interested in. The purpose of nature study is to learn those things in nature that are worth knowing and those things that make life worth living. Nature study produces the highest of all educational values which is, the proper response of the individual to his environment.⁴

School gardens, suggested Hall, give children the best possible means of expressing their thoughts through motor channels. Nature influenced the child toward free and almost incessant activity. Hall observed that children having the advantages of gardening do much better work in their other studies, than other children in the same school. School gardens, through this correlation with other school work, aid teachers to work for the natural and harmonious development of the child, rather than to teach a number of

Nature study and school gardens serve better than anything else to cultivate the critical discernment of beauty and excellence in nature and in human nature, proclaimed Hall. The ethical values of producing something cannot be overestimated. According to Hall, here lies the only road to altruism open to the child, as well as a guarantee of his respect for the property of others. Care, time, patience, and money did not mean much to a child unless they had become a part of his life. The child becomes a life-long economic force in nature as he learns to look at it with understanding.

The habit of looking the future squarely in the face and preparing for it, said Hall, was necessary for success in life. In the city, nature study and gardening form the best vehicle for introducing the benefits which nature had supplied mankind. Teaching nature and agriculture taught the child to make an honest living for themselves. Nature study taught the child to observe, draw inferences, reason, and discern cause and effect. The school gardens furnish means for coordination of mental and motor activity. As the child and his interest grow, he should be given greater opportunities for determining, guiding, exercising, and controlling his motor activities. Hall felt that gardening saved many children from dropping out of school without any

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5Ibid.
life interest and with a little of what the school should have given them. Hall stated that "many children were educated away from, rather than up to, their life work."6

Hall believed that the aim of education was to fit the child for an occupation for life. He stated,

boys and girls should be taught according to their needs, and not along some hard and fast line of study mapped out for those who wish to prepare for college. The school came in to supplement nature, and finally usurped its place altogether. The school absorbed the entire time of the child in books.7

Learning to be responsible and respectful of others were other qualities that should be a part of the elementary school atmosphere. These attributes can also be taught through nature study. Hall claimed

Respect for others' property is engendered by letting a child possess some of his own, while economy, honesty, application, concentration, justice, and the dignity of labor are brought into the children's lives. In working with others, the child gets his earliest and best instruction in social responsibility. Early experiences in success and failure, learning to plan for the future, and delayed gratification of reward, are among other benefits of instruction in nature. The consciousness of one's power to create value, to take care of himself in a crisis, to be independent when thrown on his own resources, and the ability to always land on his feet, are the end results of a positive environment.8

Hall further suggested that:

it is inconceivable that anyone could study nature, the


7Ibid.

out-of-doors, God's handiwork in the world, and not come to a truer reverence and love for He who made all things, and the laws by which they are governed. Anything which exerts a favorable influence educationally, economically, and ethically, will be of value socially.⁹

According to Hall,

childhood has a sacred right to have freedom and happiness. School should not foster a diathesis of worry and anxiety, and the cramming examination. The native interest and fresh eager curiosities of children are the sacred buds of mental growth and should not be blighted by the dismal, dry work method, which gives form, where substance is asked for. Everything about the school should be flexible to the needs of the growth of childhood. Methods should be based upon the comprehensive study of childhood. Subject matter, whether literature, science, or religion, should be used only as means to develop children and never by the teachers as ends in themselves.¹⁰

Everything concerning the child should reflect creativity, be flexible, and progressive, especially the educational organization. That type of organization needed to be appropriately funded, able to facilitate flexible scheduling, and in the hands of local constituents who understood the wishes and desires of the community and would reflect the interests and needs of the child. The system should incorporate ideas and information from various sources (medical, education in other areas, lessons learned from failures) to ensure that when the child completed his elementary schooling he or she has had a well-rounded education benefiting from the best techniques and research

⁹Ibid.
¹⁰Ibid.
available.

EDUCATIONAL ORGANIZATION

In the area of school organization Hall did not propose to devise another system, but tried to work within the framework already established to enact the changes he thought would be beneficial to the developing child. Hall proposed to incorporate the best ideals from the previous school systems with the latest progressive research.

In the early development of the schools in the United States, no direct appropriation for the support of the public school was provided. The government set aside lands for school purposes and made direct grants for certain educational objects, particularly instruction in agriculture and the mechanic arts. The United States Commissioner of Education exercised no control over education at large. His duty was to collect and publish statistics and disseminate valuable information to the schools. The actual direction of school affairs resided in the smallest government division. In this country, the smallest governmental division for school purposes was the school district.¹¹

Published articles and research on the organization of the school suggested that the children in the public schools were to be handled with as little waste and friction as possible. The four-fold division advocated by Comenius was

modified into the kindergarten, elementary, secondary and higher systems. In this country, within each of these larger groups came the finer division into years, grades, terms, semesters, quarters, and the like. There was still a finer classification of students into homogeneous groups of accomplishment and ability.\textsuperscript{12} The defect in Hall's mind in that educational procedure was that the individual human being was not given consideration. The human being with hopes and fears, likes and dislikes, ambitions and regrets, were ignored. "The student cannot," suggested Hall, "be regarded as so raw material to be crowded through the educational machine in the hope of turning out a uniform product."\textsuperscript{13} Also, too often the attempt was made to force the student to conform to the schedules and program of the system where in the ideal situation would be to adapt the procedure to the child. Each child should be afforded the opportunity, methods, and materials best suited to individually develop the child, subject only to his or her limitations in ability.\textsuperscript{14}

There were advantages for having a decentralized system. Some of the advantages of decentralization were,


\textsuperscript{13}Hall, "The Movement in Education," 17.

\textsuperscript{14}Ibid.
first, the decentralized form corresponds to the general ideal of the people. Second, it gives each school the opportunity for individual initiative. A new idea may be adapted and put into effect at once, and if proved to be good, it can become an object lesson for others. Third was it permitted adaptation to the local needs of the people. Here the people pay for the school and they should have the kind of school they want. Fourth, it introduces a spirit of healthy rivalry between different communities, which is wholesome. Fifth, capable teachers may be brought into the school to service the community. The participation of all interested factors, the family, church and community, was encouraged in the administration of education.  

Hall encouraged the exploration of alternate and new ideas. Many of the ideas he espoused in his "ideal education" was a result of his travel, study, and experiences abroad. Hall suggested that if another nation had anything good, we ought to know it, but we should not accept it unconditionally. If an idea could possibly work, give it a try, he stated. Also, it is not a bad practice to look at our own weaknesses and see what we have accomplished. Education, as a system, was a development, a product of the evolution of society and if it did not fit our conception, the way to better it was not by throwing away what we have for what someone else has, but rather study the basic problem. The future of our educational system would be much richer if we watch the signs of the times and welcome any suggestions of improvements that may come through experience of sister cities that had

15 G. Stanley Hall, "What is Pedagogy?," The Pedagogical Seminary 12, No. 4 (December 1905); 380.
successfully struggled with the complex educational problems of our country and of our age.\textsuperscript{16}

Educational research hypothesized that the governing body for the local school district should be the local school board. Also that this board be small with members lower than twenty. Also that they should be elected, rather than appointed. The school’s interests should be absolutely removed from political greed and strife. The best man should be selected from the whole community, rather than the man most eager for public office. The school board should be strictly a legislative body and should employ specialists for the executive work of the school departments, such as a superintendent of buildings, a superintendent of instruction, and others. The board should have more independence and dignity. Such titles implied a right to plan and to execute independently of political machine, party dictation, or local and religious prejudices. Any school governing body should be broad in sympathies, judicial in disposition, liberal in culture, generous in patriotism, that such an independent position could with perfect safety, be granted its members.\textsuperscript{17}

The interests involved in training the citizens of the

\textsuperscript{16}G. Stanley Hall, "The Ideal Education," \textit{New Britain Herald} (June 1900); Hall, "New Departures in Education," 9-17.

\textsuperscript{17}G. Stanley Hall, "Citizens’ Initiative as a Factor in Educational Progress," \textit{The Pedagogical Seminary} 12, No. 4 (December 1905): 471-477.
future should not be restricted by any committee of the city council. Hall did not believe that the city council had the experience to exercise wise authority over the educational system. A lengthened term of office on the school board places public education on more stable footing and gives it the dignity its importance warrants and greater efficiency in the teaching force. By law, the amount of school revenue needed to place the educational system on a definite footing, independent of annual appropriations by the city government and proportion of school revenue derived from local taxation, should be fixed. The school should be legitimately recognized as a prime importance and provided for reasonably for its maintenance.18

Hall was very idealistic in his expectations of the child, the teacher, the school, and the school organization. An area that Hall felt should be included in the management of the school organization was school health. He realized that if the child was to be in school for much of the day, the school organization should assume the obligation of providing a healthy environment for the child. Hall opposed anything that would endanger the child's health, including school with its rigidity and demands placed on the child. If the school posed a health risk to the child, physically, mentally, emotionally, he felt that risk should be eliminated.

18Ibid.
The health of school buildings was a popular topic of interest for Hall as well as others during the period from 1890 to 1920. Hall read much of the research and published articles and incorporated many ideas that correlated with his own thinking on the subject into his ideal education for the child. One of the reasons Hall preferred nature education (the out-of-doors) was that he believed that the school buildings were too confining, did not provide proper ventilation, lighting, and were generally unhealthy for the child.

SCHOOL HYGIENE

Hygiene, defined as the science or art of health, had been a dominant human concern under one name or another since man’s first attempt to defend and protect himself from danger and injury. The study of hygiene was a culmination of information from which accurate data could be secured that effected health, such as the causes of poor health, the carriers of diseases, and the defenses of health. According to Hall, hygiene was concerned with the application of the science of hygiene to the needs of the individuals, the health needs of the community, and the school. Hygiene must, according to Hall, include a consideration of the mechanical, physical, and chemical agents that effect health. There was a public responsibility for maintaining health of children and the school could provide opportunities for medical inspection and practices of
hygiene cheaper and more effective than it could be practiced in the home. The responsibility for health care and training was for the same reasons that there were public responsibilities for any kind of training. Hall agreed with research that the state had a duty to train individuals for citizenship by providing them with book learning and had a greater duty in training them for strength, vigor, and for life.\textsuperscript{19}

In 1876, research was conducted that stressed the need for medical inspection of school children. The health of school children was neglected, school diseases were uncontrolled, epidemics played havoc with school attendance, many children died from preventable diseases, and many suffered from physical defects and unsanitary conditions. The aim of the medical inspection was to detect and eliminate contagious diseases in the incipient stages, to protect the community from infectious diseases through the schools, and to have expert supervision of health.\textsuperscript{20}


One of the first laws regarding medical inspection was enacted by New Jersey in 1903. The examination was merely a matter of form and routine. Massachusetts was the first state to enact a mandatory health inspection law which was passed in 1906. The law stated that every child in the public school must be separately and carefully tested and examined, at least once each school year, for defects and disabilities which might interfere with school progress.\textsuperscript{21} Gradually its functions were extended to include a more extensive program. The examinations were conducted in three ways. The first way was by a regular physician whose examination was to include tests of vision, hearing, physical defects, and a dental examination. The second method used was to have the school nurse or the country nurse do the examination because their specialized training enabled them to detect the more serious physical defects. And lastly, the third approach was for the teacher, who had no special training, to perform the examination. Also, the teacher was burdened with other duties. The general consensus was that the school nurse should be the link between the school and the home. The nurse would follow-up the students at their home and see that they are treated by a physician and see that the treatment ordered was carried out. Slowly other cities and states began to follow Massachusetts lead; Chicago (1895), New York (1897),

\textsuperscript{21}Ibid.
Many parents and community leaders felt that any form of health inspection beyond the attempt to detect contagious diseases infringed on individual and parental rights. Hall believed that if health inspections were to succeed, they must be carried farther and be more adequate. Therefore, if health inspections were to be fully successful in any community, the support of the general public and the cooperation of teachers and parents were necessary. One cannot expect the best results, commented Hall, when teachers were not involved and informed of medical inspections, or when parents refuse to permit their children to be examined. Hall recommended that parents and teachers must work cooperatively and also that the best method was through a physical and mental examination of each child upon entering school. That examination should be done by a physician with the aid of the teacher and one or both of the child's parents because the influence the parents can exercise by example should not be neglected. Also parents must be notified of all diseases and defects and a physical record should be kept on each child. All of this was believed to be incomplete unless the personal and home life of the child are brought under systematic supervision. The home was the point at which health must be ultimately

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Shafer, "Health Inspection of Schools," 274.
controlled. 23

Public clinics were provided for parents who were unable to pay physician fees; free treatment was to be provided either by city authorities, by philanthropic organizations, or by the voluntary services of physicians. In some schools, free clinics were maintained by the school authorities for the treatment of those cases. The law required that each child should be examined four times during his school career, once upon entering school, again in the third and in the sixth grades in school, and upon leaving school. A mental examination with the Binet-Simon scale was to be given to each child by the examining physician. By doing this, "all feeble-minded children could be isolated and sent to special day schools." 24

When health inspections started in schools very little thought was given to the part that the teachers might play in that work. It was later realized that it helped to give teachers a better understanding of and a keener sympathy with their children. Also, it helped to establish better methods of teaching and helped with other courses of


Another area that was just as important as school hygiene to Hall was the age of the child entering school. Hall agreed with Roussseau, in his book, *Emile*, that the child could benefit from a prolonged childhood and should be allowed to enter school at ages nine through twelve. The child entering school at advanced ages, nine or twelve, would have better physical control to meet the demands of school life. Hall wanted to be assured that the child would not be harmed in anyway from poor ventilation, inadequate lighting, cramped seats and the like. Also, he wanted sufficient provisions made for food and rest, so that the child may be capable of adequately benefitting from what Hall called the stresses of schooling.

**AGE OF SCHOOL ENTRY**

Hall believed that nature itself was the child's school. His thought was that putting a child into school because the law said so before the child was mentally, physically, and psychologically ready was detrimental to the child and would retard his growth and creativity. According to Hall, if we wish to determine the influence of the school upon the child, we must know the condition of the child.

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When the child should enter school was a situation which should be considered from many points of view, suggested Hall: first, the physiological age of the child, and second, the relation of the home to the school.²⁶

It seems to have been customary for formal school instructions to begin at the age of five or six. Children were taken from their home environment and placed in school at that age because frequently the conditions of the homes were such that a child would be better off to attend school even though they were not properly developed for school life. Hall and others like Froebel and Pestalozzi did not see any reason for children to enter school before the age of five or six. Hall’s investigation revealed that children entering school at advanced ages, say twelve, made more rapid progress than those entering earlier, but the differences were slight. The custom in this country was to have the child begin school at the beginning of the sixth year of life because it was believed that this age represents the most favorable age. Also, the physical and mental development of the child was best suited for the work of the school without being injurious to his health. The medical profession, at this time, suggested that children should not attend school before the sixth year and that children who were not developed, the weak or diseased,

should be excused from entering school at that time. From the point of view of hygiene, only those children who were fit to enter school and those that could perform their tasks without injury to their health, should go to school.\textsuperscript{27}

A comprehensive physical examination was to be given to each child because that data was indispensable for the teacher in dealing with the child. That information gave the teacher a chance to rectify problems identified early and those things and conditions that may impede the student's school progress were to be recorded for future reference (teeth, nasal and pharyngeal cavities, tonsils, gland function, childhood diseases, hereditary problems, and bad habits and the remedy applied). Hygienic care cannot be emphasized too strongly, said Hall, and that the environment of the school should be adapted as far as possible to the child's particular stage of development. Upon entering school, the question of fitness and how the child was to be instructed should be determined by the individual child and his particular needs. The objective was to meet the needs and demands of the child and have some insight into the requirements at the various stages of development. The chief concern, stated Hall, in dealing with the growing child was to make his developmental conditions the very best possible. The principle of adapting instruction to the needs of the individual child was one of paramount

\textsuperscript{27}Hall, "New Departures in Education," 146.
Subsequently, there should be a physical examination by a physician with participation of the parents and the teacher. The reasons for health examinations were, one, to prevent those who are ill and not developed physically and mentally from entering school. Two, to provide necessary data to enable teachers to order the school work that is suited for each child. Three, that there may be proper grading and adaptation of school work to individual ability. This adaptation should begin at the outset of school life. Four, to give school physicians the data necessary for safeguarding the health of children against contagious diseases. Five, to give teachers proper knowledge of the new students and the right attitude toward them. Six, that children may begin right and be saved from unnecessary failure and retardation. Seven, to educate parents and foster the right attitude toward the school. And finally, to save taxpayers money that can be used on essential hygienic conditions.

The interest in the child triggered a mass of other types of research related to the child. The dietetic needs of children was a natural outgrowth of the child-study movement. Hall recognized that many children were not developing fully in their early years and that they would

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not be able to work up to their potential if they were malnourished. The school was the next appropriate place to teach the child nutritional values, since the school was perceived as the natural extension of the home. Hall believed that providing a nutritious meal in school and teaching the child the nutritional component of food, was just as important as reading, writing, or mathematics.

SCHOOL LUNCHEON

During the nineteenth century, the schools made provisions for feeding children when teachers found that many of their students were unable to do the required work because of the lack of proper food and as a result, the school lunch program began. Germany led in the movement and America slowly followed. Massachusetts began the work in America. Winthrop School gave the first lunch in an elementary school in Boston, Massachusetts. The problem of malnutrition was not new. It had long been recognized that something was interfering with the success of school children. There was some reason why only half of the children entering the first grade finished elementary school. Research on relating dietetics to the needs of the school children had grown from scattered beginnings, but rapidly assumed worldwide importance with the findings expressed in laws in many countries. The Worcester Trade School for Girls, in Worcester Massachusetts, was one of the institutions, which with the help of Lucy A. Osborne, was
involved in the nutrition experiments that studied children's dietetic needs and the relationship between a child's development and the learning processes. In 1904, a bill was passed for feeding, at public expense, malnourished children. The next year, 1905, a bill was passed providing meals for all children.29

Hall believed that the school lunch must be prepared in the school. It was to be used to help demonstrate living conditions where teachers and pupils took a meal together. The aim of the school lunch was to teach simple living, simplicity, and variety. Proper nourishment in the formative years of the child's life was imperative because the elementary school period is the age when children should do good work, suggested Hall. In this development stage, the senses should be keen and alert and the memory quick, sure, and lasting. The supply of food eaten must not only supply energy for activities, but must also be used to repair and make new body tissue. The research results suggested that up to age fourteen, four meals a day should be given.30

There was some concern among the educational community that the school must not interfere with the home and that


the home should not interfere with the school. Since the school holds children much of the day, the schools should make provisions for proper nutrition for the children. Hall believed that it was very important that the coming generation of young girls, especially, be thoroughly educated concerning the nutritive value of different foods. They needed to know how those foods could be best cooked to make them nourishing and appetizing, and the proper dietary needs for different ages and occupations. Boys, too, should be taught those skills because they should know which foods are most nourishing and economical. Boys should know about a balanced diet and how best to obtain it. Hall believed that it was just as important to provide the proper internal nourishment by supplying students suitable foods as it was to provide suitable external heat for warming the schoolroom. Henceforth, giving of a meal, as part of education, was feasible. The state and school must take an interest in the child's welfare and the school luncheon reached to the very foundation of society.\footnote{G. Stanley Hall, "Child-Study: The Basis of Exact Education," \textit{The Forum} 15, No. 4 (December 1893): 429-441.}

The aim of elementary education was to develop and utilize the abilities in the child. Obstacles that hindered complete self-realization and use of individual abilities were to be discovered and removed. The chief element of that adaptation was the child. The climate and organization
of the elementary school played a vital role in this development.

The school climate was to foster the child's belief in his strengths, promote self-esteem, and a conviction that he could overcome adversities. Mistrust in one's self and discouragement were harmful to the child's growth and development. Also, the school methods and the demeanor of the teacher greatly affected the child. In the classroom the teacher teaches two ways: one, unconsciously and directly and secondly, by what was done consciously and directly. The impression was to be given that learning was important so that the child should be stimulated to work for himself. It was well-known that the child mimicked the teacher's example. The nervous teacher was likely to make her class nervous, while the teacher who was calm and restful usually had a quiet and orderly class.

The school's organization was to embody the necessary facilities that would stimulate proper growth and development of the child. Since the child was to be away from home for at least three to six hours a day, arrangements should be made for medical care, proper rest, and nutritious food. Hall believed that the object of the school was to teach the child how to think and to become efficient and self-reliant in all aspects of his or her life and not just to accumulate facts.

Hall suggested that the quality of study in the
elementary school was more important than the quantity of books. The child often acquired more knowledge without knowing he got it, by being active and not from the extensive study of books, stated Hall. A much more important part of the child’s education he got outside of school if the right seeds of interest were put into his or her mind during school hours, suggested Hall.

The education of the child involved a variety of components. Academics was just one part of the child’s school life. Other factors include the teacher, the child, the community, the medical community, all of which culminated to make the child a well-rounded and productive individual. The climate of the school, its organization, and the academic curriculum were equally important.

Helping the child to attain his or her optimal potential entailed a vast number of experiences and a variety of components. The child’s entrance into the world began that process of education (sight, sound, touch, taste, smell) and each stage of development thereafter, and the activities therein, served as an educational proponent, whether it was formal or informal. The child will learn, grow, and develop with minimal assistance from adult figures, but the desired learning experience can be facilitated much more adequately with the help of concerned parents, caring teacher models, sensitive administrative and organizational structures, and inspirational mentors working
in concert with the child to assure that his or her needs, interest, and potentials are realized. All things were to work for the good of each child to be educated.
EPILOGUE

Hall took advantage of an era (1890-1920) that was ripe for change. Some form of schooling and educational structure had always existed throughout the life of mankind. Realizing that fact, Hall did not try to recreate the system and understood that ideals and standards that had been established from different lines of research existed and had become accepted practices. Therefore, it would be difficult, at best, to change opinions and policies, and yet harder to abolish them. Unrelenting, Hall continued to try and convince the school community and society to see the child as a person with individual needs and interests. Hall introduced his proposals into the school system and wisely choose those that he thought would further the line of investigation that would help develop his thesis, child-study.

Early in Hall's life, living on the farm, the natural curiosity of farm life, the growth and development of farm animals, the relationship with his parents and other family relationships, and being involved in the community, served as a catalyst for Hall's ventures in the years that followed. Hall was restless, he become bored easily and was constantly looking for challenges. This was evidenced by
his leaving the farm at an early age and taking up various trades enroute to discovering his life's work. In an attempt to find his "niche" in life, Hall's indecisiveness led him from the ministry, a field into which he drifted because his mother wanted him to become a preacher, to philosophy, anthropology, and psychology. Hall seemed to have an insatiable need to know what was going on around him. Hall was not satisfied with the traditional methods that were utilized in the educational system and because of his ideas, he seemed to be swimming upstream most of his career. Likewise, he was not comfortable with himself and seemed to be searching for an identity both in his professional, as well as, in his personal life.¹

Hall wanted very much to be a part of the American educational system. He tried to conform to the norm, but often found himself distracted. Because Hall read most of the latest literature published (He read several languages fluently, such as French, German, and Italian), he was swiftly caught up by theorists and their theories that seemed to be more progressive than the ideas and practices being applied in the American schools. Hall's extended stay in Germany (six years) branded him as "too Germanized" by American universities and the educational community wanted no part of him or his extreme ideas. Subsequently, Hall was

¹Wilson, G. Stanley Hall: A Sketch, 11-15; Pruette, A Biography of a Mind, 263.
almost left out of a job in education, a position for which he was uniquely qualified.\textsuperscript{2} Despite his frustration, the one idea of Hall that was generally accepted in America was evolution, an idea he borrowed from Darwin. Evolution was not only embraced by the American schools and society, but had infiltrated almost every facet of human life and was accepted by the institution of which Hall wanted so much to become a member. Hall's logic concluded that if the idea of evolution occurred in the lower form of animal life, it would work in mankind as well, which was the highest developed creature of nature. The American society was primed for change and Hall found an opening into the academic field by using evolution as the basis of what he later became famous for, the child-study movement in America.

Hall was an innovative and independent thinker, but not necessarily the originator of the many ideas that he later formed as his own definitive opinions. He used whatever platform available to him, the lecture circuit, the published media, to express his ideas. Even though many of his ideas came under scrutiny from the disciplines from which he borrowed them, he had many disciples and was praised by laymen whose ideas he amassed with research and made viable. Neither criticism nor praise deterred Hall as he continued to read, research, publish and establish

\textsuperscript{2}Wilson, 11-15.
journals and institutions, Louis N. Wilson, the librarian at Clark University and a friend of Hall's, in his book, G. Stanley Hall: A Sketch, confirmed the notion that Hall was forever 'founding' ideas, under the influence of a conviction, bringing together certain new ideas, that were not originally his own, adding to them a supporting mass of other ideas drawn from his reading and then driving the resultant mass home in a book, on the lecture platform, in his seminary and on every other occasion that presented itself.³

Resurrecting and revamping suggestions like child-study, recapitulation, evolution, and making them mainstream ideas was a unique talent of Hall. He took child-study, a concept that was addressed by the American Social Science Association (ASSA)⁴ to study children and made it a household word. The term "child-study" came to be associated with Hall in America and the spirit of that idea still exists today with such terms as "individualized education plan (IEP)," "child-study evaluation," "blue-slippering," "Multidisciplinarian conference or staffing (MDC/MDS)." The resultant information based on the observation and documentation from informed sources (parents, teachers, doctors, nurses, the child), helped to plan the child's program. The child was to be taught at his present level of academic, physical, and mental developmental age and not by a set of preconceived standards

³Ibid.

⁴Strickland and Burgess, Health, Growth and Hereditary, 8-11.
without regard and consideration for the child. From that perspective, the education Hall had envisioned for his ideal school was realized.

Like himself, Hall knew that students came from diverse backgrounds and believed that each student should be free to dream and excel in whatever area the student was capable. Hall acknowledged that the inherited traits and characteristics he acquired from his parents influenced the decisions of his life immeasurably. Hall also realized that to deny himself his individuality and to succumb to the wishes of others (parents, academic community, and such) was too great a sacrifice. The talents Hall acquired from his parents, such as writing, speaking, teaching, he utilized to the credit of his parents to accomplish the things he wanted to do.\(^5\) Likewise, the child was to be allowed to capitalize on his acquired traits and with the help of devoted parents, teachers, a progressive educational system, and other support services, he or she could strive and achieve to great heights. Also, every child should have the freedom to explore and express himself or herself and not to have to live their parents' dream, but have the opportunities to choose his or her own life's work, to enjoy his or her own successes and failure and expect a reasonable amount of support in the area chosen. Following one's own dictates, as Hall often did, could prove risky and leave one

out of the mainstream, but not to follow one’s dream was more tragic.

After being allied so closely with the child-study movement in America, Hall began to challenge the school system not to stereotype children or to continue to see them as raw material to be shaped and molded to some obscure standard, but to see them as individual human beings with feelings, instincts, needs, desires, and allow them to carve out their own path. Hall was not interested in abolishing the school system, but merely suggested ways, he thought, that the system could be enhanced. He wanted to redirect the way the school, home, community, and society in general saw the child.

Much of what he wanted in his "ideal school" was a sense of wholeness. If there was a unified effort among the home, school, academic community and society, that spirit could be transmitted to the child with each entity supportive of the other. As a school, the needs and interests, innate characteristics, of the child were to be fostered to help each child to make his or her own career choices. Just as Hall was allowed to take advantage of the opportunities in his life, if given the chance each child would also be able to make decisions about his or her life and benefit positively from them. As Hall’s life

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6 Hall, Child-Study, 351-364.

7 Ibid., 10-16.
illustrated, rejection, disappointments, and setbacks were inevitable, but perseverance, encouragement, and faith in oneself would triumph.

With no intentions to usurp authority over the school structure, Hall continued to suggest ways his ideas would enhance the system. One of the major concessions he desired was to change the order of the subjects. He proposed to deemphasize reading, writing, and arithmetic which required physical and mental maturity that many students had not yet attained and opted for a more natural program of play and nature study which would help the child develop physically and mentally and enable him or her to be more successful later on in reading, writing, arithmetic, and other subject areas. Through play and nature study, the basic subject areas (mathematics, science, geography, reading, music, and such) could be incorporated and the child would learn then when he or she was maturationally ready.

Hall knew that at some point education had to be more structured for the child, but proposed that there be less structure in the initial stages of his education. Play and activity was the essence of childhood in Hall's mind. Play, nature, and the child were one and to learn and study one of

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8Hall, Recent Observations, 147-149; Hall, New Movement in Education, 17; Hall, Some Defect of the Kindergarten, 88.

9Hall, Address of Dr. Hall: Play and Work, 43-48.
them was to love and appreciate the other.\textsuperscript{10} Through play the child was able to work through or recapitulate the primitive elements and needs of man and nature provided the playground by which those salvage elements were exorcised. From that perspective the child was seen as "father of the man" in that he was the newest, most recent creation. The child was thought to be the embodiment of all knowledge and growth that the previous generations had experienced. The activities he performed from birth and thereafter, if documented, as a life book, could be used for future reference to help map out his education. The child was considered to be living history for anthropologists, scientists, philosophers, and psychologists, in that most adults had forgotten many of the events of childhood that shaped their lives, which was why Hall could say that life was like a "bunch of keys" in different stages of decay.\textsuperscript{11}

Another example of how life was recapitulated in the child's play was in the story of the "sandpile."\textsuperscript{12} In that story, children through play recreated a complete society with industrial, administrative, moral, geographical, and economic systems. Those abilities were believed to be innate in children because of the storehouse of knowledge

\textsuperscript{10}Hall, \textit{The Education of the Heart}, unnumbered; Hall, \textit{Love and Study of Nature}.

\textsuperscript{11}Hall, \textit{Evolution and Psychology in American Association}, 263-264.

\textsuperscript{12}Hall, \textit{The Story of the Sandpile}, 1-19; 690-696.
and abilities inherited from past generations. Because of that reasoning, the children could work through a myriad of problems well and wisely with minimal supervision from adults. Through those naturalized experiences, students became more compassionate, rational, and learned many lessons in self-control and developed a spirit of self-help. Consequently, highly structured programs too early in the child's development tended to thwart those innate tendencies. The child through his play activities was the way to reconnect with the past ancestral feelings and instincts and that exploitation of each child helped adults to stay in close rapport with the child and with themselves.

Aside from the educational and academic value of play, it was fun and just as play was healthy and fun for the growing child, it was equally as important for the vibrant and creative adults. Those expressions of ideals and fantasy helped to keep the psyches of adults young. That followed the contention that teachers could be effective and positively influence their students despite age, sex, and other physical and personal characteristics of which they have little control. Just as children educate themselves and their peers, likewise adults (teachers, parents) should seek to learn from others and maximize their opportunities to learn as much as, if not more from, their students as they give to them. With that attitude of give and take, the innate traits of children, coupled with the skillful
direction of professionals, they both would reach their zenith.\textsuperscript{13}

Teachers were seen as special and unique individuals for Hall, much as he saw the child. Teachers, then as now, were expected to perform incredible feats. Likewise, as in previous times, teachers were human beings with strengths and weaknesses and required the same individuality afforded the child. It was unlikely that the qualities Hall wanted engendered in teachers would exist without other less desirable traits surfacing also. Teachers were to mold, shape, create, motivate, and exemplify qualities few other professions were expected to perform.\textsuperscript{14} Just as Hall was influenced by great men (Darwin, Spencer, Rousseau), his parents and teachers, he also knew that the young child would mimic and put his teachers, parents, and significant others on a pedestal, which was the reason he set such high standards for the teachers and others who dealt with children.

How Hall saw teachers was not necessarily how teachers saw themselves, how society saw them or how teachers, parents, students, and administrators perceived their duties. Good teachers came in all shapes, forms, and fashions and each stimulated and motivated in his own

\textsuperscript{13}Hall, New Departures in Education, 146; Hall, Traits for Estimating Success, 61-63.

\textsuperscript{14}Hall, The Training of Teachers, 11-22.
special way. The old standard which laid down a single style for teachers had long since disappeared because there was no one trait, habit, or art, that measured teaching success and that one could be successful in spite of a particular trait.\footnote{Hall, Traits for Estimating Success, 61-63; Hall, New Departures in Education, 146.} The characteristics Hall desired were good and admirable, but teachers may possess some and not have or choose not to cultivate others.

Hall’s set of standards for teachers was rigid, much like the standards the present school system set for its students. As nearly perfect as one could be, the teachers of young minds were to possess the best morals, be the best models, encourage, and be the optimal example for the child. The stipulations were vast and many teachers would be under great stress to maintain such a strict code of ethics. The stress placed upon teachers could very well cause health problems for teachers.\footnote{Hall, Child Study, 1-17; Hall, Certain Degenerative Tendencies, 455-460.} Hall recognized the strain that schooling could have on children with set programs, poor organization, what he called "school-bred diseases"\footnote{Hall, Practical Child-Study, 7.} and lack of individuation, but seem to ignore or forgot how the standards he set forth for teachers could cause similar problems. He wanted the child to be treated as an individual and use his interests to promote his or her
educational needs, but seemed to not mind denying teachers their individuality. Teachers had a job to do and a specific role to perform concerning children, but just as critical, every teacher must be true to his nature and talents. A strength for one teacher was not necessarily a strength for another. Ideally, teachers may possess many of the same qualities, but realistically there will be different teachers assuming different roles in the educational program of the child, the disciplinarian, motivator, nurturer, but that may not be the same person. Also, too close scrutiny of teachers, especially those with health problems, may weed out good teachers. One should be in the best possible physical, mental, emotional, and intellectual condition possible so as not to contaminate others, but illness in itself should not rule anyone out of the teaching profession. Just as Hall wanted teachers to model behaviors, the teacher’s triumph over personal health problems could be just as inspirational to a child to give him or her the courage, will, and determination to overcome his problems. The child experiencing health problems would be better able to handle his own deficits with the help of teachers who have already dealt with his own inadequacies. The result of such an interchange between teacher and student could develop into a mentoring relationship.\(^{18}\)

Teaching whether in the classroom or outside the classroom

was beneficial.

The traditional values regarding the teacher, the child, and his schooling had begun to change during the Progressive Era (1890-1920). The premium Hall placed upon the teachers and their duties to the child, the school, and community was an example of how opinions had begun to change. Many of Hall's views were shared by his followers and helped to influence the ideas of other progressives. Teachers were often given incredible tasks to perform without adequate support. If teachers failed to live up to the expectations placed upon them, they were deemed failures, not the children, the parents, or society. Teachers, because of the special traits they were to possess, were not supposed to fail. Nevertheless, teachers were not seen as professionals as other persons in other professions (law, medicine) and who had less influence on children. ¹⁹ Some members of society had begun to change their opinions regarding teachers while others felt that caution was advised before proceeding further. The attitude still remains in some circles, even today, that teachers were glorified babysitters and that they do not deserve the compensation for their time spent in preparation.

Like Hall, I believe that teaching was and is a noble profession and those who enter it should be rewarded

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handsomely. Many of the persons who entered the teaching field used it as a stepping stone to enter other professions with more lucrative salaries. The exodus of teachers from the teaching field did little to help the professionalism of teachers. Hall's proposed improvements in the area of teacher training, standardization of course work, standardization of certification from state-to-state, merit pay, increments for cost of living, competency testing, and pension upon retirement, helped to propel the teaching profession from the doldrums and from the belief that anyone could teach (you just had to know more than the students). Even with the proposed advancements, teachers' professionalism still lagged behind other fields of endeavors. 20

Women no longer confined themselves to working in the home and sought employment outside of the home. The battle for equality found its way into the classroom and with the reputation of the school and its teachers low, the large influx of women into the system did not help the system and in Hall's words helped to "sissify" the schools. It was because of the feminine and nurturing qualities of women that Hall feared the male population would be demasculinized. 21 Women served as a scapegoat for the exodus

20 Ibid.
21 Hall, Dr. Hall on Sissifying the Schools, 439; Hall, Feminization in School and Home, 10237.
of men from the teaching field, especially in the elementary school grades. Many men employed in the elementary schools found working with elementary age youths laborious and monotonous and which also produced low wages and low prestige. The entry of women also gave men the opportunity to pursue more lucrative professions and other areas of endeavor. The research evidence that suggested that many students (male and female) did not see or have contact with male teachers until high school and maybe college, intimated that the responsibility rested squarely on both the shoulders of male and female teachers and not just the female teachers. If both girls and boys were to grow and mature and maintain a healthy psychological balance, the imbalance of female to male teachers had to be rectified in the elementary school. Comparatively, just as the home, the first school, took two parents (ideally), male and female teachers were needed in the school, if the child was to grow properly physically, emotionally, and mentally.\(^{22}\)

Public education was all that many children would be able to afford, therefore, education was to be concerned with the whole child in school as well as out of the school. The school was to be a functional family, a non-threatening neutral environment, where students could enter a budding sprout and leave a fully blossomed flower able to conquer challenges at his or her maturational stage. Competition

\(^{22}\)Hall, *The Question of Co-Education*, 588.
was to be intrapersonal and not interpersonal.\textsuperscript{23} Child-study was to be that network through which all phases of the child's life were to merge. Since every child was unique and processed information differently, there was room for more than one approach and method to teach the student. Hall, in his quest, assessed the academic environment and proposed to offer his methods of teaching students to compensate for what he saw as inadequacies in the present school system. Because of individual differences some children needed more structure than the system provided and other students needed less structure depending on their maturational level.

The educational organization authority may have agreed with many of Hall's proposals and many eventually did filter into the system, but because of the economic climate in America, the increased immigration and migration and the need to educate the masses, the level of individuation prescribed by Hall was not practical at the time. Historically, changes in the educational arena were slow in evolving. Even though Hall moved swiftly and fluently from idea to idea and from discipline to discipline, he could not realistically expect the educational system to do the same. Small increments of change took time and the educational community had to be convinced above a shadow of a doubt that

an idea had validity and reliability and even then there was no guarantee that the new idea would be adopted.\textsuperscript{24}

Hall was very idealistic. The ideals he borrowed from other fields and from laymen became a catalyst that helped to illustrate how ideals from the different subject areas could work together. As a result, his investigation stimulated growth and research in other fields. Dr. Hall's "ideal school" did not exist except on paper and in his mind. The system he wanted to integrate or possibly supersede did not live up to the perfection he envisioned. From the treatment of the child, the expectations of the teacher, the school, its curriculum, the climate, and its organization, there was room for improvement. The progressive era (1890-1920), a time when ideas flourished, was just the beginning of what would be a stream of slow, deliberate changes in the way the child and the teacher were viewed and how education would be treated in the schools. Because Hall made a gospel of childhood and the nature of the child was thoroughly investigated, he became a gadfly for many new and enthusiastic young thinkers and the data was used in other fields (biology, medicine, philosophy, psychology) to determine child development as well as in the educational field.

Acknowledgement that children should be educated was

\textsuperscript{24}Hall, \textit{The Ideal Education}; Hall, \textit{New Departures in Education}, 146.
not debatable and going to school was a given. Learning materials just to be learning them was not education, according to Hall. The subject matter needed to be useful in everyday life and create a desire to do more with one's life.\textsuperscript{25} Just as a picture could convey ideals, thoughts, and could be used to teach academic subjects (geography, history, science), the living breathing picture of adults displaying kindness, patience, encouragement, empathy would go far in developing character and pride in learning.\textsuperscript{26} If the right seeds were planted and sufficiently nurtured, they would find a way to bloom. Lessons learned and taught by example were just as valuable as lessons learned from books.

Hall's death on 24 April 1924 in his home in Worcester, Massachusetts, terminated a life filled with determination and zeal. Most of Dr. Hall's work and writings lay within the fields of his professional interests. Of his many contributions probably the most significant in its widely extended influence was his emphasis on the genetic point of view and method. That method in scientific study and its practical application was represented by the Pedagogical Seminary Hall founded in 1891.\textsuperscript{27}

"America has lost her foremost pioneer in the

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\textsuperscript{25}Hall, \textit{Editorial}, 119-120; Hall, \textit{The New Movement in Education}, 9-19.

\textsuperscript{26}Hall, \textit{The Ministry of Pictures}, 387.

\textsuperscript{27}"Editorial," \textit{Journal of Education} 99 (May 1924): 481.
development of modern psychology,"²⁸ was how Hall, in death, was described by William H. Burnham, a trusted friend. Hall was a pioneer in many lines of research. He introduced the experimental study of psychology to America, opening the first psychological laboratory, at Johns Hopkins University. He established the American Psychological Association; and was founder and editor of the American Journal of Psychology. He introduced various psychological movements to American students, notably the work of Freud and Jung. Hall was virtually the founder of child study movement in this country. Many of Hall's students were at the forefront of the child study movement in America wherever it took in any serious form. Finally, "the many interests that he helped to develop will remain as permanent elements in our intellectual and spiritual life."²⁹


APPENDIX

CHRONOLOGY
1844 Born in Ashville, Massachusetts.

1863 Entered Williams College, Williamstown, Massachusetts. John Mills was his mentor.

1867 Entered Union Theological Seminary in New York.

1868-70 Studied in Germany---Theology, Philosophy, Physiology, Physics, Anthropology, with Renan, Strauss, Tynall, Goethe, Paine. Mentors were Darwin and Spencer.

1871 Returned to the Union Theological Seminary. Received his B.D. Degree.

1872 Taught Literature and Philosophy at Antioch College. Became acquainted with the works of Wundt. Met his first wife, a child was born, both later died.

1876 Left Antioch to return to Germany.

1876-78 Detour--Tutorship in English at Harvard. Met William James.

1878 June of 1878, received the First American Ph.D. in Psychology at Harvard, "The Muscular Perception of Space". Left for a second trip to Germany.


1880 Returned from Germany. Saturday lectures on Pedagogy---this launched his educational career and his initial adventure in child-study.

1881 Lectures at Johns Hopkins in Baltimore.

1882-83 Offered lectureship to build a psychological laboratory at Hopkins. Taught notables as John Dewey, James McKeen Cattell, Joseph Jastrow.

1887 Founded the American Journal of Psychology at Hopkins.
1888 Invited to be the first President of Clark University by Jonas Clark, in Worcester, Massachusetts. Resigned from Hopkins. Returned to Europe for nine months to do research before opening Clark.

1889 Opened Clark University at its first President on October 2.

1891 Founded the Pedagogical Seminary (now the Journal of Genetic Psychology).

1892 Founded the American Psychological Association, also, its first President.

1904 Founded the Journal of Religious Psychology.

1909 Attempted to organize an institute of child-study, it failed due to lack of funds.

1915 Founded the Journal of Applied Psychology.

1917 Publication---Jesus, the Christ: Fight of Psychology.

1922 Publication---Senescence.

1924 Died---April 24.
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The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date
11 November 1993

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