Abbott, Edith, 142
acquired characteristics theory, 59
Acton, William, 43–44
Addams, Jane: background of, 138–139; on female adolescence, 139–142; influence of, 150; influence on Van Waters, 218
Adler, Alfred, 160–162
Adolescence (Hall), 7, 90, 91, 95, 101, 202, 204, 213 adolescent boys: Hall on, 91–104, 113–114; moral development in, 44; organizations for, 21; physical development in, 106–107; puberty in, 43–45. See also adolescent boys; boys
The Adolescent Girl: A Study from the Psychoanalytic Viewpoint (Blanchard), 160, 161 adolescent girls: coeducation for, 84; concept of normal, 147–157; employment opportunities for, 22; making of modern, 116–131, 157; psychoanalytic approach to, 174–175; psychology of, 151; puberty in, 45–47. See also girls adolescent medicine, 246
Adolescent Unit (Boston Children’s Hospital), 246
adults, in Colonial period, 13
African Americans: institutions for delinquent, 17; in urban areas, 146
age of puberty, 7
Alcott, William Andrus, 31, 36, 37, 44, 45, 47
American Physiological Society, 30, 39, 41
androgynous childhood, 42
antebellum period: development concepts in, 12–13; education for girls in, 16–17; health reform movement and, 29–30 (see also popular health movement); religious education in, 36
anthropological viewpoint: Hall and, 202, 203; Mead and, 196–200
anthropology: cultural studies and, 206–212; female puberty rights and, 213–222; race, gender, and child development in Victorian, 200–206
Antioch College, 54–55
antiprostitution work, 135–136
appearance, physical, 129–130
apprentice system, 19, 20
Aristotle, 23
Association of Collegiate Alumnae, 89
autonomy: changes in opportunities for male, 157–158; in modern female adolescence, 232; of “new girl,” 159–161; nuclear family and female, 163–164
Banner, Lois W., 222
Beard, George M., 99
Bederman, Gail, 56, 91
Beecher, Catharine, 52
Beers, Clifford, 148
“Bernice Bobs Her Hair” (Fitzgerald), 1
Binet, Alfred, 188
Binet-Simon test, 188
Blackwell, Elizabeth: background of, 40–41; female development and, 37, 42, 47–49, 66, 85,
Blackwell, Elizabeth (continued)
86; Jacob and, 75; organic life and, 33, 34; puberty in males and, 85–86; on working-class girls, 88
Blanchard, Phyllis, 1, 159; background of, 160; on developing female psyche, 160–161, 169, 232–233; on femininity and adolescence, 151–152, 161–163; on intelligence, 189, 191; on maternal instinct, 175–176; on normal development, 148–149; on personality readjustment, 156; on psychological weaning, 166–167; on relation between work and love, 184, 186, 187; on sexuality, 174, 177
Blos, Pater, 241
Boas, Franz, 199, 212; background of, 206–207; on growth process, 207–209; influence on Mead, 223–224
Boston Children's Hospital, 246
Bourne, Randolph, 213
boyologists, 251–252
boys: in Colonial period, 13; effects of socioeconomic change on, 19–20. See also adolescent boys
Breckinridge, Sophonisba, 142
Brigham, Amariah, 31, 32, 41, 47
Brown, Lyn Mikel, 8
Brumberg, Joan Jacobs, 203
budding girl metaphor: Hall and, 90, 104–116, 121, 126, 135; views of, 71–72
The Building of a Brain (Clarke), 57
Burke, Edmund, 233
Burman, Erica, 252, 253
Bushnell, Horace, 36
Calvert, Karin, 42
Calverton, V. F., 159–160
Calvinism, view of child, 24
Cattell, James McKeen, 152
Cavan, Jordan True, 191–192
Cavan, Ruth Shonle, 191–192
Chamberlain, Alexander Francis, 218
Changes in Bodily Form of Descendants of Immigrants (Boaz), 208–209
child development: American individualism and, 157; biological influences on, 154; Gesell on, 237–239; new views of, 23; organic explanations for, 91; research in, 149–150; theories of, 91, 237; women in field of, 150
child guidance approach: background of, 143; focus of, 148–150
childhood: androgynous, 42; savage, 200–206
Childhood and Society (Erikson), 241–243
child labor, 20
child-rearing philosophies: Locke and, 24–27; Rousseau and, 25–28
children: concept of abnormal, 149; developmental view of, 23–28, 31; Medieval view of, 23; physical development of, 207–209; scientific study of, 147; status of, 22; study of primitive, 200–206. See also adolescence; adolescent boys; adolescent girls; boys; girls
Children's Bureau, 181
Chodorow, Nancy, 247, 251
Christianity: health reform movement and, 29–30; rise of evangelical, 17–18; salvation and, 23. See also evangelical Christianity; Protestantism
chromosomes, 96
Clarke, Edward H.: coeducation and, 51–52, 65, 69–73, 84, 135; opposition to theories of, 75–86, 251; sexual development and, 56–59, 66–68
clinical school, 29
coeducation: advocates for, 141; debate over, 56, 69, 72–73, 81, 89, 97, 105, 135; explanation of, 50; Hall on, 103, 118–119, 148; in public schools, 53–54; in secondary schools, 53, 54; statistics regarding, 88; views of female development and, 65. See also education
College Settlements Association (Barnard College), 210
colleges/universities: females in, 52, 54–56, 88; hygiene instruction in, 89; male youth in, 21; in 1920s, 147. See also higher education
Colonial period: experience of youth in, 14, 21; life stages views in, 13–14; status of youth in, 10, 22
Combe, Andrew, 31, 39
Coming of Age in Samoa (Mead), 196–200, 203, 209, 225–226, 230
Commonwealth Fund, 150
comparative method, 200–201
conflict: in adolescence, 161; between career and home, 180–187
corporal punishment, 148
craft production, 19
criminality, 137

cultural evolutionism, 199

Dall, Caroline, 87

Darwin, Charles, 7, 23, 58, 59, 94, 95

The Delinquent Child and the Home (Breckinridge and Abbott), 142

Demos, John, 14

developmental paradigm: emergence of, 22–28; health reformers and, 22–23, 32–39, 48–49; in late nineteenth century, 70–71; male puberty and, 43–44
developmental psychology, 4
disease, 30

Dixon, Roger A., 59
doll play, 101

Duffey, Eliza, 76, 81–83, 86, 87

Dummer, Ethel Sturges, 143, 175

Dungliston, Robley, 9, 10

Eastman, Max, 213
economic development: middle-class families and, 18; in 1920s, 146

education: late-nineteenth century views of, 52–56, 86–87; of middle-class boys, 20, 21, 98; of middle-class girls, 16–17, 92; in 1920s, 146–147; opportunities for girls, 83; problems related to, 48; religious, 36; reproductive deficiency and, 63; sex, 127, 176, 227. See also coeducation; colleges/universities; higher education; public schools; schools

Elliott, Grace Loucks, 192

Ellis, Havelock, 92, 111, 160; on sexuality, 121–126, 174, 196

embryology, 23

Emile, or On Education (Rousseau), 25–28

emotional turmoil, 108–109

employment: conflict between home and, 180–187; in new republic, 15; in 1920s, 146

endocrinology, 172–174

entertainment, in 1920s, 147

environmental factors: intelligence and, 191; physical growth and, 208–209

Equal Rights Amendment (ERA), 151, 181, 182


ethnographers, adult savage and, 201

eugenics movement: background of, 136–137; psychiatrists and, 138
evangelical Christianity: appeal of, 17–18; health reform movement and, 29; salvation and, 23. See also Christianity

evolutionary science: developmental psychology and, 59; female educational opportunity and, 57; gender and, 50–51; intellectual education and, 61; reproductive medicine and, 51–52; sexual difference and, 58, 65; Spencer and, 60–61

families: adolescent misbehavior and dynamics in, 142; Parsons on, 211–213. See also middle-class families; nuclear family; working-class families

The Family (Parsons), 212

family structure: autonomy and, 163–164; trends in, 18

Federn, Paul, 241

feeble-mindedness: delinquency and, 189; eugenics movement and, 136–137; sexual deviancy and, 137–138

female adolescence: Addams on, 139–140; femininity and, 2–3, 5, 19, 151–152, 161–163, 194–195; Hall and, 92, 104–116; Hollingworth on, 153–156; Mead on, 196–200; meaning of, 2–4; modern feminism and conceptions of, 150–152; Moxcey on, 133–134; overview of, 1–2; sexuality in, 170–179

female development: Hall and, 92–93; Jacobi on, 79–84; theory of supplemental nutrition and, 77–78

female juvenile delinquency: background of, 135–136; family dynamics and, 142; feeble-mindedness and, 137–138; interest in, 131; Progressive Era explanations for, 136–146

females: career-marriage roles for, 182–183; economic roles of working, 181–183; influence of, 39–40; intelligence and, 190–194; leisure and, 184–185; research on psychology of, 153; in social sciences disciplines, 150–151

femininity: adolescence and, 2–3, 5, 19, 151–152, 161–163, 194–195; conventional expectations of, 247; cross-cultural comparisons of, 213–214; developmental view of, 178; friendship and, 19; intelligence and, 188
feminism: cultural, 244–245; emergence of modern, 150–152; in 1960s and 1970s, 247; rejection by psychologists, 151
First Law of Thermodynamics, 34
Fitzgerald, F. Scott, 1
Fliegelman, Jay, 24
Foucault, Michel, 4
Fowler, Orson, 31, 32, 35, 66
Frank, Lawrence K., 239–241
Freud, Anna, 241, 245–246
Freud, Sigmund, 160; on female inferiority, 162; gender identity and, 118; Hall and, 92, 120–122; Oedipus complex and, 165
Friedman, Lawrence J., 241
friendship: among adolescent boys, 21–22; female identity and, 18–19
Gallagher, J. Roswell, 246–247
Galton, Francis, 201
gender: evolutionary theory and, 50–51; health reformers and, 39–44; intelligence and, 190–194; puberty and, 27–27, 65–66; self-support and, 183–184
gender identity, sexuality and, 122
Genetic psychology, Hall and, 91, 95, 96
German romanticism, views of, 23
Gesell, Arnold, 154, 237–240
Giddings, Franklin, 210
Gilligan, Carol, 2–4, 8, 245; on adolescence, 247–249; background of, 247; criticism of, 249–250; influence of, 249, 251
Gillis, John R., 91, 145
girls: in Colonial period, 13; education of middle-class, 16–17; good vs. delinquent, 145; health reformers view of, 41–42; as juvenile delinquents, 17; meaning of friendship among, 18–19; metaphor of budding, 71–72, 90, 104–116, 121, 126; as normatively precocious, 63–64. See also adolescent girls
Goddard, Herbert H., 137, 188
Goldenweiser, Alexander, 212
Goodsell, Willystine, 167–168, 183
Gordon, Lynn D., 55
Graham, Sylvester, 30, 36, 44
Graves, William P., 172–173
Great Chain of Being, 23
Groves, Ernest R., 156
Growing Up in New Guinea (Mead), 200, 203
Gurian, Michael, 251
Haeckel, Ernst, 94, 95
Hale, Beatrice Forbes-Robertson, 178–179
Hall, Abigail, 117
Hartmann, Heinz, 241
Harvard Project on the Psychology of Women and Girl’s Development, 248
Hawes, Joseph M., 147
health reform. See popular health movement
Healy, William, 167, 241; background of, 142–143; intelligence and behavior and, 189; on juvenile delinquency, 143–144, 148
Hegel, Georg, 23
Hegeman, Susan, 196–197
Hemphill, C. Dallett, 22
heterosexuality, role of puberty in establishing, 172–173
Hicks, Braxton, 122
higher education: Clarke’s view of females in, 56–58; Hall’s views on, 54–55, 92; in late nineteenth century, 52, 54, 55, 88–89, 145; in 1920s, 147. See also colleges/universities
Hollingworth, Harry L., 152, 153, 189, 223
Hollingworth, Leta Stetter, 151; background of, 152–153; on female adolescence, 153–156, 187, 192, 195; on mother-child relationship, 166; on psychological weaning, 164, 165; on relation between work and love, 183, 184; on search for meaning, 187–188; on sex instinct, 176
House of Reformation (Boston), 17
Howe, Julia Ward, 56, 82
Hudson, Barbara, 2, 3
Hull House, 139
Hunter, Jane H., 10–11, 52
hygiene, health reformers and, 29, 39
hygiene instruction, 89
hygienic religion, 29
immigrants: child labor among, 20; physical growth studies of, 208–209; sexual instinct in female, 141–142; in urban areas, 146
individual evolution, 59, 65
individualism, 11, 159–160, 243
industrial employment, 15–16
infant schools, 35
institutions, for lower-class girls, 17
intelligence: gender and, 190–194; psychological adjustment and, 189–190
intelligence tests, 137, 188–189, 192, 193
interpretive sociology, 139
IQ tests, 188–189, 192, 193
Jacobi, Abraham, 75
Jacobi, Mary Putnam: background of, 73–75; coeducation and, 50–51, 81, 85, 135; opposition to Clarke and, 75–81, 251
James, William, 91, 200
Jastrow, Joseph, 192–194
Jones, Kathleen W., 148
Jung, Carl, 160
juvenile delinquents: child guidance approach to, 143; institutions for, 17; mental hygiene approach to, 148; in Progressive Era, 133, 135–146. See also female juvenile delinquency
Juvenile Psychopathic Institute (JPI), 143
Kellogg, John Harvey, 71, 72
Kett, Joseph F., 10, 11, 20, 91, 94
Key, Ellen, 111, 160
Kidd, Kenneth B., 251
Kindlon, Dan, 251
Kohlberg, Lawrence, 245, 247
Kroeber, A. L., 212
Lallemand, M., 43
Lamarck, Jean-Baptiste, 24, 59, 60, 94
Lamarckian theory, 96
Lancaster Industrial School, 17
Laqueur, Thomas, 67
Laura Spellman Rockefeller Memorial, 150
Laycock, Thomas, 66
Lears, T. J. Jackson, 105
leisure, females and, 184–185
Lerner, Richard M., 59
Lesko, Nancy, 91
liberal individualism, 11
Lippmann, Walter, 213
Little Women (Alcott), 1
Locke, John, 11, 12, 24–28, 38, 43
Lowe, Margaret A., 88
Lowell mills, 15, 16, 19
Lowie, Robert, 212
Lunbeck, Elizabeth, 134
Lydell, Charles, 23
Lyon, Mary, 52
Mach, Ernst, 212
male development: boyologists and, 251–252; Hall on, 91–104
Manasses, Carolyn, 1, 159, 166, 174; on relation between work and love, 184, 186, 187
marketers, actions of, 236–237
Marx, Karl, 23
masculinity: adolescence and, 3; late-nineteenth century views of, 99
Maudsley, Henry, 68
McLean, Jill Taylor, 248, 249
Mead, Edward, 222, 223
Mead, Emily Fogg, 222
Mead, Margaret, 241; background of, 222–224; influence of, 231–235; Samoan studies of, 196–200, 203, 209, 224–231, 234
Mead, Martha, 223
Mendel, Gregor, 96
Mendel’s laws, 137
menstruation: among civilized vs. primitive people, 205–206, 214; Hall on, 109; Jacobi and, 78, 79; late-nineteenth century views on, 67–68; misconduct and, 144; ovarian theory of, 67 mental deficiency, 137. See also feeble-mindedness
mental hygiene movement: background of, 143, 148; focus of, 148, 149; influence of, 154, 158
Meyer, Adolf, 143, 148
middle-class families: boys in, 20–21, 98, 100; economic and institutional developments effecting, 18; educational opportunities for girls in, 16–17; higher education for females in, 54–55, 92; laws of development and, 38; protection of girls from, 69; social equality and, 22
The Mind of Primitive Man (Boaz), 208
Mintz, Steven, 38
missionaries, post–Civil War, 203
modesty, evolution of, 123
moral development: in adolescent girls, 110–111, 120; in boys, 44; evolutionary principles and, 61–62
morality: concerns for working-class and immigrant girls, 87–88; gender and, 81–82; health reformers and, 36
mothers, relationships between daughters and, 18
Moxcey, Mary E.: on conflict between home and career, 180; on female adolescence, 133–134
Murchison, Carl, 150–151
National Committee for Mental Hygiene, 143
National Congo Reform Association, 202–203
National Consumers League, 181
National Educational Association, 53
National Women’s Party, 181
nature, relationship between nurture and, 33
nature-philosophers, 23
The Neglected Girl (True), 142
Newberger, Eli H., 251
new boyology, 251
New England Women’s Club, 56
Newman, Louise, 58
New York House of Refuge, 17
Nietzsche, Friedrich, 112
Nineteenth Amendment, 151
nubile, puberty and, 9
nuclear family: autonomy and, 163–164; Schmalhausen on, 165
nurture: mental facility and, 191; relationship between nature and, 33
Oberlin College, 54–55
occupational choice, for adolescent girls, 182–183, 185–187
Oedipus complex, 165, 166
Ogburn, William Fielding, 223, 224
The Old-Fashioned Woman: Primitive Fancies about the Sex (Parsons), 213, 215
one-sex model, 67, 84
Oudshoorn, Nelly, 172
ovarian theory of menstruation: explanation of, 67, 68; Jacobi and, 78–79
ovulation: early views of, 67; Jacobi and, 78, 79
parent education, research in, 149–150
Paris school, 29
Parsons, Elsie Clews, 199; background of, 210–211; cultural studies of, 215–216; family studies by, 211–213; femininity studies by, 213–215; influence of, 216, 217; Van Waters vs., 221–222
Parsons, Herbert, 210
Pestalozzi, Johann, 31, 60
Philadelphia House of Refuge, 17
phrenology, 31–32
physical growth: among immigrants, 208–209; Boaz and, 207–209; Hall and, 106–107
physiology: advancements in, 29; knowledge of, 40
Piaget, Jean, 245
Pickney, Merritt W., 143
Pipher, Mary, 2
Play, Hall and, 101–103
Pollack, William S., 251
The Practical Home Physician (Lyman), 70
Prescott, Heather Munro, 246
Progressive Era: career choice and, 180, 181; female juvenile delinquency in, 133, 135–146; prostitution, antebellum period view of, 135
Protestantism, 29–30. See also Christianity; evangelical Christianity
Pruette, Lorine, 151–152; on age of compulsory expression, 176–177; background of, 177; on development of adolescent girls, 166, 177–178, 195; on leisure and home vs. work, 184–186; on modern woman, 178–179; on psychological weaning, 167
psychological weaning: explanation of, 164–165; views regarding, 166–167, 169
psychologists, early twentieth-century female, 151–152
psychology: of adolescents, 152–153; developmental, 4; experimental, 153

*The Psychology of the Adolescent* (Hollingworth), 152, 154, 155

puberty: Addams on, 139–140; age of, 7; antebellum views of, 37–38; as delinquency-prone stage, 144; in females, 45–47, 68; gender and, 27–28, 65–66, 88; Hall on, 107–109, 111, 213; Jacobi and, 76–77, 79–80; in males, 43–45, 85–86; nubility and, 9–10; sexuality and, 171–173; social adolescence distinguished from biological, 154–155

puberty rites: anthropologic reconsideration of evidence of, 206–222; Hollingworth on, 155–156; interpretations of, 199; Van Waters on, 219–221, 232; in Victorian anthropological literature, 203–206

public schools: coeducational, 53–54, 88; in early nineteenth century, 16; goals of, 54; in 1920s, 147; urban, 53

Puritans: social order for, 13; view of adolescence by, 14

Putnam, Mary. See Jacobi, Mary Putnam

Radin, Paul, 212

reason, development of power of, 24–25

recapitulation theory: Hall and, 91, 95–96, 100, 104–106, 147; Van Waters and, 218

reform schools: boys in, 20; in nineteenth century, 17

Reich, Wilhelm, 241

Reid, Thomas, 31

religion: in adolescence, 187–188; sex instinct and, 112

religious education, 36

religous revivalism, 17–18

*Reviving Ophelia: Saving the Selves of Adolescent Girls* (Pipher), 2

Ross, Dorothy, 105, 139

Rousseau, Jean-Jacques, 11–12, 24–28, 33, 38, 43

Samoans, 196–200, 203, 224–232, 234

Sanger, Margaret, 176, 213

Sapir, Edward, 212

savage childhood, 200–206

*Savage Childhood* (Kidd), 201

Schmalhausen, S. D., 158, 165

school reform, in 1830s, 31

schools: late-nineteenth century views on, 86–87; reform, 17, 20. See also education; public schools

Schor, Juliet B., 237

Second Great Awakening, 17, 36

self-support: conflict between home and career and, 180–187; gender and, 183–184

Seneca Falls Declaration of Sentiments of 1848, 54

sex education: Mead on, 227; in public schools, 127; Sanger on, 176

sex endocrinology, 172–173

*Sex in Education* (Clarke), 51, 57, 66, 73, 81

sex instinct: Addams on, 139–140; Ellis on, 196; Hollingworth on, 176; timing of, 172

sexism, in employment, 150

sexology, 92, 122

sexual development: Clarke’s epoch of, 56–58, 66, 86; educational opportunities for females and, 86; late-nineteenth century texts on, 70–71

sexual exploitation, 15, 16

sexuality: in age of compulsory expression, 170–179; Ellis on, 121–126; feeble-mindedness and, 137–138; feminist psychologists view of, 176–178; gender identity and, 122; Hall on, 103, 111–113, 126–129; normalization of female adolescent, 179; religious instinct and, 112

Simon, Théodore, 188

social class, 19, 91

Social Darwinism, 136

social sciences: in early twentieth century, 158; women in, 150

socioeconomic change: autonomy and, 157–158; effects of, 18–20

sociology, interpretive, 139

Sommers, Christina Hoff, 251

Spencer, Herbert, 58–65, 94, 95

*The Spirit of Youth and the City Streets* (Addams), 138, 139

Stanford-Binet IQ test, 188

Steedman, Carolyn, 24

sterilization, of mentally deficient persons, 138

Stetter, Margaret Danley, 152

Stewart, Dugald, 31

Stocking, George W., Jr., 197

*Studies in the Psychology of Sex* (Ellis), 121, 196

suburbs, 146

Sullivan, Amy M., 248, 249
supplemental nutrition theory, 77–78
Sweetser, William, 33, 35, 37
Taft, Jessie, 149
Tarde, Gabriel, 210
Tarvis, Carol, 250
technological advances, 19
Terman, Lewis, 188, 191
Thomas, William L., 158, 174
Thompson, Michael, 251
Thorndike, Edward L., 152–153, 155
True, Ruth, 142

*The Unadjusted Girl* (Thomas), 174
universities. See colleges/universities
urban areas: African Americans and immigrants
in, 146; opportunities for working-class girls
in, 87; public schools in, 53

Van Gennep, Arnold, 219–220
Van Waters, Miriam, 196, 199, 216; background
of, 216–218; cross-cultural comparisons used
by, 220–221; functionalist approach of, 218–
219; Parsons vs., 221–222; on puberty rites,
219–220, 232
von Baer, Karl Ernst, 59
von Bischoff, Theodor, 67
von Helmholtz, Hermann, 34
voting rights, for women, 151

wage system, 19, 20
Walkerdine, Valerie, 4, 252
Watson, John B., 148
Weissman, August, 96
Whorton, James, 29
Willard, Emma, 52
Williams, Frankwood E., 172
Wilson, J., 42
Wissler, Clark, 152–153
women. See females
*Women and Leisure: A Study of Social Waste*
(Pruette), 184–185
Women’s Bureau, 181
Women’s Trade Union League, 181
Woodbridge, William Channing, 31
Woodward, Samuel, 44
Woodworth, Robert, 152–153
Woolley, Helen Thompson, 190, 191
working-class families: experiences of boys in,
20; institutions for, 136
working-class girls: experiences of, 15–16, 87;
industrial employment for, 15–16; sexual
exploitation of, 15, 16; sexual instinct and, 141–
142
Wundt, Wilhelm, 93

Yerkes, Robert, 188
*Youth: The Years from Ten to Sixteen* (Gesell), 237,
238