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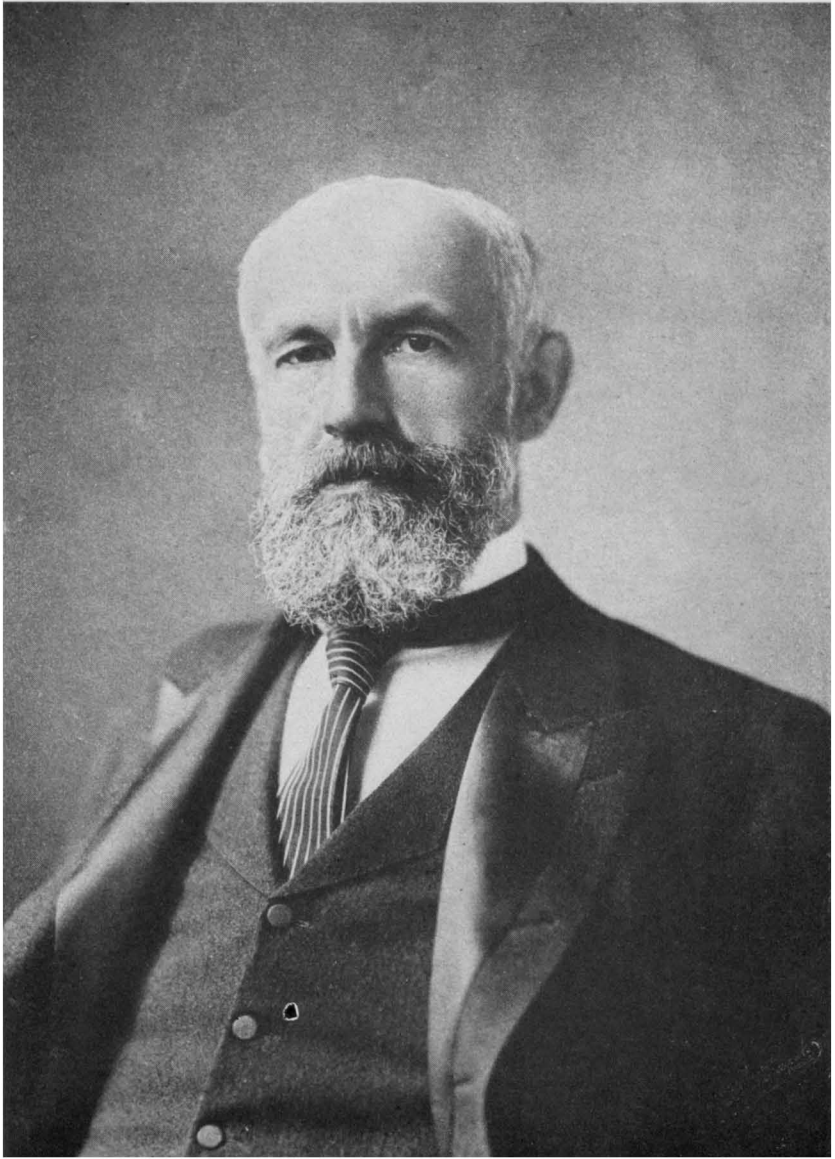
GRANVILLE STANLEY HALL

1846-1924

BY

EDWARD L. THORNDIKE

PRESENTED TO THE ACADEMY AT THE ANNUAL MEETING, 1925



C. Stanley Hall

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It is undesirable to follow the usual custom in respect of the nature and extent of this memoir. Stanley Hall has written his own life*; the American Psychological Association in the memorial meeting and publication has provided an extensive review and evaluation of his characteristics as investigator, scholar, and teacher.† It would be idle to issue an inferior copy of these. In these circumstances it is best to record here only the essential facts of his life and work and writings.

LIFE

Granville Stanley Hall was born of old New England Puritan stock in Ashfield, Massachusetts, February 1, 1846. He died April 24, 1924. He married Cornelia Fisher in September, 1879. His second marriage was to Florence E. Smith in July, 1899. He had two children, one of whom, Julia Fisher Hall, born May 30, 1882, died in childhood. The other, born February 7, 1881, is Dr. Robert Granville Hall, a physician.

His childhood was spent in Worthington and Ashfield with such educational advantages as parental devotion and the local school and academy could provide. He was interested in animals and bodily skill as most boys are, and in reading as most gifted boys are. Writing, oratory and music were special interests.

At sixteen he taught school, many of his pupils being older than he. At seventeen he went for a year to Williston Seminary. The four years from the fall of '63 to the spring of '67 were spent at Williams College, where he read omnivorously in literature and philosophy, and developed a keen desire to study further. At his graduation in 1867 he was chosen

* *Life and Confessions of a Psychologist*, 1924, pp. IX-623.

† *Psychological Review*, vol. 32, no. 2.

as Class Poet, and elected to Phi Beta Kappa. The next year he was a student at Union Theological Seminary, and for the three years following in Germany at Bonn, then at Berlin. Returning to New York in 1871 he re-entered Union Theological Seminary and received the degree of Bachelor of Divinity. For a year and a half he acted as tutor in a private family in New York.

In the fall of 1872 he went to Antioch College as professor of English Literature, and later taught modern languages and philosophy. Wundt's 'Grundzüge der Physiologischen Psychologie' appeared in 1874, and Hall was probably one of the first men in America to read and appreciate it. For in the spring of 1875 he had decided to go to Germany again and study with Wundt the new science of Experimental Psychology at the Leipzig laboratory. He was induced to remain another year at Antioch and circumstances led him to delay his European studies for two years more * while he taught English at Harvard, and completed work for which he was awarded the degree of Doctor of Philosophy, in June, 1878. His thesis was on 'The Muscular Perception of Space.'

From July, 1878, to September, 1880, Hall studied at Berlin and Leipzig. From the fall of September, 1880, to the fall of 1882 he lived near Boston, studied, wrote, and lectured as opportunity offered. In the second year he gave a short course of lectures at Johns Hopkins, and was offered a regular post on the staff to organize a laboratory and teach psychology. He entered upon this work in the fall of 1882. In 1884 he was made professor of Psychology and Pedagogics. Dewey, Cattell, Jastrow, Sanford and Burnham were among his students. He resigned this position in June, 1888, to become President of what was to be Clark University.

* Two years according to Wilson (Life, p. 63-64), though Hall himself (Life and Confessions, p. 204) seems to consider that he spent one year at Harvard and then three years in Germany, instead of two years at Harvard and two in Germany, from September, 1876, to September, 1880. The time and place of the award of the Ph. D. seem conclusive evidence that Wilson is correct.

Part of his first year as president was spent abroad in conferences with experts in higher education. From April, 1889, he was at Worcester, busy with the organization of the University. Clark University opened in October, 1889, with high hopes. Mr. Jonas G. Clark, the founder, stated his intent in these words:

“When we first entered upon our work it was with a well-defined plan and purpose, in which plan and purpose we have steadily persevered, turning neither to the right nor to the left. We have wrought upon no vague conceptions nor suffered ourselves to be borne upon the fluctuating and unstable current of public opinion or public suggestions. We started upon our career with the determinate view of giving to the public all the benefits and advantages of a university, comprehending full well what that implies, and feeling the full force of the general understanding, that a university must, to a large degree, be a creation of time and experience. We have, however, boldly assumed as the foundation of our institution the principles, the tests, and the responsibilities of universities as they are everywhere recognized—but without making any claim for the prestige or flavor which age imparts to all things. It has therefore been our purpose to lay our foundation broad and strong and deep. In this we must necessarily lack the simple element of years. We have what we believe to be more valuable—the vast storehouse of knowledge and learning which has been accumulating for the centuries that have gone before us, availing ourselves of the privilege of drawing from this source, open to all alike. We propose to go on to further and higher achievements. We propose to put into the hands of those who are members of the University, engaged in its several departments, every facility which money can command—to the extent of our ability—in the way of apparatus and appliances that can in any way promote our object in this direction. To our present departments we propose to add others from time to time, as our means shall warrant and the exigencies of the University shall seem to demand, always taking those first whose domain lies nearest

to those already established, until the full scope and purpose of the University shall have been accomplished.

“These benefits and advantages thus briefly outlined, we propose placing at the service of those who from time to time seek, in good faith and honesty of purpose, to pursue the study of science in its purity, and to engage in scientific research and investigation—to such they are offered as far as possible free from all trammels and hindrances, without any religious, political, or social tests. All that will be required of any applicant will be evidence, disclosed by examinations or otherwise, that his attainments are such as to qualify him for the position that he seeks.” (G. Stanley Hall, by L. N. Wilson, 1914, p. 77 f.)

Hall chose an extraordinarily gifted group of men for the faculty, but the financial support expected from the founder was not provided* and there were many resignations in 1892. The years from 1890 to 1900 were full of anxiety and of the hope deferred that maketh the heart sick. After the third year Hall not only managed the institution but taught and supervised research until his resignation in 1920 at the age of seventy-four.

He writes, “During the first three years all my time had been absorbed with Mr. Clark and in the work of the development of administration, but now the withdrawal of Mr. Clark, the hegira to Chicago, and the peace and harmony that followed left me free to take up my own work as professor, which I did with enthusiasm, although as I had delegated the experimental laboratory work to my colleague, Dr. Sanford, who was developing it so successfully, my chief activity was henceforth in other fields of psychology. . . . I had acquired a distaste for administrative work and realized that there was now very little for a president to do and that I could earn my salary only as a professor.” (Life and Confessions, p. 303 f.)

* Mr. Clark gave a fund of \$600,000 and made contributions of \$50,000, \$26,000, \$12,000 in three successive years, but thereafter nothing, except by his will at his death in 1900. His estate was much less than had been expected.

He spent a large part of every summer in outside lecturing, for the most part at university and other summer schools. He estimated near the end of his life, that he had given in all over twenty-five hundred such outside lectures, or about eighty a year. He was tireless in his devotion to students. Each day according to his biographer he spent "from three to four hours in conference with individual students." His Seminary met weekly in the evening from 7:00 to 11:00.

Hall gave his life to activities which he thought would advance psychology and educational reform with extraordinary energy and singleness of heart. He read omnivorously. William James said of him:

"I never hear Hall speak in a small group or before a public audience but I marvel at his wonderful facility in extracting interesting facts from all sorts of out of the way places. He digs data from reports and blue books that simply astonish one. I wonder how he ever finds time to read so much as he does—but that is Hall." (Wilson, p. 95.) He wrote far more than any other psychologist, as his bibliography abundantly shows. He assumed the financial and editorial responsibility for the first psychological journal in America, which he founded in 1889. Four years later he did the same for the *Pedagogical Seminary*, a quarterly to encourage scholarly and scientific work in education. In 1904 he founded the *Journal of Religious Psychology*, and in 1917 the *Journal of Applied Psychology*. He led in the foundation of the American Psychological Association, in the meetings of which he was for many years active. He was always loyal to psychology and to psychologists; and the savings made possible by a life devoid of ostentation or self-indulgence he bequeathed as a Foundation for research in genetic psychology.

WORK

Hall was, from his student days to his death, interested in philosophy, psychology, education and religion in every one of their aspects which did not involve detailed experimentation, intricate quantitative treatment of results, or rigor and subtlety

of analysis.* There was, however, an order of emphasis, the years from '80 to '90 being devoted to problems of general psychology and education, those from 1890 to 1905 being especially devoted to the concrete details of human life, particularly the life of children and adolescents, and those from 1905 on being more devoted to wide-reaching problems of man's emotional, ethical and religious life.

A consensus of present opinion would choose as his most important contributions to psychology, first, his advocacy and illustration and support of the doctrine that the mind, like the body, can be fully understood only when its development in the individual and its history in the animal kingdom are understood; and second, his pioneer work in investigating the concrete details of actual human behavior toward anything and everything, dogs, cats, dolls, sandpiles, thunder, lightning, trees, clouds, or what not. He had a large share in teaching psychology to be genetic and to study all of human life.

The healthy truth of the first contribution was blurred by his insistence upon an extreme form of the theory that the growth of the mind of the individual recapitulates the mental history of its ancestors, and by his assumption that acquired mental characteristics are inherited. But those who oppose Hall's detailed conclusions about ontogeny and phylogeny could gladly acclaim the beneficent influence of his general point of view. The second contribution was marred by an apparently extravagant and illegitimate use of the questionnaire method of collecting facts, which, indeed, in the hands of some of Hall's followers, seemed almost a travesty of science. The general effort to learn more of man by studying his actual detailed responses has been very fruitful. Hall himself seems to have thought that his later contributions to the psychology of conduct and emotion were more important than the contributions to genetic psychology and child study of his middle period, and perhaps he knew best.

* Hall did much patient experimental work during his second study period in Germany and while he was professor of psychology at Johns Hopkins; and supported it always. But it was done under the stimulation of circumstances rather than the impulsion of his own nature.

His influence upon education, from the first study of "The Contents of Children's Minds" in 1883 to his paper on "Movie Pedagogy" in 1921, was an argument and plea for adapting educational procedures to the natures and needs of children.

This too suffered from exaggerations and excrescences, and some of the educational psychology derived from it lends itself readily to caricature, as a sort of nineteenth century Rousseauism. Yet, by a very large majority, the leaders in the best present theory and practice in education, philanthropy, and religion will gladly acknowledge the indebtedness of their fields of work to the so-called "child-study" movement and to Stanley Hall as its leader.

It is the opinion of the writer that Hall was essentially a literary man rather than a man of science, and artistic rather than matter-of-fact. He had the passion to be interesting and the passion to convince. He was not content with an intellectual victory over facts of nature, but must have an interesting, not to say exciting, result. This result he felt as a message which he must deliver to the world as an audience. It is true that he used his extraordinary intellect and energy to discover facts and defend the hypotheses about facts in which he was so fertile. But he was not content with discovery alone, nor with the approval of a small body of experts whose verdict would decide whether his work was without flaw. Nor did he have the omnivorous appetite for truth-getting all along its course, from the details of improving apparatus or observational technique at the beginning to the mathematical treatment of comparisons and relations at the end, which is characteristic of so many modern workers in science. The truth he sought was preferably important, bearing directly upon great issues, pregnant with possibilities of evolution and revolution.

To this literary quality, we may perhaps attribute the fact that his theories rather than his discoveries are quoted, and the further fact that so many of his colleagues in psychology were confident that, in this and that particular, they were right and that he was wrong, though they would most heartily admit that his was a far abler mind than theirs. Some of them indeed thought that his great abilities were too often used in the in-

terest of undeserving doctrines, and were amazed and irritated by this.

In estimating Hall's work as a psychologist we are not left to such an evaluation as I have given. The American Psychological Association held a special session in memory of Hall in December, 1924, commissioning one of his colleagues at Clark (W. H. Burnham) to speak of his personal qualities, and one of his former students (E. D. Starbuck) to speak of his work as thinker, writer, and teacher. Dr. Starbuck chose to present a summary of the opinions of the members of the Association, one hundred and sixty-five of whom responded to a questionnaire concerning "what Hall has meant to you personally, in a psychological way, what he has contributed or failed to contribute to the subject, and the relative merits of his various studies." This summary may be given here in Dr. Starbuck's own words as an estimate of Hall's work. He said:

"When asked to have a part in this program I was reluctant to undergo the delicious ordeal. It did not seem to me humanly possible for any one properly to evaluate Hall as a psychologist, for surely he is the most intricate, dominant, involved and self-contradictory personality that has come upon the psychological horizon. I finally consented only after hitting upon the idea that you should all be asked to participate by confessing what Hall has meant to you personally in a psychological way, what he has contributed or failed to contribute to the subject and the relative merits of his various studies. I would be your scribe and secretary, I promised, and give back to you as faithful a composite picture as possible. You have done your part delightfully. One hundred and sixty-five of the members responded, a good many with such care that the papers, by consent of the writers, must be turned over to some one who is to write a life of our colleague whom we honor.

"That I should be a cataloguer of opinions and that I should even place in your hands a digest of some of your judgments seems not out of tune with the proprieties of the occasion. It is the way of going at the job that Hall himself would have liked best. A member of our craft who is now occupying an

administrative position, though not a teacher of psychology, writes: 'I am sure the report you are preparing will bring much pleasure and satisfaction to Hall himself.' No matter what one's eschatology, there is here a safe criterion of good taste; if our friend were meeting with us in real presence, what would he most enjoy? I am sure he would find pleasure in the graceful words of appreciation expressed by my colleagues on this program. His spirit would glow also in feeling out the sentiments of appreciation that stir our hearts but can find no words with which to become articulate. I think he might like best of all that we move right on and take account of stock while we ask in candor and integrity of thought what his real successes and failures have been after more than half a century of honest striving. That was the Hall way. He kept on psychologizing to the very end. He was not only a sensitive soul but a rugged and sportsmanlike spirit as well. When senescence threatened to slow down at last that perennial youthfulness that skated at sixty and laughed and worked through the seventies, his quickened thought grew sharper, attacked his pursuer as a problem and made out of it a dissertation that opened up what one of our contemporary biologists designates as a whole new branch of biological science. When he saw the Fates edging in to draw a curtain across his career that would land him in defeat or dark mystery, so far from closing his eyes and turning away, he plied these sinister presences with a thousand questions about the secrets they were hiding. Not being able to forsake his psychological sense for sentiment, as if he were, for example, a professor of physics, he at least wrung from them enough of prognostication about immortality that his fellows have judged it a contribution not without merit. So that on this occasion when every word spoken might well be the note of a majestic Requiem or a Dead March or an Heroic Symphony it is not inappropriate to glance at a table of rankings and ratings. Hall would like it—at least he would in his graceful manner make merry over it with the remark, perchance, 'This is indeed Inferno that I should be plagued even now with a statistical table.'

ESTIMATES OF THE RELATIVE VALUE OF THE CONTRIBUTIONS OF G. STANLEY HALL TO THE FOLLOWING FIELDS OF RESEARCH AND SPECIFIC PROBLEMS

You might check one of the first two columns and also one of the last five. (Inquiry sent to all members of the American Psychological Association.) 160 members responded; 123 sufficiently complete to tabulate. Clark University men and other than Clark men tabulated separately.

Problems	Rating		The Pioneer		A Pioneer		Valuable		Useful		Slight		Negligible		Negative	
	Non-Clark	Clark	N-C.	C.	N-C.	C.	N-C.	C.	N-C.	C.	N-C.	C.	N-C.	C.	N-C.	C.
Studies of Childhood.....	10.99	11.83	20	11	47	18	26	10	12	2						
Adolescence.....	10.85	11.44	33	20	35	7	33	12	11	2			1		1	
Human Genetics.....	10.4	11.36	11	13	48	14	28	9	2	2	5	1			1	
Senescence.....	10	10.95	21	12	27	11	30	10	15	3	4	2			1	
Educational Problems.....	9.4	11	4	3	31	16	36	16	14	1	2	1	2		4	1
Sex.....	8.8	9.8	7	2	31	17	29	11	15	6	5	1	2		4	
Play and Recreation.....	8.75	10	4	1	19	15	34	13	23	5	2	1	1		1	
Morale.....	8.77	12	3	12	9	15	8	25	11	5	8	1	1		1	
Fear.....	8.2	10.82	5	3	15	12	26	10	14	5	7	2	2		1	1
Anger.....	8.1	9.2	4	3	16	12	20	8	17	6	7	2	2		1	1
Character Education.....	8.11	8.07	1	1	13	7	25	10	25	7	1	1	1		1	1
Interpretation of Thought Movements.....	7.11	8.03		1	11	6	15	11	20	10	6	1	2		1	1
Methods of Research.....	6.84	7.33	2	1	22	14	19	4	18	9	13	5	5		3	4
Jesus the Christ.....	6.82	9.81	5	4	12	11	19	12	18	4	5	2	7		4	1
Experimental Psychology.....	6.55	6.1	3	2	25	13	10	5	15	8	11	6	12		3	4
Psychology of Religion.....	6.42	9.95		1	24	19	22	11	18	7	9	1	5		1	1
History of Psychology.....	6.39	7.86			6	6	21	13	18	8	7	1	5		2	2
Race Psychology.....	6.2	7.31			15	11	9	4	17	10	12	5	4		2	2
Psychology of War.....	5.46	7.6		1	6	7	13	7	23	10	11	4	3		1	1
Mental Heredity.....	5	6.31			7	10	11	4	13	8	12	4	6		4	4
Immortality.....	3.5	6.6		1	6	6	4	6	10	4	10	6	7		3	6
Eugenics.....	5.3	5.3		1	9	4	9	5	19	4	13	8	6		4	1
Animal Genetics.....	3	6.5		1	2	8	3	5	12	8	13	4	13		4	4
Ranking of Hall	Number	First	First Ten	Second Ten	Upper Quartile	Second Quartile	Average	Other								
Non-Clark.....	84	4	59	8	10											
Clark Men.....	29	3	24	1	1											1

“It would in the first place touch off the vanity of any one who was blessed at all with a measure of pride to be rated so uniformly high among the world’s psychologists. All except 21 out of 120 place Hall at least among the first ten. Seven give him highest rank. Six others rate him as either second, *i. e.*, next to James, or among the first four or five. There can be no doubt that Hall’s name is written near the peak of the pinnacle of fame within his field. These eight sentences from as many different members of this organization are characteristic: ‘I think Hall stands fairly supreme among all the great leaders in psychology’; ‘I always felt that G. Stanley Hall lent dignity and grace to the entire field of psychology’; ‘He is unquestionably one of our foremost psychologists’; ‘I have always grouped Hall with James and ——— for vigor of mind and stimulating influence’; ‘In many ways he made present American psychology’; ‘He has thrown more problems in my way than has any other American psychologist’; ‘Hall seems the most conspicuous figure in American psychology’; ‘Hall seems to me to have been the man most fertile in suggestions, the most original in his ideas, and the greatest teacher America has seen.’ Not one of these representative sentiments just quoted is from a Clark man and none of them are from persons who ranked him first.

“There is, as would be expected, a wide range of estimates. Hall, like any other person who has lived dynamically and dramatically, has run both limits in the scale of excellence according to his friends, all the way from near sainthood to something very inglorious. One person remarks with some fervor, ‘Among contemporary psychologists I would place G. S. H. as of a rank below zero.’ Another, who has not transfixed him with a point and stuck him on a scale, would doubtless have placed him far below par. He says, ‘Hall was an unaccountable genius. I never believed him normal.’ We then take wide sweeps on up to the norm of judgment, which is among the first ten, and on to those who give him unstinted admiration. One remarks, ‘Though there are many eminent psychologists and educators among our contemporaries, there is none who can claim to equal his achievement.’ Another says,

'Dr. Hall started more lines of new thought and set more persons to thinking psychologically than any other person in all history. Some others have been more methodical, have developed more refined technique, and have been better text-book makers. But no other one has had such vision. The analysts, the measurers, the experimentalists, the psychoanalysts, the applied psychologists, all must pay tribute to him for having opened up new vistas in their respective fields. He is the one really original thinker in psychology in all history. James comes next. Some others I could name who are called great are mere technicians. He is the Edison of psychology.'

"Although these estimates seem rather enthusiastic, it is an interesting fact that those of Clark and every other school who rate Hall among the first ten, no matter how terrible their criticisms, tend to betray a higher estimate than their rating would indicate. One of them, this time of the Clark vintage, a chronic and successful rater, says, 'My chief benefit from Hall's teaching and writing has come in the form of inspiration. There was a time when I took for granted that his scientific views were sound. For years I have been able, I think, to reap considerable benefit from his books and articles without believing much that he wrote.' Then after some trenchant criticism, this person continues: 'But when everything is considered I doubt whether more than three or four psychologists in the last fifty years have done more for their subject than Hall.' Another who rates him after the mode says, 'He has been the cause for more writing and research than any other three men in the field.'

"As an illustration of how, in spite of the terrors of the antipathies against Hall and his school, fanned often into a flame, perhaps, by jealousies and rivalries, the majesty of his personality and of his idealism commands recognition, I can do no better than quote from the letter of one of our most respected technologists: 'I was a student at ——— when 'Adolescence' appeared. I read many chapters, my impression growing all the while that the writer was very fertile and original but exceedingly verbose and lacking in critical discrimination or good judgment as to what should be included or omitted in his

compendium. . . . He seemed to me to be in the intellectual twilight zone between genius and insanity, and those of his own pupils with whom I happened to come in contact in the early days of my psychological experience were, it seemed to me, most of them cracked. Later experience taught me how profound his influence was upon some very brilliant minds; but it is useless to deny that his seminar has had a peculiar attraction for freaks who have done a good deal to make our science ludicrous in the eyes of sensible people generally. . . . Of course, when I met Hall personally and heard him lecture I recognized instantly the loftiness with which he towered above the level of American psychologists. He certainly belongs somewhere among the first five psychologists of our time, perhaps he should be ranked second.' . . .

"Enough about ranking. Hall was a pioneer. He was either 'a pioneer' or 'the pioneer,' as the table shows, in the opinion of a goodly number of his colleagues, in every one of the many and diverse fields in which he worked. This side of Aristotle or Leibnitz there is probably no other mind that so combines versatility and originality. Quoting from my helpers, 'Hall was the most desirable kind of a pioneer,—one whose work indicates the immense fields as yet untilled.' He dared to apply the methods of science to fields that had been sacred hitherto either from prudery or superstition,—witness his 'Adolescence' and 'Jesus the Christ.' 'I like to refer to his writings in spite of the fact that my advanced training was directed by ——— and ——— and ———. I always found them interesting and suggestive and always felt that he had taken me out on the frontier of psychological inquiry.' Two of our leading psychologists would pluck the plumes away. They designate this colossal worker, 'an organizer and popularizer rather than a pioneer.' But if the majority judgments were to constitute election to fame among the souls who dare to move out into new fields the following would be the true composite picture: 'He was a pioneer in his achievement and by nature; courageous, daring, resourceful, ever watchful for new trails and new ascents. He took large risks with eyes open; endured bafflements with stoicism and gathered strength by removing obstacles. And per-

haps more than this generation realizes, he suffered for part of his pioneer work and for his unflinching purpose to discover and publish the truth.'

"An index of the appreciative attitude of the members of this Association towards Hall's various contributions is found in the increasing weight of the voting on the several items as one moves towards the left of the table of values, that is, towards a gradation of higher worth. The numbers represent actual number of votes. The 'pioneer' columns mean in general rather higher valuations than do the ones designated as 'valuable'; for although the sheet bore the legend, 'You might check one of the first two columns and also one of the last five,' these careful-minded scientists for the most part did not notice that instruction and clearly considered the captions as a graduated scale throughout. The numbers pile up in general towards the higher rating. A little compilation would show that for the items taken as a whole there are, in the rough, six times as many votes for 'slight' contribution as for 'negligible,' four times as many for 'useful' as for 'slight,' twice as many for 'valuable' as for 'useful,' and twice as many for 'pioneering' as for 'valuable.'

"There is a vast scattering of judgments. Nothing Hall did was so excellent but that some psychologist was quite disgusted with it and nothing as you observe from the table so relatively poor but that many ranked it of highest value."

After giving illustrations of the diversity of opinion Starbuck concludes as follows:

"As I have tried to put my ear and heart next to the notes you have struck in this symphony of valuation with its profound harmonies and its Wagnerian discords there are some central motifs that need rehearsing.

1. "Hall is in the first place an *emancipated personality*. Few there be who attain deliverance. We earth-creatures have been only for a little moment or two, measured in terms of the earth drama, attaining some doubtful and dearly bought successes in pulling ourselves away from the enslaving contact with things and from our animal needs and passions so that we can

differentiate a few clear ideas and live by them. Man has had to struggle and fight his way to every inch of victory over the mere demands of his primitive nature. I like to contemplate the 'Adam' of Rodin. There he rises, that strong figure, towards an erect posture, that mighty child of world forces with strength in every sinew of his powerful frame and his earnest features not quite turned upward as yet away from earthliness, but beginning to clear themselves with the radiance of an idea. Contrast with 'Adam' the 'Balzac' by this same master sculptor,—his serene and steady features turned upward, this artist of the spirit who could portray in beauty with his pen the triumphing and triumphant life of mankind on the earth from which he had arisen. Every great soul must traverse the wide spaces from Adam to Balzac. One reads in the 'Confessions' of the New England lad, full of vivacity and 'insatiable curiosity,' pulling, tearing, bumping, and fighting his way out of the provincialisms and conventions of his early surroundings, towards greater contacts and higher freedoms. Through those long years of experimentation with life and its problems, meeting men and movements at home and abroad, he finally attained unto such a world citizenship as few achieve.

2. "A second theme closely related to the first is that Hall had by nature, or had discovered, the secret of perpetual growth. He was *persistently youthful*. There are at least three dead-lines that the elect of earth must cross after passing the period of infancy. The first of these is from thinghood to thoughthood,—not only to cross the line but to dwell beyond it, joyously and powerfully, in a world of ideas as in a temple of truth. Deliverance of that sort makes the true scientist and the genuine philosopher. The second dead-line is from thoughthood into a world of values. One who crosses this line can never be smothered under the trappings of his trade in science, cannot be a mere systematizer nor an architect of systems, cannot lose his vision. He gains what Plato was pleased to call 'a birth in beauty.' Hall crossed this dead-line and became one of the world's humanists. The third dead-line is that of approaching age with its slower metabolisms and sinister forebodings. Those few who safely cross this dead-line of aging have a

chance of a new lease of life, like a Tolstoi and a Browning, a new releasing of energies in the rejuvenescence. Hall swept away this boundary and lived with increasing buoyancy.

"It is to his credit and our gain that he did the rare thing of incorporating all these levels of animality and higher personality in the same individual. There is a way with men of turning their backs on the concrete facts of experience when once they gain a birth into thoughthood. They become mere dreamers, or old-fashioned philosophers with their feet off the earth. The worst offenders against life, as things go here below, are those who become emancipated into a world of meanings. They fly away into some abstract empyrean of spiritual values and become saints, or futurists, or dwellers in a seventh heaven of abstract values. Hall incorporated the whole range of life in one selfhood. He was even a healthy animal, full of human passions, good luck, that liked to play and work and make love; that could fight, making enemies and forgiving some of them, and with the spirit of a true sportsman letting the rest live; that had the instinct of ownership strong enough to prosper,—though guarding, perhaps, rather too jealously his scientific properties; with a native hunger of mind that ripened into a thirst for wisdom even though it gave way sometimes to a sheer love of acquisition. It is the part only of the rare genius to be facile and versatile in all the registers of the human scale.

3. "The third theme, which is but a variant of the last two, is that Hall is the *philosopher-psychologist*. A former Clark student whose experimental output is voluminous and significant writes, 'I was also helped personally by his wonderful philosophy of life which culminated so remarkably in his "Senescence." His general attitude toward the world and men made it possible for me to live and work effectively at a time when I surely would have perished without it.' Hall lived in a diverse and growing world, but one that was constantly striving for integration. These words from one who worked along with the President of Clark for some years will illustrate this truth:

I am pretty well set in the field of experimental psychology, and Hall's teaching and writing has been irrelevant to my field of competence. . . . Hall told his students in those days: "Build the top of the mountain first." And I, as a more matter-of-fact person, told them to start at the bottom. But I also felt that there were the two ways of working, and that it was a jolly good thing for the students to get both, and later, when they came to specialize, either. Hall was always bringing a broader perspective to my problems, and it was a delight to talk to him about them. But you see he had a sort of positive-negative relation to me, in that he took care of one aspect of the mental universe which needed to be taken care of and relieved me of it.

Hall himself always said to me that the great thing in psychology was the "synthetic" approach, and he encouraged me to be synthetic. I have never been able to define the term for him, but I have always intuited it to mean that psychology should not seek to prescribe limits for itself, but should understand the human being by drawing together all the various manifestations of human nature which make up, I should say, by far the larger part of contemporary knowledge. It was the exhibition of this conception which seems to me to be Hall's greatest contribution to psychology.

"Psychologists will naturally cleave asunder according to their admirations or depreciations of this philosopher-scientist who wishes to build the top of the mountain first. The factual-and practical-minded person cannot understand him—at least why he does it. A belated auditor came into the midst of David Starr Jordan's one-time famous lecture on the Ascent of the Matterhorn just at the critical moments of the description of privation, cold, and nearly fatal accidents. The bewildered late-comer soon leaned over and asked his neighbor in an audible whisper, 'what the devil were they doing up there,' and nearly broke up the meeting. Whether one likes personally the ozone and the sweep of vision or not is a matter of temper and temperament. The peculiarity in question would explain much. Did Hall have a prodigious memory for facts, titles of books and articles, and names of workers? Should one 'marvel at his assimilative erudition' and wonder at his 'encyclopedic knowledge?' He probably just saw things in perspective. 'Could there be,' one admirer inquires somewhat doubtfully, 'a third dimensional depth when there is such a two-dimensional sweep?' He saw. The view he got or glimpsed of a developing order

of life was so vast and interesting that his thoughts rushed and struggled for expression. 'I was both amused and awed,' writes one of his students, 'by his vocabulary. I laughed at and venerated him almost in the same breath because of it.' His thoughts came in such volume of suggestion, writes another, that 'it seemed as if he had three sets of vocal organs instead of one, they could not have given expression to his thought.' 'He was interested in those aspects of human behavior that are prolonged and not momentary.'

4. "The fourth theme of our symphony, important as it is in the ensemble, needs but the slightest mention. Hall is the *poet-psychologist*. Several persons have called attention to this trait with approval and appreciation. Others brand it mysticism, romanticism that ends in romancing, and the like. 'Hall's humanistic tendencies,' says one, 'are distasteful to me.' 'I think,' remarks another, 'that he is much more of a clear thinking literary man than an investigator and scientist.' A mature psychologist who studied awhile at Clark says, 'He viewed ideas with a sort of esthetic appreciation and he gave them back to his students in the same spirit. . . . As a discoverer of interests and values he was a master mind. I have never been able to agree with T—— in the position that science deals with facts not values. Hence I cannot see that Hall's place among scientists should be affected by this estimate.' This key-concept to right understanding is best described by the incomparably fine and sweet-spirited Sanford:¹ 'Dr. Hall was a typical Romantiker. . . . To him nothing human was alien. It was as a prophet and pioneer in these fields that he must be judged. To attempt to appraise him by other standards misses the essential meaning and purpose of his life.' It may be that the life and work of Hall is prophetic of the day when the world of values as truly as the sphere of facts and principles will be the subject-matter of science. Surely his later interests in the emotions had their drive partly from this conviction.

5. "The last point that may receive mention is that Hall's *values center in persons*. He was himself, first and foremost, a

¹ E. C. Sanford in *Amer. J. Psychol.*, 35, pp. 313 ff.

radiating and vitalizing personality. He was 'a vital contact,' 'you could talk with him.' 'He prevented more human shipwrecks than any teacher I have ever known,' writes one student, 'and always with a delicacy and respect for private affairs in his attitude.' 'He was always setting them (the students) on their own feet.' 'He did not teach me *how* to work or think or *what* to think, but he gave me the conviction and courage that one must dare to do his own thinking, that intellectual salvation grounds on that principle.'

"To record the fine impressionistic pictures my respondents have given of their contacts with Hall in the capacity of pupil and teacher would require a separate paper. I shall quote from but one more, which is representative:

His great genius was at its best when he was taking young men of mediocre ability or even geniuses and imbuing them with a scientific point of view and spirit of research which they could never forget. I have never ceased to wonder at the marvelous results which he achieved in this respect. . . . His example and inspiration has not only enabled me to continue my scientific investigations but largely determined the way in which this work was done. It has made me turn to research at the times when I should really devote my time to recreation and rest because I would rather be able to make a few contributions by working overtime than to rest or enjoy myself in the ordinary way. Since my stay at Clark, whenever I have seen G. Stanley Hall his first question was always, "What are you now working at, and thinking about? What problems or research lie nearest your heart?" My answer was always matched with an equally free answer from him laying bare his most sacred new problems and insights. It is this spirit and attitude which all Clark men acquired from G. Stanley Hall that tends to make us devote every spare hour we have or can steal to research in a science which he made so all-alluring and inclusive.

Another outstanding influence which worked wonders on all his students was his wonderful tolerance for the views and works of other scientists and psychologists. I never in my three years' stay at Clark heard him belittle any piece of experimental work. It was all important and interesting always.

"It has been said that the value of a great man is to lift the level of all men. We shall cherish the memory of Granville Stanley Hall not more for his sake than for ours. If by this season of contemplation of the fine personality and the signifi-

cant achievement of this earnest student and master teacher we are bound a little closer in the helpful fellowship that he sought to bring about through this Association, if we glimpse afresh the vastness and richness of the field in which we work, if we gain a bit of new perspective, if we are stirred within by the urge of possible achievement until we are more faithful to the smaller tasks and find strength to attempt the nearly impossible, it will have been good that we have met together.”

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