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A PRELIMINARY SKETCH OF THE HISTORY OF CHILD STUDY IN AMERICA.

BY SARA E. WILTSE.

The history of the present epoch-making movement toward the systematic study of children is yet to be written. Its full and adequate story can only be told by one well versed in modern psychology, anthropology, philosophy, the study of morbid mental action, animal instinct, etc. Pending such a history, it has occurred to me that I might, perhaps, fittingly mark the termination of my service as secretary of the new section of the National Educational Association for child study during the first year of its existence, by recording the main facts in the external history of this movement with which I have been actively connected in various capacities from its start in 1880. In such an article I cannot attempt a complete bibliography, and can do almost nothing in the analysis of the many papers that have been written. I am well aware, too, that it is too early to predict or to see the full scope of this movement, which was never so active as at present. Despite the ready aid of a score or two of those most prominent in the work, which I desire hereby to acknowledge at the outset, my paper must necessarily have grave defects of omission, as no one has attempted even the beginnings of such a sketch before. As, however, I hope in the future to revise and greatly enlarge this paper, I shall be grateful for any data, articles or information from any source, not only down to the close of the meeting of the National Educational Association in 1895, with which this paper terminates, but subsequently.

The literature of this subject is already quite comprehensive. Dr. F. Tracy printed over a hundred select titles in his work on the "Psychology of Childhood," a Clark University thesis, in 1893. A fuller list of nearly 250 titles, well classified, is printed in the "Handbook of the Illinois Society for Child Study," May, 1895. A bibliography of "Child Study," is now in preparation at Clark University, which will probably appear later in the PEDAGOGICAL SEMINARY. Dr. G. Stanley Hall, editor of the PEDAGOGICAL SEMINARY,

has attempted to publish in that journal digests or reports of all important literature, the greater part of several numbers of the magazine being devoted to this subject.

While the work of child study did not, perhaps, absolutely originate in this country, the foreign initiative was extremely slight. Darwin and Lazarus had indeed made their studies; Preyer had begun the publication of some of his observations before the years 1879 and 1880, when the work in this country began. In fact, child study is, in a peculiar sense, American. Not only has more been done in this country than in all the world beside, but it seems the instinct of our people to take a fresh, independent look at primal facts of human nature and at growth itself. Moreover, the readiness of not only parents, but even teachers, often so conservative, to apply every practical result in this field, is a happy illustration of some of our best national traits. Courses on child study are now given either in the regular work or in the summer sessions at Clark University, Yale, Harvard, Princeton, Pennsylvania, and elsewhere. Specialists are now studying in this country and Europe, hoping to become professors of "Paidology" when the present transforming effects of this work upon the departments that deal with the human soul shall be a little further advanced. Already, the programme of no educational meeting is complete without at least one paper on this subject, and since the reports of the Committees of Ten and Fifteen have fully opened up the programme question, it is clear that the next step in educational progress must be to shape it to the needs of individual children. Tempting as is the future, however, we must turn from prophecy and address ourselves to history.

Massachusetts. The first important study of childhood made in this country was by Professor Henry P. Bowditch, in 1879, based upon thousands of physical measurements of Boston school children between the ages of five and eighteen, and showing that for a brief period, at the age of thirteen or fourteen, American girls are taller and heavier than American boys, and that American children are heavier than those of other nationalities that had been previously measured. This classic investigation, which has been added to in various ways by its author, led to work like that of Dr. William T. Porter, in Missouri, and the minuter work of Dr. F. Boas and his pupils and assistants at Clark University, and has doubtless influenced Dr. Hartwell's work, and that of Professor Bryan and others, but on the whole represents a line less productive as yet in this country, however fundamental its importance, than that of the study of children's minds. Professor Bowditch has lately revised his work by Galton's

method of percentile grades, and has pointed out the relations between growth and disease. Dr. Hartwell's work on children's death rates, and his papers on stammering and anthropometry, are contributions of great value. The work of Dr. Franz Boas, as well as that of Dr. West, is more minute, and establishes important relations between the growth of the face, the body, head, strength of grip, etc.

Previous to 1880 practically no scientific observations of child life had been undertaken in America. There were almost no data for comparing feeble-minded and normal children on entering school, and one searched libraries in vain to find what the average child could either know or do at a given age. It was little suspected how absolutely unreliable and false to fact some of even the best biographies were in the chapters which dealt with the childhood of great men. In 1880 Dr. G. Stanley Hall undertook to determine what the average Boston child at the age of five and six might safely be supposed to know on entering public school. He selected 123 questions, based largely upon the child's relation to nature and society, as the list shows: "Has the child ever seen a cow, pig, sheep, hen, chicken, bee, beehive, frog, worm, butterfly, ant, squirrel, snail, crow, sparrow, hawk, robin, bluebird, apples on trees, peaches, cherries, pears, grapes on vine, willow tree, pine, poplar, elm, chestnut, oak, maple, growing corn, wheat, oats, beans, potatoes, strawberries, blackberries, blueberries, moss? What seed has it planted, if any? Seen a growing rose, buttercup, dandelion, clover? Does the child know the origin of milk, butter? What its stockings are made of? Where meat comes from? Has the child ever seen a hill, river, brook, the woods, a beach, an island, a pond? Does it know its right and left hand? Can it touch elbow, cheek, forehead, ankles, knee, hips, waist, ribs, throat, wrist, knuckles? Can it pick out red, green, blue, yellow? Can it strike a tone correctly, beat time correctly, repeat words correctly? Has it ever seen the moon? Its seeming diameter? Has it ever seen stars, sunrise, sunset, dew, clouds, rainbow, hail? Does it know what season it is? Does it know the numbers three, four, five? Does it know a triangle, a square, a circle? Was the child ever in bathing? Has it been to kindergarten? Can it knit, sew? How can it help at home? What does it love to do or play best? What would it most like to have? What would it like most to be? Name three things right to do. Has the child ever owned a hoop, doll, kite, top, sled, knife, ball, jumping rope? Has it ever been in the country? How many cents has it saved at home? Has it ever seen a spade, plow, hoe, file, axe, shoemaker at work, watchmaker, brick-

layer? Has it ever ridden on a sled, sleigh, horse cars, row-boat, steamboat, cart or wagon, wheelbarrow? Can it tell a little story, say a verse, a maxim or proverb?"

This investigation was carried on through the liberality of Mrs. Quincy A. Shaw of Boston, who detailed four teachers, of which the writer was one, from her kindergartens, to act as special questioners under Dr. Hall's direction. Superintendent Seaver and the teachers of the various schools readily coöperated in this study, the results of which were published in a pamphlet, entitled "The Contents of Children's Minds on Entering School." Out of this grew a large part of the movement for the study of the psychic side of human development. The child's notions of the phenomena of the heavens, and a great majority of the topics studied of late years, were begun in this comprehensive investigation. The little book has had a large circulation in America, and has been translated into several foreign languages. Wide as was the interest this memoir excited, and far-reaching as its influence was, the full scope of the movement it inaugurated was not seen at first, and it was some years before it stimulated other investigations. Mrs. Emily Talbot issued a pamphlet with suggestions for child study at about this time, but has published no data.

In 1881 Dr. Hall printed the first comprehensive syllabus for the study of children, of thirteen pages, which was widely circulated, but produced few scientific results. "The Study of Children's Lies," published in 1882 by Dr. Hall, based upon careful observations collected by the author, has, like "The Contents of Children's Minds," been translated into several languages. The same is the case with his article on "Children's Collections." His "Story of a Sand-pile," *Scribner's*, 1887, was the last before Dr. Hall founded the *American Journal of Psychology*, in which other articles have appeared. Notes on his own children were published in his PEDAGOGICAL SEMINARY. He has also published many other articles easily accessible in the literature, and given addresses on the subject in all parts of the country. During the academic year 1894-5, Dr. Hall has printed and circulated to about 800 inquirers, in all parts of the country who had requested his guidance, a series of fifteen syllabi upon the following subjects: I. Anger. II. Dolls. III. Crying and Laughing. IV. Toys and Playthings. V. Folk Lore Among Children. VI. Early Forms of Vocal Expression. VII. The Early Sense of Self. VIII. Fears in Childhood and Youth. IX. Some Common Traits and Habits. X. Some Common Automatism, Nerve Signs, etc. XI.

Feeling for Objects of Inanimate Nature. XII. Feeling for Objects of Animate Nature. XIII. Children's Appetites and Foods. XIV. Affection and its Opposite States in Children. XV. Moral and Religious Experiences. To these syllabi over twenty thousand returns have been made, which are now being worked up for publication.

In 1885 a systematic study of children was undertaken in the State Normal School at Worcester, at Dr. Hall's suggestion, the method of which is described by the principal, Mr. E. Harlow Russell, in PED. SEM., II. 1, and is as follows: Half sheets of note paper are furnished for the records, with heading for name and age of observer, and name or initials, age, sex and nationality of the child observed, and the length of time between making the observation and recording it. The observer is advised to conceal his purpose, to keep his note-book out of sight, and to watch the spontaneous activities of the children. It is the gathering of significant and oftentimes apparently insignificant facts that constitutes the task of the students.

Mr. Russell has collected 35,000 of these records, besides many specimens of children's drawings and 150 articles spontaneously manufactured by children. He has already arranged to publish a book on "Child Observations," which will doubtless be of inestimable value to psychologists, teachers and parents. Mr. H. W. Brown and Miss E. M. Haskell of this school have published articles on "Thoughts and Reasonings of Children" and "Imitation in Children," directly based upon the records gathered by their pupils. Mr. Bolton, a Clark University graduate in psychology, one of Mr. Russell's instructors, has done good work. The Russell method has the great advantage of spontaneity. It uses no questions and no syllabi, and greatly reduces the danger of reading into the children's minds what the interrogator seeks. It has also become a new and most stimulating way of teaching psychology, and has been entirely or partially copied in many places. Mr. Russell is one of the most stimulating of all our educational speakers, and has in late years delivered many lectures upon the aspects and results of his own work, which have exerted a wide and deep influence. His enthusiasm and example are now one of the most important educational influences in the movement. Mr. Russell's enthusiasm is, however, wisely tempered with conservatism, and this fact has made his influence all the greater with teachers.

In 1888 the writer of this sketch made a study of Hearing in the public schools of Boston. Over a thousand children were tested at Dr. Hall's suggestion, Dr. Clarence Blake, an eminent aurist, directing the practical details. A report of this was given in the *American Journal of Psychology*, and a paper

on "Sound Blindness," based upon these investigations, was read at the National Educational Association held in Nashville, Tenn., in 1889. The writer tested 113 school boys on mental imagery, notes of which were published in the *American Journal of Psychology*. From data gathered from parents, teachers and physicians, a paper on "Adolescence" was presented before the Women's Physiological Union, Boston. The writer has also questioned and made records upon thousands of children for other investigators, which have also been of the greatest service to her in the books of which she is the author, particularly in her "Place of the Story in Early Education, and Other Essays."

About 1890 the whole subject of child study in Massachusetts, not to say the whole country, received a great impulse in connection with the pedagogical department of the newly founded Clark University at Worcester. In his essay, entitled the "Moral and Religious Training of Children," in the *Princeton Review* of 1880, Dr. G. Stanley Hall first drew attention to the intimate relation subsisting between adolescence, education and religion. This subject, which has since proved so fruitful, and was greatly advanced by Dr. William H. Burnham in his most suggestive paper entitled "The Study of Adolescence," was carried still farther by A. H. Daniels in his dissertation entitled "The New Life, a Study of Regeneration," and led to Mr. Leuba's paper on the "Psychology of Conversion." All three of these gentlemen were pupils of Dr. Hall, who suggested these topics, and who strongly believes that there is a greater and still unexplored mine of psychological wisdom in this which is one of his favorite themes.

Other special studies of various phases of childhood made at Clark University are the following, which have been published or are now in press: T. K. Bolton, "Growth of Memory in School Children;" F. Tracy, "The Language of Childhood;" A. H. Yoder, "Studies of the Childhood of Great Men;" G. E. Johnson, "A Study of the Educational Value of One Thousand Classified Plays and Games;" Oscar Chrisman, "The Hearing of Children," "Children's Secret Language;" William H. Bryan, "The Development of Motor Ability;" Dr. William H. Burnham, "A Scheme of Classification for Child Study," "Individual Differences in the Imagination of Children;" Dr. A. F. Chamberlain has a large volume now in press on "The Child in Primitive Culture;" J. A. Hancock, "Preliminary Study of Motor Ability and the Relations of Strength to Flexibility in the Hand."

At Harvard University Professor Royce has collected data and published a number of preliminary reports on Imitation, which promise results of the highest value. On the other hand,

Professor Münsterberg, another Harvard psychologist, is quoted in a late number of *Intelligence* as saying in a Boston address on child study: "All that I have to say out of my deepest heart is simply I do not believe in it."

Miss Calkins, professor at Wellesley, has made a number of important inquiries, in press as I write, concerning various phases of the emotional life of children. Misses F. and M. White of Boston have collected many valuable data. Principal E. H. Russell of the Worcester Normal School has given a course of lectures on child study at the Harvard Summer School and Clark University Summer School of 1895.

In Boston, a child study session of two hours a week has been held in Miss Smith's Fröbel primary normal class. Much time has been spent on the vocabularies of children. Observations have been recorded upon the dominant interests of the children at the time of entering school, for the purpose of developing a school programme upon the basis of the child's mental hunger.

From the above we see that Massachusetts has been the pioneer state in this movement so far as effective work and productivity are concerned. Not only was she first in the field, but she has produced perhaps more valuable results than all the other states combined. So far, however, as organization goes, this state has signally failed. Three times, at least, meetings have been held and modes of organization determined upon; but while prominent educational workers have allowed their names to be used for offices, they have done nothing for the cause. As in so many other things in New England, individual initiative leads, and not organization, as is so often the case in the western and middle states. While many prominent educational men and women in eastern Massachusetts are in hearty sympathy with the movement, it is probable that the same conservative spirit which opposed Horace Mann is now expressed in the hearty applause with which the Boston Schoolmasters' Club are said to have greeted the disbelief in it expressed above by Professor Münsterberg, from his exclusively laboratory standpoint.

California. The work in California centres about two names,—Miss Millicent W. Shinn, until recently editor of the *Overland Monthly*, and Professor Earl Barnes of the Leland Stanford University. Miss Shinn's work, like that of Preyer, is largely based on the study of an individual child, her niece. She has in general also followed Preyer's methods, with important innovations and improvements, and the two large pamphlets she has so far published come up to the end of the third year. Her studies are based upon exceedingly copious and careful

notes, and are the best records of an individual child yet published in this country. They cover sensibility to light, sound, early speech, drawing, etc. What Miss Shinn herself says at the close of the second volume of her notes deserves quotation: "The most important generalization that appears to me on completing this analysis of my notes on the development of senses is one contrary to accepted opinion and to my own expectation in beginning the observations, but in accord with my general impression as they proceeded, viz., that the higher senses led from the first in the child's psychological activity. So far from finding an early dominance of taste and smell, displaced later by that of the senses that supply more mental interest, I found a lively attention to sight-impressions very early, slowly overtaken by attention to other sensations in direct rather than in inverse order of their intellectual importance."

Besides these Miss Shinn has published a number of interesting articles on various aspects of child study, and has other significant work well under way. She calls special attention to the fact that the years from three to six, about which least is known, are just those devoted to the kindergarten, and is inclined to reproach its representatives with a sense of satisfaction incompatible with serious investigation.

Miss Shinn has also written a number of minor articles upon the subject, which are very full of interest and suggestion, especially "The Visible World of a Little Child," in the March number of the *University of California Magazine*; "Comments on Babies;" "The First Two Years of a Child" (in press); "Early Home Environment," and has contributed one article to an interesting California book now in print, entitled "Primitive Drawings by Babies."

Professor Barnes has followed to some extent the methods of Dr. Hall, but has worked with more special problems and with larger numbers of children. His work marks important advances, and data for much of it has been collected under his direction by school superintendents, principals and others. One of his most interesting papers is on "The Theological Life of California Children," and brings out clearly the fact that before the age of thirteen most children are inquirers if not sceptics. His paper on "Children's Drawings" suggests important reconstructions of our methods of school drawing, some of which are now being made. Spontaneous drawings are used as a basis of observing the subjective activity of children. Perhaps even more important yet are the conclusions of another of Professor Barnes' papers, showing that the natural child first asks concerning a new object, not what are the details of its form or

its properties, but its uses, or what it is for. This should be radically considered by those disciples of Herbart or Comenius who exhaust observations and object lessons first and make application or use last. A carefully prepared and simple story was told to a thousand children, in another investigation, who drew pictures illustrating it. From these drawings, among other important conclusions, is the following: "The humane instinct in children is far stronger than the destructive instinct." He has also used the story method in the study of "Children's Rights as Seen by Themselves," has written on "Children's Plays," on "Childish Superstitions," "Class Punishments," "Comparison and Inference," "Punishment for Weak Time Sense," "Punishments in School or at Home," "Children's Sense of Time and Their Financial Sense." His organization of teachers' classes under the direction of boards of education has done effective work in San Francisco, San José, Oakland, Stockton, Alameda, Santa Cruz, Santa Rosa, and he is in constant receipt of data from these and other sources. No one has been so successful in getting large masses of data on restricted and carefully defined but important topics, and in securing the active coöperation of school superintendents and school boards. This is at least partly due to the practical nature of his work. Those who desire to know what child study has done that the teachers can make use of in the school room will find nothing in this country so immediately helpful as Professor Barnes' work. The Oakland School Report, especially that for 1892-3, shows that teachers are alive to things in this work that bear even remotely upon the physical and mental welfare of the pupils in the public school, and are aware that it is only by direct study of the children that these conditions can be understood.

During the last four years Professor Barnes has lectured in every city and nearly every village in California. His plan is to outline a subject in a general public lecture, and distribute syllabi. During the next few days the teachers collect papers, work out their conclusions, and send the papers to the superintendent's office, thence to him. He and his students work over this material, meet the teachers again and discuss results. Many of his papers are now out of print. In 1891 he started an experimental kindergarten, adding later a primary school. This opens a field for the special studies printed in the *Pacific Journal of Education* and elsewhere.

One public school in Oakland, with grammar, primary and kindergarten grades, is set aside as an experimental school for the university, and observations there are constantly re-

corded. There are regular conferences between the kindergarten teachers in San Francisco and the pedagogical department of the University of California.

Miss Schallenberger has done exceedingly interesting work in a "Study of Children's Rights as Seen by Themselves." Mrs. Lulu Medbury Chapman, Mrs. Katherine Wolsey Slack, Mrs. Eleanor Gibbons Sharp, Mrs. Walker, Mrs. Condy, Mrs. Frances Bracken Gould and Miss Mirriam B. Levy have done valuable work. Miss Holmes, working under the direction of Professor Frank Angell, has studied the fatigue of a school hour by methods that give different and more reliable results than those of Burgerstein.

Alexander E. Frye, superintendent of schools, San Bernardino, California, has published for the use of his teachers a number of mind charts, by the aid of which the child may be judged as to temperament, constitution and sense defects upon entering kindergarten, and from thence through his school life. Several of Dr. Hall's pupils are doing good work in child study in California. Among these are Principal Yoder of the San Francisco Normal School, Dr. Dresslar at Los Angeles and Professor Bailey of the State University. Mr. Luckey, now of Clark University, published a year ago, from the laboratory of the Leland Stanford University, a most admirable study of color perception in the peripheral retinae of children, showing it to be far more restricted relatively than in adults.

Altogether, California undoubtedly ranks next to Massachusetts in the amount and value of research in this field. School and university coöperate cordially and effectively in the work, and what has already been accomplished, important as it is, seems likely to be greatly surpassed by what may yet be reasonably expected. A new university, earnest and able young men and women and a young country seem a fit medium for large achievements in the future. Organization has been always directed to practical results, and here California surely leads. The genius of Miss Shinn and Professor Barnes has already accomplished results that are simply marvelous, and of which this little sketch, written at so great a distance, is very inadequate.

Illinois. The movement for the study of children in Illinois sprung from a variety of influences. Among these are the sympathetic educational spirit and love of childhood of Col. F. W. Parker, head of the Cook County Normal School, who is a born lover of children; the remarkable two days' session of the Child Study Section of the National Educational Association, held in Chicago in 1893, under the presidency of G. Stanley Hall, and his lectures given the same year in

Springfield and Chicago; and the work of several of his pupils in that city and in the state, of which perhaps Dr. Krohn has been most active; the work of Superintendent O. T. Bright in the organization and the constitution of the State Society for Child Study, incorporated under the laws of the state of Illinois and indorsed by the state superintendent, is a model of what such an organization should be for effective work. The energy and sagacity of the secretary, Mr. C. C. Van Liew, are shown in the published "Transactions and Handbook of the Society," and in the fact that the latter is self-supporting, with 500 members. Dr. Krohn's courage and enthusiasm are manifest in the *Child Study Monthly*, a journal of sixty-four pages, begun in May, 1895. Prominent among the features of organization are the local child study round tables in all parts of the state, chartered by the society and reporting to it, of which half a dozen are now at work; the scheme for visitations of schools and kindergartens and the Advisory Board of professors and other experts, of which Dr. Adolph Meyer is one of the more active members. Professor Bryan has actively coöperated in the work of the society. Among the more important articles in the "Transactions" are "Child Study as Related to Instruction," by C. C. Van Liew; Dr. Holmes, "Measurement of Factory Children;" Dr. Meyers, "Mental Abnormalities;" Dr. H. H. Donalson, "Growth in Relation to Training." The society has also printed many syllabi for the study of children, so that on the whole its publications are invaluable for every worker in the field. All the work of this society bears out the terse sentence of President Parker in his address: "The Illinois Society for Child Study proposes honestly and earnestly to investigate the nature and growth of the child and the best conditions for his growth and education." Professor Krohn, chairman of the Executive Committee, has published a text-book entitled "Practical Lessons in Psychology," based largely upon the study of children, and has measured the Indian and colored children at Hampton Institute.

Prominent among the features of the organized work in this state is the development of relations with physicians and the enlistment of parents in the work. One of the best points about the work is that both the kindergartners and the Herbartians, who in most parts of the country have held aloof from the work, have in Illinois cordially coöperated. Dr. C. A. McMurray, one of the most active and influential Herbartians in the country, has accepted a position as a member of the Executive Committee, and Dr. C. C. Van Liew has also seen that both these causes are

strengthened by coöperation. Miss Elizabeth Harrison, a leader of the kindergarten movement in the west, has broken through the exclusive devotion to Fröbel, to which kindergartners are somewhat prone. Her "Study of Child Nature" and her "Study of Toys" are suggestive contributions. The Chicago Kindergarten College held a convocation in September, 1894, for the study of child nature. At this meeting the influence of nursery appointments, the proper clothing and food and the psychological value of play were among the subjects discussed. Mr. S. H. Clark has published an interesting paper on "Expression in Child Games," and the programmes of the convocation and other meetings for this end are very suggestive.

New York. In New York child study has been conducted by individuals at centres which had no relation with each other, so that my account must necessarily be somewhat incoherent. In 1889 a Society for the Study of Child Nature was formed in New York, with Mrs. Harry Hastings as president, and Mr. and Mrs. Felix Adler as its guiding spirits. Children's toys, falsehoods, punishments, literature, language, physical training, manners and habits have been observed and discussed by the members of this society at stated meetings since that date. Their report, 1893, is full of suggestions to mothers' associations. Mrs. Adler's "Hints for the Scientific Observation and Study of Children" followed largely Preyer's topics, the senses and the will. This circle has published little as yet.

The Associate Alumnae of the Normal College has a Committee on Child Study since 1893, which meets monthly, with Miss Jennie B. Merrill as chairman. Valuable data have been collected and classified on Dr. Hall's syllabi. Miss Merrill has herself made an interesting study of children's street plays, and contributions to the general subject of child study are sometimes printed in the *Normal College Echo* and the *Alumnae News*.

Dr. Groszmann and Mr. F. Montaser of the Workingman's School obtain a full health record of every new pupil, and study and record his mental and moral traits. Anthropological measurements are taken quarterly by the principal. This work is done in the interests of individual pupils. In the kindergarten normal department, Dr. Hall's syllabi are used. The question, "Have you ever wished to be different? if so, why?" brought forth very interesting illustrations of the children's way of thinking. Dr. Groszmann will later publish his experimental studies of children's drawings. From the School of Pedagogy, its principal, E. R. Shaw, reports that

he has collected over 3,000 illustrations of children's handwriting. One of his pupils has collected data on poor spellers that are much more extensive than Barnes' or Wyckoff's. Dr. Shimer has studied "Mental Traits as Revealed by Physical Signs," and A. T. Smith, in his "Mind Evaluation," has a suggestive and elaborate chart. Mr. Reigart of Columbia College has a course of child study in connection with psychological work. Dr. Chappell reports in the *American Medical Journal*, February, 1889, upon the examination of 2,000 children, in New York city, for nasal defects.

Miss Wyckoff of Brooklyn was the first to introduce a live baby into the psychological class room; and has incidentally made a large number of minor points. In Brooklyn, the Fröbel Society, the Progressive Educational Club, the Mothers' Class of the Pratt Institute, the Reading Circle for the Study of Children's Literature, president, Mrs. F. W. Hooper, and two or three other associations, have done more or less child study. In Vol. VIII, No. 2, of the *Educational Review*, Mr. F. W. Osborn gives an account of a study of the "Ethical Contents of Children's Minds," which is very suggestive. Professor C. A. Thurber of Colgate University has printed "Hints on Child Study" as one document of the New York State Department of Public Instruction, and issued a syllabus bearing the name of C. R. Skinner, State Superintendent. Three thousand compositions are sought on the questions, "What I Want to Do Next Year, and Why," and "What I want to Do When I am a Man or Woman, and Why." New York is thus the only eastern state which has officialized child study. If the first steps in this direction are wisely taken, much may be expected in this great state. We are not yet informed whether Superintendent Jasper, in New York, has felt that the condition of the schools in that city is such as to justify his approval of child study.

Dr. Henry Ling Taylor has published a valuable article in the *Popular Science Monthly*, October, 1892, on "American Childhood from a Medical Standpoint," and Dr. B. Sachs of the New York *Polyclinic* has a paper on "Arrested Cerebral Development," of great interest to psychologists as well as physiologists.

N. A. Calkins has published a pamphlet entitled "The Study of Children," with explanations and suggestions for beginners," also a special course, Philosophy of Education, with blanks for the use of teachers.

Iowa. In Iowa, Professor W. G. T. Patrick, of the State University, a pupil of Dr. Hall's, has long been interested

in child study, and at present is publishing studies upon sex differences. Superintendent H. E. Kratz of Sioux City has tested children's senses, their moral sense, etc. In December, 1894, the Iowa Society for Child Study was founded with the approval of the State Superintendent, Henry Sabin, with about sixty members, which has outlined three directions of work: 1st, For Testing Eye and Ear-Mindedness; 2d, For Determining Height and Weight in Children; 3d, For the Study of Temperament Education. Mr. E. H. Kirkpatrick, a former student of Clark University, has studied the development of language in children, and their imagination. He has also published a paper on "Memory" in the *Psychological Review*, Vol. I, No. 6.

Pennsylvania. Dr. Lightner Witmer gives a course of lectures, the professed aim of which is to open to the beginner the field of experimental psychology directed to the study of children. Sydney T. Skidmore, A. M., prepared a valuable paper on "An Evolution of Play," which he read before the Educational Club of Philadelphia two years ago. His practical suggestions ought to have borne some fruit by this time. Dr. John Madison Taylor had preceded him with a paper on the "Insane Disorders of Childhood," read before the Pan-American Congress, and another on "Spontaneous Effort in Childhood and Youth." These papers are alive with practical thoughts concerning the environment of the city child and the possible relation of the suppressed play instinct to disease and crime. Samuel D. Risley has examined children both in public and in private schools, to detect symptoms of disordered vision. He finds children sometimes accounted mentally defective who are only afflicted with imperfect eyesight. His opinions and conclusions are of grave importance, and are admirably set forth in the *Educational Review*, Vol III, No. 1. Miss Constance MacKenzie, superintendent of the Philadelphia kindergartens, has studied children's drawings with reference to their tendency to draw large, small or normal, and read a paper on the subject before the Philadelphia Psychological Club. Miss Mary S. Marot is doing valuable work. Miss Boyce, who has studied with Dr. Warner, makes constant application of his methods of discovering fatigue signs and tracing them to the right cause. Too much cannot be said of the value of this knowledge of symptoms, which saves many a child from misapprehension and injury.

New Jersey. Professor J. M. Baldwin has embodied the interesting observations he has made upon his own children in a volume entitled "Mental Development in the Child and the Race." This volume is most interesting and valuable

where experiments are recorded, but the speculative part of the book will strike many as over-subtle and its conclusions premature. Dr. Baldwin has a strong sense of the importance of the subject, and, like Professor Royce, assigns to imitation a preponderating rôle in psychic evolution. The *Psychological Review*, of which Dr. Baldwin is one of the editors, has printed valuable contributions. He promises another volume entitled "Interpretations."

Miss Lillie A. Williams of the Trenton Normal School has collected data of the greatest value, exceeded, perhaps, in quantity as well as worth, only by that of Mr. Russell. During the past year Miss Williams has followed Dr. Hall's fifteen syllabi and contributed hundreds of records to each one. Her method has been to dictate each syllabus to her normal classes, talk over the phenomena, and then each member goes with her observation books and blanks to all children and adults within reach and the results are forwarded. Toward the end of the year each pupil attempts some classification of her recorded results as part of the work in the psychology class. Tests and experiments are also made on children in the belief that those who do this work are better teachers.

Connecticut. Dr. E. W. Scripture, head of the Yale psycho-physical laboratory, a former pupil of Dr. Hall's, has lectured to teachers on child study in California, Maine and Massachusetts as well as in Connecticut, and has contributed a number of articles, and stimulated work in others. His pupil, J. A. Gilbert, has tested the musical sensitiveness of school children, and has investigated mental and physical development in the studies from the Yale psychological laboratory. Miss Carlyle of the Normal School at Norwich and Miss Hattie E. Hunt of Hartford have collected data.

Michigan. A deep and growing interest has been manifest throughout the various parts of Michigan during the past year, since Dr. Hall's lecture, though as yet no very definite and systematic study has been undertaken outside of Saginaw, E. S., Lansing and Cadillac. In these cities Dr. Hall's syllabi have been printed and furnished the teachers of the schools, meetings for study, consultation and comparison of reports have been held, and much good work accomplished. In Saginaw, E. S., a very prosperous mothers' club has been formed. This special movement was given a general impetus at the last meeting of the State Teachers' Association, held at Lansing, November 26, 27 and 28. At this gathering a child study section was added to the general programme by the unanimous vote of all the members of the association. The movement bids fair to permeate and arouse every school in the state the coming year, through the efforts of State Superintendent Pattingill, who is deeply

interested in this line of work. He has already arranged for a "Child Study" section in the *Michigan School Moderator*, and for special contributions, to bring the latest and best fruits of investigation from all parts of the country to place before its thousands of readers.

Maine. In Farmington Normal School the playground has been the chief place of observation. Imitation and the self-assertive instinct have received the greatest attention. Some of the high schools gather material for psychology from notes which involve the personal experiences of the pupils or their observations of children.

Mr. Stetson has been making studies for some time, but no special report has yet been made. Physicians and teachers are combining study and effort in this state, which ought to result in marked improvement in the physical conditions, which are so closely interwoven with the mental development of children.

The seventh annual report of the State Board of Health contributes much that every teacher should read, and Dr. Young's work in this suggests that such reports of Boards of Health and School Superintendents should be bound together, and, if need be, forced down the throats of teachers of every grade.

Indiana. Professor Bryan, president of the Child Study Section of the National Educational Association for the year 1894-5, of Indiana University, also a pupil of Dr. Hall, has issued "Some Suggestions on the Study of Children," beginning with "Hygiene Observations" and closing with "The Study of Children's Minds." In the university with which he is connected, a class of thirty is studying the literature, methods and results of child study. Seventy-five students have had training in experimental psychology and child study within three years. Professor John A. Bergström, who was for three years a student of Dr. Hall's, and Dr. A. J. Kinneman, are engaged in child study.

Mr. A. H. Yoder has several thousand papers on children's vocabularies, nearly a hundred on what I used to think, and many others of equal value are yet unpublished.

Mr. E. E. Starbuck has been engaged upon a study of conversion and the psychology of religion; he will pursue these lines of investigation at Clark University the coming year.

Minnesota. In 1892 John H. James, M. D., Mankato, Minn., published a valuable paper entitled "Suggestions to Teachers Regarding Visual Defects of School Children." Mr. M. V. O'Shea of the State Normal School, Mankato, Minn., has given his teachers a handbook of "Suggestions

to Pupil Teachers for the Observation and Study of Children," which is of great value from the hygienic side.

Mr. H. S. Baker, of St. Paul, has been making a study of children's fears, following President Hall's syllabus, and has collected valuable data on the subject, his method being somewhat like that of Mr. Barnes in getting the ideas of the children through compositions on given topics. He has also made equally valuable studies of fatigue of school children, and has collected comprehensive data on other of Dr. Hall's syllabi.

Missouri. In 1881 Superintendent Greenwood of Kansas City repeated Dr. Hall's Boston questions, and found the children of that city somewhat less ignorant about natural objects than those of Boston. More interesting yet was his conclusion showing that colored children were more precocious than white children of the same age. In the Annual Report of the Kansas City Public School for 1887-8, there is a "Study of Children's Vocabularies," an article on the "Moral Phase of Playing Keeps," and a programme of work in second and third grades bearing upon the "Manners and Morals of the Pupil." Most refreshing pages in a public school report!

In the "Transactions of the Academy of Science," in St. Louis, Dr. W. T. Porter has published two important studies. The first, entitled "The Physical Basis of Precocity and Dullness," shows that precocious children are heavier, and dull children lighter, than the mean child of the same age; the second, entitled "The Relations Between the Growth of Children and Their Deviation from the Physical Type of their Sex and Age."

Wisconsin. Professor Jastrow of the State University, a pupil of Dr. Hall, has shown that the age of six is very important for the blind. Those who become blind before that age grow blind-minded, those who become blind after that age are likely to remain eye-minded for life.

In 1881 G. W. Peckham published a report of great importance on the "Growth of Milwaukee Children." The summary of his results, showing a comparison between the physical condition of Boston and Milwaukee children, affords the Boston teacher something to think about in relation to courses of study.

South Carolina. In July, 1894, an association was formed in South Carolina for the study of children. This association has been making observations and records concerning heredity and environment, health and disease, normals, exceptionals and defectives, goodness and badness, work and play, and many other important subjects suggested by its Executive Committee, of which Dr. Thomas P. Bailey, late of Clark Uni-

versity, was the chairman. Dr. Bailey's syllabus is one of the best and most comprehensive that has yet been published. Mrs. Schleppergrell-Keppler has been a very active worker, especially in the kindergarten grades.

Colorado. Mr. J. A. Hancock, superintendent of schools in Durango, has studied children's drawings to discover what they best like to draw. Eighty-seven per cent. of 300 children observed, asked to draw animals. Mr. Hancock thinks it evident that the movement of animals attracts them first, their use becoming of interest to the child somewhat later.

Ohio. Dr. Aikins, a Clark University man, is making investigations in the line of child study, and has directed the studies of his pupils in investigating the moral ideas of children.

Dr. Dowling has made an exhaustive study of the eyesight of children in both public and private schools, having examined more than 1,000 children for this purpose.

Rhode Island. In the training school for teachers, Pawtucket, R. I., of which Miss Mary L. P. Shattuck is principal, initial steps in the observation of pupils in all grades have been begun. The same work is done in the kindergarten training school in Providence.

Nebraska. Professor H. K. Wolfe of the State University published, in 1890, an investigation on the "Color Vocabulary of Children," based upon 23,000 returns, which shows, besides many other things, how very accidental is the association of names with the color perception, and how often the color blind learn to associate names with well saturated typical colors. His tabulation of errors suggests a new standard here. Professor Wolfe has for the last four or five years made other records and observations, and has an unusual accumulation of results which remain as yet unpublished. As the best illustration of a unique collegiate method of bringing out the educational value of child study work and methods, I cannot do better than to insert the following extract from a letter by Prof. Wolfe of the University of Nebraska:

At the University of Nebraska two courses in child study are given each year. The work is systematic, and, even in the introductory course, is planned for students of senior rank. The first course is given only during the second semester. The class meets for informal lecture twice a week. About half the members have had three half years' work in physiological, experimental and comparative psychology. Other members may have had but one semester's work in psychology. These latter must be especially interested in this kind of work, and must carry their second semester's work in psychology along with child study. Last year this introductory class numbered twenty-five members. The students average fully three hours' preparation for each lecture. Rather full notes of points, facts, etc., with page references for reading, are furnished in advance of the lecture. These notes

(mimeographed—not dictated) average perhaps 300 words per lesson. Of course the work is based on the previous study of psychology. It is a study of the facts of individual development from conception to the age of six years, supplemented by the consideration of a few monographs on later phases of growth and life. No original work is attempted in this introductory course, but each student is required to spend considerable time in the primary schools of the city, and to report in detail on the physical characteristics of at least ten children. For this report blank forms containing about thirty points are furnished. Students are also required to test many of the facts stated, especially in regard to development and training of the senses in younger children, and to criticise methods observed in the city schools as well as to suggest methods for specific purposes. No attempt is made to construct a body of rules for the wholesale reformation of prevalent methods. I think the general effect is to *increase* the individuality of the teacher.

It is interesting to know that some young men and several young women have taken this course without any intention of becoming teachers. Its culture value has been recognized, but far more significant is the fact that young men and young women in a co-educational institution are able to perceive the importance of such study for all parents.

The second course runs through the whole year. The class meets once a week, for two hours. Ten students who had completed the work of the introductory course were enrolled last year. Some of these students have had three years' work in child study, and are among the best teachers in the Lincoln schools. The purpose of this course is twofold. First, each student is expected to obtain during the year some rather definite information concerning the entire literature of child study. Titles are classified and furnished the students by the instructor. All works in English are examined by each student, and notes regarding scope and importance are made. The more important works are read and digests are made. Contents of the best works in other languages are summarized by the instructor and noted by the student. At the close of the year each student should know something of what has been done in child study, and should have a descriptive bibliography, made by himself, that will enable him to continue the work without an instructor. The making of such a bibliography is worth the time spent, and its possession is, at least, equally valuable.

In the second place, each student selects two topics for special investigation and to report upon. The first one requires very little experimental work. It is chiefly the careful study of some important monograph or group of articles on one subject, with such supplementary work from her own school-room, or from our laboratory, as the student has time to perform. These reports each occupy from one to two meetings. The second topic of the year is assigned for original work. While the gain to science has not been as great as we hope it will be in future years, the advantage to the student cannot be overestimated. The most successful investigations of last year are now being put in form. They include a study of the elements of stories that especially interest children: the color sense of children from four to eight years old; spelling by eye and ear methods of study; the drawing of straight lines by children before they have learned to write; mirror writing. I must add, however, that all our results are much more valuable to us who do the work than to science. The first and last object of our course is to help the teacher who takes the work by enabling her better

to adjust herself to the requirements of the child's world. An experience of five years with child study, in a co-educational state university, convinces me that such work is not only possible, but will yield better results both for culture and for "practical" life than almost any other one subject. I am also persuaded that, to be successful, this work must be both systematic and philosophical.

Mr. Luckey, who assumes the chair of pedagogy in that university in October, has studied laughing and crying with the phonograph at Clark University, and will no doubt help the work along in this state.

In Minnesota Mr. M. V. O'Shea's "Suggestions for the Observation and Study of Children," and J. H. James' "Suggestions Regarding Visual Defects of School Children," remain up to date the only contributions to the work in this state known to the writer.

In Maryland the same is true of J. Johnson's "Rudimentary Society Among Boys," which is perhaps the best of all studies yet published of the social instincts of children.

In Ontario, Canada, the child study movement may be said to have received its first definite impulse from a series of addresses delivered last year by Dr. G. Stanley Hall, at the annual meeting of the Ontario Educational Association, held in Toronto. In April and May, 1892, Dr. A. F. Chamberlain of Clark University superintended the extensive measurements carried on in the public schools of the city of Toronto, with the approval of the authorities and the coöperation of the teachers, under the auspices of the sub-department of Physical Anthropology (World's Columbian Exposition), Chicago, the chief of which was Dr. Franz Boas, then docent in anthropology at Clark University. The results will appear in the report of Dr. Boas, to be published at a future date. This year the Dominion and Ontario Associations held a joint meeting at the same place. Papers on child study were read by Dr. Tracy of the University of Toronto, and S. B. Sinclair, M. A., of Ottawa Normal School. The discussions developed the fact that there was an increasing interest in the subject and that considerable work had been done. This interest took definite shape in the formation of a child study section as an organic part of the Ontario Association. Dr. Tracy was appointed chairman, and Miss MacIntyre, kindergarten supervisor of Toronto Normal School, secretary. The committee has mapped out a course of study for the ensuing year.

Among the earliest students of child life we find the members of the Women's Anthropological Society of Washington. In 1886 Mrs. Clara Bliss Hinds read a paper before this society on "Child Growth," to which were appended twenty-

three questions for mothers to answer. The same student issued a set of questions in 1891, for the study of Afro-American child life. Mrs. Annie Howes Barus has contributed several papers to the society, based upon the observation of her own children, one, "The History of a Child's Passion (for Bottles)," being of uncommon interest. The Association of the Collegiate Alumnæ has undertaken the study of children, sending out a circular of directions with four schedules. The first schedule directs the student in observations of babies under six months old; the second is intended for observations of the child under a year old. There are at the present time four schedules, the last involving studies of memory, imagination and speech. This association recommends students to prepare themselves by a careful study of Preyer's "Mind of the Child," Shinn's "Notes on the Development of a Child," and Tracy's "Psychology of Childhood." In 1891 Mrs. Annie Howes Barus read a paper on "The Study of the Development of Children" before the association, which contains acute observations upon early infant life. Miss Shinn has printed several of her best papers in connection with her work as a member of the Collegiate Alumnæ. It seems to the writer that this is the place where the best work should be done. The sympathy and the tact of educated women ought to produce the best possible results. How much serious work they can really do remains yet to be seen. It is possible that this association made an initial error in placing this department under the direction of foreign experts, when home talent was to be had for the asking, that was quite as good and better from proximity and readiness to work. Besides all the above work, much of which is, of course, only beginnings, and very rudimentary at that, there are many tentatives and syllabi. It is already abundantly shown that any teacher or parent of common education and intelligence can record facts of which the psychologist can make great use, just as any traveler or missionary can record observations on the savage life for the anthropologist, or hunters, trappers and light-house keepers can fill out blanks on migratory and other instincts of animals for the comparative psychologist. It must not be forgotten that although it is necessary to look for scientific results, to which alone we have had an eye in the above sketch, the greatest value of this work consists in putting the teacher into rapport with the individual pupil. To change from the machine method of handling masses of children to this standpoint, gives new life to teaching. It is especially the women's way in the school-room. For every incident or fact, however small, that has the least scientific

value, it is probable that scores, and perhaps hundreds, of pupils and teachers are benefited by coming into a new relation. Those who send out syllabi to large numbers of people always hear from many who are benefited by them who do not even try to make a record. The more we know about child study, the truer becomes the well worn saying that it is first for the teacher, second for the pupil, and last and incidentally for science. It must not be forgotten that to secure the first two benefits in full measure, the last must chiefly be held in view. We have yet to hear of any intelligent man or woman, who has given the subject careful attention, who is not heartily in favor of it.

At the National Educational Association, which met in Denver in July, the Child Study Department listened to reports of the movement in various states. Papers on the different phases of work were read by the Dr. Bryan, president, Mr. G. W. T. Patrick, Mr. Krohn, Mr. Kratz, Dr. Shaw, and others. Mr. O'Shea gave an address on "The Method and Scope of Child Study for Teachers," and Mr. Barnes spoke on "Punishment as Seen by Children," showing that 42% of 4,000 children consider their punishment just, 12% think the punishment does them good in some unknown way, 7% accept what comes from the authorities without question, 4% claim to be innocent, 10% object to their trial, and only 11% are willing to say that they are right and those who punish them are wrong. Mr. Brown of the California University contributed something upon "Children's Interests in Reading," which had a most practical bearing. Mr. Van Liew reported upon his experiments in giving rhymes, myths and stories to children as a preparation for reading the same. Mr. Hancock presented some of the results of his Motor Studies, which bear directly upon mistakes in the kindergarten, and in teaching writing, too, early in primary school, and Drs. Hartwell and Lincoln spoke upon School Hygiene, which bears so directly upon mental conditions of pupils.

A series of brief and brilliant addresses was given on "What Can the Public School Teacher Profitably Undertake in Child Study?" All meetings of the department were well attended, and an astonishing amount of work reported as being done throughout the country.

The most common objections to child study are made by older and more conservative teachers, and by teachers of philosophy of the old type. It is sometimes said the study of children makes them self-conscious. Professor Munsterberg says he loves his children, but congratulates himself that he never did and never will study them. But child study is not vivisection, and if any of its cruder methods have in any

case tended to make a child self-conscious, such methods are invalidated. It is the spontaneity of the children that is wanted, and the natural acts, words and thoughts of the child that are of real value. Much of the observation has no more tendency to spoil children in this way than Mr. Z. Clark's attempt to note down the morning song of the robin would tend to make that bird affected. A teacher with tact will even question and cross-examine children, not only with no danger of making them affected or introspective, but with the very greatest benefit to the child's own psychic activity. For instance, by exploring childish fears, the act of telling them by the child tends to somewhat diminish them, as confession is good for the conscience, while the sympathetic questioner shows the child that its fears are not peculiar to itself, and is often able to remove a definite cause of fear as well as to adopt lines of treatment for the gradual reduction of others. To lessen these secret fears, which in some cases that I have known make life miserable and greatly limit the sphere of activity, is sometimes one of the greatest services that one person can perform for another. If teaching is to remove ignorance, superstition and error, its highest joy and use are incalculably increased by knowledge of the child soul, such as only special study can give. To those who think in dollars and cents, I will add that this knowledge greatly enhances the pecuniary value of the service which teachers render in developing soul power.

To those who say child study is a fad, the answer is no less ready and overwhelming. There are many crudities of method and trivialities in the way of results. Many people are attempting kinds of work in its various fields for which they are totally incompetent. Only those trained, as I have said, in the study of insanity, anthropology, philosophy and laboratory psychology, etc., and who can wield all the resources of these great departments, are fully trained for this work, but every one can help not only himself, but the expert. The dimensions and force of this movement are shown by the fact that, like other great culture movements, it has overflowed the traditional channels of academic work, and has become a popular movement, which, like the Reformation that it consummates, has as its watchword *Individuality*. Few have yet seen the vast scope of the movement. One of its best features is that it is a new point of contact between the people and scholars, and is bringing together the university and kindergarten as never before in their history. Every great movement floats many faddists and dilettantes.

The professors who look askance upon child study are of two kinds: those whose work has shut them within the four

walls of a psycho-physical laboratory, and the teachers of the old fashioned philosophy. The former are certain to favor the movement, as many of them are doing as soon as they see the full scope of its meaning; the latter will go very slowly. Those with ethical bias are beginning to study the social instinct of children; those who teach Kant, and still more those who, like many normal school philosophers, live in a realm of dry definitions, will probably be the very last to be reconciled to this movement.

Finally, as a kindergartner and as a woman, I must say two last words.

As a kindergartner I feel keenly the criticisms of our methods suggested by Mr. Hancock's scientific objections against the finer work, by Van Liew's criticism of our philosophy, and by Miss Shinn's suggestion that we say of child study as those who burned the Alexandrian Library said of its agreement with the Koran: "If child study agrees with Fröbel, it is of no use, so burn it; if it does not, it deserves only to be burned." I think there is less truth in Miss Shinn's statement that it is just the kindergarten years from three to six of which we know least. For one I am quite convinced that the time has come when we must modify some of our most established practices, and that if Fröbel came to Boston, he would be found among the foremost students of childhood, and would coöperate eagerly in such revision of his work as child study suggests, and those who love his spirit more than his letter had long ago begun.

As a woman I desire to see the vast affectional resources of the woman's heart brought out in every school-room. What most children need in their earlier years even more than knowledge, is love, and to establish this individual bond which the man-made machine method had almost forgotten, the best and only method is more individual knowledge of each child. The study of a child, even mentally or morally defective, throws a charm of interest about it and vastly increases the chances of doing that child good. To know children is to love them, and not only the American school with its growing proportion of female teachers, but the American home with its decreasing children and lessening home ties, and American girlhood generally, with its fading ideals of domesticity, can only be affected favorably by anything that tends to draw it toward the highest object of human affection, the object most worthy of reverence, love and sacrifice,—the growing child.