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G. Stanley Hall

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GENERAL OUTLINE OF THE NEW CHILD STUDY WORK AT CLARK UNIVERSITY

BY G. STANLEY HALL

A. CHILDREN'S INSTITUTE

Until the organization of this Institute by the Trustees of Clark University in 1909, there was nowhere in the world an institution devoted to the collection, diffusion and increase of the scientific knowledge of childhood, which during the last quarter of a century has been so actively and fruitfully studied. As this work especially began in the United States, although it is now cultivated in every land, and as during the last twenty years between two and three hundred investigations represented by as many books and published memoirs have emanated from Clark University, it seems fitting that the first installation of it, which had been under consideration for years, should here have its local habitation and its name. Other names have been suggested, such as the Paidological Bureau, The Institute for Scientific Study of Childhood, Institution for Applied Experimental and Genetic Psychology, etc.

I. The first task is the *collection of literature* upon the subject. To this our library has for years given much attention and has printed a copious bibliography upon the subject with many hundred titles each year since 1895. While not exhaustive, it is believed that our collections here are more comprehensive than anywhere else. They include journals exclusively or mainly devoted to different aspects of this subject. It was necessary, however, to do more. Accordingly an expert, Dr. Smith, was appointed in the spring of 1909 to collect by correspondence leaflets, constitutions, and reports from the several score types of child welfare institutions, to classify and make this literature generally accessible. The use that has been made of it both by personal visitation and the taking out of material and the very extensive correspondence involved is set forth in Dr. Smith's report below. Again, in the two years ending 1905, no less than seven hundred and fifty-three school bills were passed by the different state legislatures, to say nothing of those pertaining to orphans, delinquents, waifs, etc. All this legislation should be gathered and made available. Here too might begin correlation looking toward a general organization of organizations. Correspondence, which is now rather voluminous concerning children, belongs here, and per-

haps even a library of standard reading for children; there might at any rate be a standard collection of books concerning children, with descriptive catalogue. Ideally, all this material should be loanable even at a distance. See the report of the Librarian, *Dr. L. N. Wilson*, also the following report of his assistant *Dr. T. L. Smith*.

II. NATALITY. The genetic and the logical first condition is to have children born, and well born. The declining birth-rate in nearly every civilized country, and especially in parts of our own, race suicide, late marriages, the decline of nursing children and the enormous mortality directly due thereto, sexual hygiene, the general principles of heredity and the scientific aspects of stirpiculture, are now accessible in various eugenic movements, societies, publications and journals in various lands. This fundamental view-point touches the very deepest interests of mankind and the basal conditions of society. The world has recently awakened to this subject as never before and it is obvious that this field should be cultivated as a special department in an institution devoted to childhood. *Mr. De Busk* will represent this topic here next year.

III. HEALTH AND DISEASE. Here belongs the hygiene of the nursery and the home, of the school of all grades from the kindergarten up, studies of the age of greatest liability and most contagion for all the epidemic diseases of childhood, the medical aspects of gynecology and pediatrics, the latter of which is now having a rapid and needed development in medical education; the alarming mortality of children under one year of age and the unwholesome condition of city life, the problems of hygienic and economic study of lighting, heating, ventilation, especially of schools, the recent special attention given to tuberculous children, sexual infections of childhood and youth; the medical inspection of schools, the collection of hygienic apparatus in a museum for use and demonstration, the gathering of the manifold statistics in this field,—these will show its dimensions and importance. Here belong, too, the qualifications of nurses, midwives, and the whole milk question, so far as relates to the child. These latter questions have each been the theme of careful, local, social surveys here during the past year. See here the report of *Professor W. H. Burnham*.

IV. SUBNORMAL CHILDREN. At least one per cent. of all the children in our schools are distinctly subnormal. The causes of their condition as, *e. g.*, in the well-known cases of adenoids and sometimes of the care of teeth, eyes and ears, are sometimes removable. The schools for imbeciles, especially for those of higher grade; the training of the blind and the deaf, to the latter of which the new Volta Bureau is devoted; the very wholesome pioneer work already established in half a dozen centres

in this country,—constitute one of the most interesting sections of paidology. See *Mr. Chase's* report below.

V. CRIME. Recent statistics of early delinquency, the juvenile court, the problems of detention, probation, institutions and their organization, and the regimen and education given in them, is another department which has its own literature, which makes it a department of applied ethics, of practical morality, a study of which is not only of high scientific, but of the greatest social and moral advantage. Several special local studies have been made in this field, and a special appointee here, who could give all his time to the study of causal and preventive agencies here, *is desired*.

VI. VICE. Here again we have sad and almost appalling statistics concerning the sexual errors and even aberrations of childhood and youth. The world has awakened to-day as never before upon this subject, and the field here is of the very richest and most absorbing psychological interest and is vital to racial perpetuity. It is of course closely connected with department II above. Here several interesting studies have been made.

VII. CHILD LINGUISTICS. For many years there have been very careful observations and records of the growth of language in the child, who appears to start to evolve a language of its own and is early caught up in the speech of the environment. The increase of vocabulary, the evolution of each of the parts of speech, the development of the powers of pronouncing the various sounds and words of our language, the later prevalence of slang, the practical psychology of learning modern languages whether ancient or modern,—these are topics which not only shed scientific light upon phonic and philological laws and upon the origin of speech in the race, but furnish the basis for a more exact application of this knowledge in the field of pedagogy, where it is now greatly needed. See *Dr. Magni's* report below.

VIII. ANTHROPOLOGICAL AND SOCIOLOGICAL. Careful studies of growth in height, weight and other dimensions of limbs, brain, muscle, dexterity, influence of climate, season, country and city upon health and school work, child insurance, their capacity as witnesses, the age of majority and the period before birth when the law regards the child as "quick," the normal age for being weaned, teething, taking up each study by the right method, the upper limit of the age of attendance, the age of consent, the history of the way children have been treated in the past and are regarded now in families of different nationalities,—all these make up a department not yet represented here.

IX. EXPERIMENTAL DIDACTICS. Many special investiga-

tions have been made to discriminate between the greater or less efficiency of different methods in teaching children to read, and some definite results have been reached. Many investigations under exact conditions have shed much light upon the psycho-physiology of writing, also of elementary number and arithmetic, to say nothing of geography and other subjects, which can be made objects of research under controlled conditions. Moreover, the modes of treating questionnaire and other statistical material derived from the study of large numbers has a logic all its own. This work is designed to give education a more scientific as well as a more professional character. For what is doing here, see the report of *Dr. A. E. Tanner* below.

X. CHILD LABOR AND INDUSTRIAL EDUCATION. The country is passing through an important era in its educational history in this respect. The vast majority of children leave school at or before the close of the sixth or seventh grade and before their services are of much value in the trades. In some places they still work in tender years and under very unhygienic conditions. Many children fall a prey to all the dangers of idleness. Others waste the most plastic years of life in drifting from job to job when they might, if proper continuation schools were accessible, be fitted for life. The needs of the masses of girls and especially of boys, which are not provided for by Sloyd, by so-called manual training, or by technical schools, constitute one of the gravest problems of present day education, a problem connected with the playground and many other movements. This department is *not yet organized*.

XI. MORAL AND RELIGIOUS EDUCATION. There are so many and diverse new departures in this field that a clearing house function where the various movements are brought together and compared seems necessary. We are rapidly gaining in our understanding of the moral nature of childhood in its various stages and also how the child reacts to religious influences. Here, too, belong among other needs the practical aspects of the new sex education that, since the Mannheim Conference in 1907, is being introduced in so many cities and even churches and elsewhere. Its work connects closely, of course, with departments V and VI above, and has its own unique possibilities. Here belongs the study and the question of how far, if at all, religion is necessary or can be dispensed with in moral training, how both may be taught in school, Sunday School problems, the pedagogy of the Bible, and the very interesting theme of mission pedagogy, which is now looming up in various forms and aspects.

XII. PEDAGOGICAL MUSEUM. Dr. Andrews has shown

what pedagogical museums in Europe are and can do and we are beginning to understand them here. Illustrative apparatus in the way of charts, games, reading and reckoning devices, geographical and historical appliances, educational toys, and illustrative apparatus generally in the sciences and in other departments, without which a laboratory or even a school building is a corpse without a soul,—these things are being collected and will have next year a large room of their own in which Saturday lectures to teachers with demonstrations can be given.

Of the above departments, six are now in operation; and it is hoped the others will be established during the next academic year.

The purpose of this work is as follows :

A. To *offer courses of conferences* or lectures in each of the above fields. These are given this spring in the departments organized and will be more extended later. They constitute a unique educational group in which scientific child study and the practical movements of child welfare will be brought together. The conferences will be open to special students and will make copious use of such illustrative material as is at hand and of the literature provided.

B. The internal problem here faced is one of *co-ordinating the scientific work of experimental and genetic psychology with the sources of child welfare agencies now at work*. This is perhaps the most difficult of the tasks before the Institute; but it is the most important and its solution should be in the highest degree beneficent. On the one hand paidology cannot fail to be greatly enriched by gathering the accumulated but as yet entirely unco-ordinated results of the knowledge which practical workers in the field have acquired of children, their ways and needs. There are problems that arise out of their work that demand special research on the part of experts. It is hoped that these various organizations will either purposely formulate and pass in questions they desire investigated or, where this is not the case, that their problems may be found, defined and formulated by specialists here, who will study modes in which they can be guided to furnish help to make ways of service more effective.

C. Our most serious endeavor at present is to compile or *outline the history of each class of society or institution* and to find in the voluminous results of child study data already established which can be proposed to workers to aid them each in their several fields. If this reciprocity or mutual help can be established and child philanthropy given a more professional, scientific character with the already accumulated resources, the time will come we believe when one of the chief ends of

the institute will be accomplished. The sad fact is that hitherto the field workers and scientific investigators have had but few points of contact and known very little and indeed have sometimes lacked due appreciation of each other. It is hoped that something may here be done to ameliorate this condition and to this end we invite co-operation in every field.

Our workers would all be in the heartiest sympathy with the establishment of a *Children's Bureau in Washington as a national institution, provided only that scientific paidology be adequately represented in it.* Such an institution chiefly in the interests of child labor, playgrounds or any or all other philanthropic efforts for the betterment of child life, divorced from science, would be unfair to workers in the field whose efficiency and whose professional status would suffer without, and be distinctly augmented by, such affiliation as is above described. The most intelligent friends of the Indian deplore the almost water-tight compartment which now exists between American anthropologists who have studied and known the Indian language, industries, organization and ethnology generally, and the Indian Bureau which only looks after his practical needs. It is unfortunate even for the latter that these two departments are lacking not only in co-operation but even in sympathy and respect for each other's work. Similar segregation between paidology and child welfare service would also be a great misfortune for the child.

The following reports set forth the history, work up to date, plans and facilities open to students and workers, also a further description of courses.