

**EDUCATION DURING
ADOLESCENCE: BASED PARTLY
ON G. STANLEY HALL'S
PSYCHOLOGY OF
ADOLESCENCE**

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Education During Adolescence: Based Partly on G. Stanley Hall's Psychology of Adolescence by
Ransom A. Mackie & G. Stanley Hall

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RANSOM A. MACKIE & G. STANLEY HALL

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EDUCATION DURING ADOLESCENCE

*Based Partly on G. Stanley Hall's
Psychology of Adolescence*

BY

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With an Introduction by

G. STANLEY HALL

PRESIDENT OF CLARK UNIVERSITY



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PREFACE

THIS work is intended as a general introduction to secondary education based largely on the psychology of adolescence. Parts of some of the chapters have appeared in the *Educational Review*, *Education*, *American Education*, the *High School Quarterly*, *Oregon Teacher's Monthly*, *Northwest Journal of Education*, and *The Historical Outlook*, formerly *The History Teacher's Magazine*. Various sections have been read by Dean F. E. Bolton, Mr. O. L. Luther, Mr. J. W. Graham, Professor L. F. Jackson and Professor G. C. Robinson.

It seems fitting and proper that I should base the principles of secondary education partly on the work of the famous educator and distinguished psychologist, G. Stanley Hall, President of Clark University, whose wonderful power and influence are not only becoming more fully recognized throughout this country,

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but also in foreign lands. His work is now being "felt in every department of the school system, and in all fields of activity in which human welfare is an ideal, both at home and abroad."

Dr. Hall's "distinctively original" productions, *i.e.*, his books on Adolescence, published in 1904, gave him recognition in England and also on the continent of Europe. Other countries soon realized the importance of his contributions. It was not long until in all lands his reputation for clear-sightedness and originality of a conspicuous order was firmly established. The wide-reaching consequences of his work made him at once a focus of international interest and admiration.

Before his books "Educational Problems," consisting of two ponderous and comprehensive volumes, appeared in 1911, although he was recognized as one of America's leading educators, he was more widely known as a psychologist. His new books seem to have given him a slightly different and perhaps a more prominent position in the pedagogical world. This is true, not because he changed or modified his original position but rather because he magnified or rather clarified his ideas by elaborating

and expounding more fully his pedagogic doctrines.

Dr. Hall has been looking forward to a new order of things in education and he has been very successful in his interpretations. Indeed, he could truly be called a pedagogical prophet because of the prophetic way in which he has delineated the education of the future. The world knows prophets by their fruits. The fruits of Dr. Hall's work can be seen everywhere. His ideals are being realized, at least in some respects, in that his "pedagogy of the future" is now being put into actual operation in different cities and localities throughout the United States.

It is encouraging to know that his pedagogic philosophy based upon genetic psychology and the needs of society, when in actual practice, works exceedingly well; and the fact that many of his educational ideals have been put into practice, and are working successfully, makes more and more evident his effectiveness as an educational leader and reformer. The new education as expounded by Dr. Hall is meeting the approval of the nation. In view of these facts I have no apology for basing what I have to say partly on his works. In Chapters I,

V, VI, I have quoted freely from *Adolescence, Educational Problems, Genetic Philosophy of Education, Pedagogical Seminary, and Proceedings of the National Education Association.*

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