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RECENT DEVELOPMENTS
IN
EDUCATIONAL JOURNALISM

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RECENT DEVELOPMENTS IN EDUCATIONAL JOURNALISM.

By W. CARSON RYAN, JR.

Professor of Education, Swarthmore College.

CONTENTS.—Statistics of educational journals—State educational journals—Newspapers and educational information service—Studies of publicity—A list of educational periodicals.

Recent developments in educational journalism have had to do chiefly with the efforts of professional journals to maintain the publication of scientific and technical material in the face of a high-cost emergency that has not yet wholly passed away; with the creation of new State and national association journals or the re-establishment of older ones on a better business and professional basis as a conspicuous part of the recent noteworthy growth in teacher-organization; and with the strengthening of educational publicity in the columns of the daily newspaper and in other media of general rather than pedagogical appeal.

The technical educational journal has been having a very difficult time and has hardly more than held its own. Educational journalism in the daily newspaper, on the other hand, has maintained itself effectively and has improved in quality; while the new life that has come into the State educational journals in the past two years, to say nothing of the Journal of the National Education Association, indicates a rapidly growing professional sense on the part of American teachers that should sooner or later result in a more secure position for such of the educational journals as are of genuinely national scope and interest and can prove their value.

STATISTICS OF EDUCATIONAL JOURNALS.

An accurate and acceptable list of educational journals is made difficult by the lack of a standard definition. There are 144 periodicals reporting to the United States Bureau of Education as the result of a recent inquiry,¹ and the merest glance through the list shows how varied the publications are. Efforts have been made to eliminate the mere news sheets or school and college papers usually found on "educational" lists,² but there is still a sufficient variety to be puzzling.

Perhaps the most striking feature of this list of educational journals is the scarcity of periodicals of really national scope, and the limited circulation of those that there are. Of the 144 journals listed, probably not over 10 can rightfully claim to be independent and national in the sense that they try to deal with educational problems in a national way free of associational connections.³ In the

¹ Information collected by the Bureau of Education in October, 1920; revised by correspondence during 1921 and 1922; and checked by submission of the complete list to all those whose names appeared on it in November, 1922. The statistics as given here and in the accompanying table have been revised to Jan. 1, 1923, so far as information was available.

² See, for example, Ayer's American Newspaper Annual and Directory, (N. W. Ayer & Son, Philadelphia).

³ Exclusive, of course, of journals like *Normal Instructor* and *Primary Plans* (reported, circulation, 155,000), which aim chiefly to present content material and schoolroom devices for teachers.

case of at least four of these, circulation figures are not available even in the form of publishers' estimates. Only 2 of the journals meet the first test of honest journalism by reporting audit bureau or detailed figures. The aggregate circulation of all 10, if we accept publishers' claims for 6 of them and make the most liberal possible estimates for the others, is considerably less than 40,000.

The one in this group of journals reporting the highest figure (10,855) is intended for a special nonprofessional clientele—members of boards of education—so that the typical educational journal of the sort our libraries and professional educational workers must chiefly depend upon is an affair of around 3,000 circulation. It is hardly surprising, in the circumstances, that the mortality among school journals is high; barely one-fourth of the journals now publishing antedate the twentieth century, while in the two years under review 10 educational periodicals have passed out of existence and 17 new ones have been established.

The plight in which the scientific educational journals find themselves is still substantially that described by Dr. B. R. Buckingham in a communication to the Commissioner of Education at the outset of the present inquiry:

The type of material in which the editors of journals of educational research are particularly interested has been seemingly more profoundly affected than have other types of material. I refer to articles reporting the results and application of investigation. These articles not infrequently involve considerable tabular and graphic display. On account of the unusual expense incident to this kind of printing, the output of research material has been restricted. I happen to know that the result of this has been the suppression of many valuable articles.

It is our own opinion that educational journalism of the better sort will not assume the importance and influence which it should until each publication is sufficiently endowed to take care of all financial difficulties, or until readers of educational material are sufficiently numerous to support educational journalism as a commercial venture.

The situation is somewhat better with the larger group of periodicals that deal nationally with some special field than it is with the general publications just referred to. There are 38 of the special type ranging in circulation from a few hundred to 17,000. This group include a number of the most significant journals, such as the Elementary School Journal and the School Review, published by the University of Chicago; the American Physical Education Review; the Journal of Rural Education; the Journal of Educational Psychology; the Industrial Arts Magazine, and Industrial Education Magazine; Religious Education; and the recently established Vocational Education Magazine and the Educational Screen.

STATE EDUCATIONAL JOURNALS.

It is in the State and associational group of periodicals that real circulation is apparent. The growth of the Journal of the National Education Association, which in less than two years has attained a circulation of 130,000, is paralleled by many of the State journals,

some of them organs of the State teachers' associations, a few others jealously retaining their independence. The aggregate circulation of this group of 48 periodicals is 234,800, which is much closer to what might normally be expected than is the circulation of the supposedly national journals of educational thought and opinion. In at least one State (Pennsylvania) the close relation between the State school journal and the State association membership has carried the circulation to well over 48,000. It will be said, of course, that in the case of many of the State journals there is a padding of the subscription lists through the fact that all members are automatically subscribers, a part of the annual dues being set aside for subscription to the official journal. These are, however, bona fide subscriptions to an extent not usually the case with membership subscriptions, since one of the chief inducements generally held out for membership in the State educational association is that it carries with it the State journal. Furthermore, it is evident from an examination of the form as well as the content of these newer State journals that full-time, responsible editorship has taken the place of the voluntary and usually inefficient service of other days, so that the readers are probably a part of the journal in a way in which they seldom were before the change.

These State journals frequently include in their clientele more than the organized teachers of the State. Thus the Arkansas Educational Association announces a new publication, to be known as the Journal of Arkansas Education, which represents a combination of the Arkansas Teacher, recently acquired, the quarterly journal hitherto issued by the association, and the monthly Educational News Bulletin of the State Department of Public Instruction. The new journal, the announcement states, "will not be strictly a method or professional magazine, but a newspaper devoted to education in Arkansas." It will be the organ, not only of the Arkansas Educational Association, but of the Forward Education Movement as well, and will carry official announcements from the State Department of Public Instruction. Of special interest is a department of school directors, edited by a newspaper publisher who happens to be at the same time a member of one of the county boards of education.

The general purposes of the association journals are well expressed in the following editorial announcement of one of the newest and best of them, the Washington Educational Journal:⁴

1. To include in our perspective all the educational forces of the State, both institutionally and departmentally.
2. To spread information concerning educational progress and problems.
3. To cultivate professional spirit and sense of professional solidarity throughout the State.
4. To stimulate individual and cooperative effort to raise educational standards and promote educational efficiency.

⁴ Quoted with approval by President S. E. Davis, of the State Normal College, Dillon, Mont., in a significant article in the Inter-Mountain Educator.

5. To advise the Washington Educational Association membership of the plans and activities of their officary.
6. To gather from the membership their opinions and convictions on matters of educational policy.
7. To supply material for the use of teachers in educating the public for the betterment of their schools.
8. To enlarge the individual acquaintance and to extend the personal contact of teachers in the State.
9. To acquaint teachers with educational progress in other States, and in the Nation at large.
10. To offer an incentive to original and constructive contribution to professional knowledge and insight.

Naturally the rapid growth of these State association journals has not been accomplished without difficulties. Here and there differences of opinion have developed as to how far the State journal should be officially connected with the teachers' association on the one hand and the State superintendent's office on the other. There have been times when the privately owned educational journal of the State looked somewhat askance at the entrance of the association into the journalistic field. As the editor of one of the independent State journals in the Middle West wrote to the Bureau of Education:

There seems of late in certain sections of the country to be a tendency toward the State teachers' associations owning and publishing their own organs. As these official organs are, as it seems, also business enterprises, seeking general as well as educational advertising, they will of course affect both the business as well as the service of those educational periodicals which must depend entirely upon private enterprise.

This editor makes it clear, however, that as far as his journal is concerned the effect will simply be to cause him to "enlarge the general scope of service" of the magazine, to take in other groups interested in education besides the teachers themselves.

There have also been signs, in the two years just passed, of jealousy on the part of the State journals, both associational and private, of the enormous growth and prosperity of the Journal of the National Education Association. Sentiment as expressed in recent meetings of the Educational Press Association and elsewhere, however, has been wholly favorable to both the State and National association periodical development, the feeling apparently being that there is ample room for all the different types, and that on the advertising side in particular none of the journals has begun to exhaust the possibilities. This sentiment has undoubtedly been helped along by the attitude of the National Education Association, which has taken care to show its interest in the work of the newly created full-time secretaries, leading in movements for cooperation on the part of all the journals in professional and business matters alike and in general aiding materially in putting State educational journalism on a sound basis. The journal itself summed up the situation recently on its editorial page as follows:

There are the following well-defined fields in educational journalism which may be expected to grow in importance: (1) The local educational newspaper, published

either by the board of education or by a local education association and serving as a mirror of the educational enthusiasms and standards of the community; (2) the State educational journal, published either by private enterprise or by the State association and reflecting the news, special interests, programs and enthusiasms of the educational leaders of the State; (3) journals of general appeal and national in scope which reflect the initiative and creative energy of independent educational leaders; (4) journals dealing with special phases of the science of education; (5) journals appealing to groups working in special fields or levels of the educational service.

There is enough educational thought in America to fill all such journals which now exist, to improve them still further, and even to establish others. There is enough potential educational advertising to support much larger enterprises in educational journalism than have yet been undertaken. Let any journal set for itself a well-defined field of needed usefulness, maintain high and consistent editorial standards, insist on being printed attractively, and make a virile campaign for advertising and success is almost certain. The National Education Association, with its broad interest in the improvement of education, regards it as its duty to encourage the development of every worthy educational journal.⁵

NEWSPAPERS AND EDUCATION.

Of no less importance in educational journalism than the development of the association journals, in the past two or three years, is the increased attention to education in periodicals intended for the general public—notably the daily newspaper—and the corresponding interest on the part of the schools in carrying their message through all the available agencies of the hour, from the daily press to motion pictures and radio.

The most obvious, though not the most important, measure of newspaper interest in education is the daily or weekly school page or department. Some 20 of the 200 or more chief daily newspapers in the United States maintain a school or education page under the direction of an "educational editor" or other staff employee specially equipped for his task.⁶ The list includes such newspapers as the Boston Transcript, the New York Globe, the New York Mail, the New-York Evening Post,⁷ the Brooklyn Daily Eagle, the Christian Science Monitor, the Jewish Morning Journal (New York), the Spokane Daily Chronicle, the Baltimore Sun, the Providence Journal, the Seattle Times, the Portland Journal, the Buffalo News, the New Orleans Times-Picayune, the Louisville Times, the Louisville Post, the Washington Times, the Los Angeles Examiner, and the Cleveland Press.⁸

The tradition of anonymity that still persists in most newspaper offices makes it difficult to give adequate credit to the men and women who have pioneered in this field. It is impossible not to mention, however, Henry T. Claus, school and college editor of the Boston Transcript, to whom every newspaper writer on education is heavily indebted; Tristram W. Metcalfe, of the New York Globe, creator of the daily school page of the metropolitan type; Jacob Jacowitz, editor of the school page of the New York Mail; and Florence Mann, of the Seattle Times.

⁵ Journal of the National Education Association, xi: 196, May, 1922. ⁷ Discontinued July, 1922.

⁶ Dr. Reynolds's study gives statistics based on size of city.

⁸ Since early in 1923.

It is not detracting from the work of any of these to say that the present tendency in newspaper treatment of education is apparently away from the school page. There has always been considerable difference of opinion among newspaper people and others interested in educational journalism of the daily-press type as to the merits of the special page or department. Many newspapers have given up the department idea, not only for education but for most other subjects. In the case of education the argument is that the separate page or department means that the readers will mainly be those already interested in education,⁹ whereas the chief value of newspaper treatment of education is that the schools may thereby be better known to large masses of the public. Sincere believers in education and in the value of educational material in the press assert that education should be handled strictly on its merits, in competition with other news and features. Thus the New York Times does not have a school page, though it has on its staff one of the most distinguished men in educational journalism—Dr. John H. Finley, former commissioner of education of New York State—and probably carries more material about education than any other publication. Similarly the Newark Evening News, while it has no separate page for education, gives the most discriminating editorial treatment to education and has for years been represented at educational conventions and elsewhere in school work by one of the best equipped of the newspaper writers on education.

There is possibly more argument for the separate school page where the education page is a weekly feature, along with other weekly features, yet even here the decision seems to be that on the whole education is better off if not given a special place, but "used according to the news value of the day," as Eric Sanyille, of the Philadelphia Public Ledger, puts it. What is apparently most objected to is the too obvious education label. Just as "educational" motion pictures are likely to be those that have no entertainment value, so there is a feeling that to label a thing "education" in the daily newspaper makes it lose in attractiveness. As Avery C. Marks, jr., says:

The experience of newspaper editors is, I believe, to the general effect that the newspaper-reading public does not object to being "educated" or instructed, but it thoroughly objects to being informed of the fact that it is being instructed. The average reader will swallow a large educational pill if there is sufficient chocolate coating of human interest on it.

Some of the newspapers that do not have education pages or departments, but express special interest in education material, are the Johnstown (Pa.) Tribune, the Milwaukee Journal, the Houston Chronicle, the Syracuse Herald, the Los Angeles Herald, the Atlanta

⁹ This is particularly true where, as in the case of the two New York papers, the school news appears only in the home edition, which has a very limited sale and is purchased chiefly by the special school clientele.

Georgian, and the Rochester Times-Union. The latter paper remarks:

Although we have no education department or page, we are glad to use anything of interest on the subject and will do all we can to promote educational work and stimulate interest.

The attitude of a modern newspaper toward education material is well described in the following statement by Henry T. Claus, of the Boston Transcript, covering the experience of his paper since the creation of a school and college department more than a quarter of a century ago:

The Transcript's school and college department was inaugurated in 1895, but its greatest development, which includes the organization of a staff of correspondents in schools and colleges in all parts of the country, the building up of a reference library, and a close study of American and foreign educational journals and American school and college newspapers and magazines, has come within the past 15 years. To-day the Transcript aims to describe fully and appraise accurately the large educational developments of the day, to record the important affairs of all universities, colleges, and schools, and to chronicle the daily happenings at those institutions in which Transcript readers are primarily interested.

In carrying out this purpose the Transcript devotes anywhere from three to five columns a day to educational news, utilizes the services of the Associated Press and its own correspondents and special writers, and the publicity copy sent out by the Federal Bureau of Education and educational institutions and organizations. A great deal of this so-called publicity copy is helpful; particularly valuable has been that designed to awaken the public to an appreciation of the fact that the small salaries paid public-school teachers constituted a national menace. That the campaign for higher salaries was successful was due in no small measure to the forceful arguments and striking facts contained in the press material spread broadcast by the Federal bureau and by organizations of teachers and others actively interested in education.

On the other hand, some of the copy is, so far as the Transcript is concerned, of little use. It has not the popular appeal which the newspaper strives to find in every prospective news item. It interests only one class of readers; as such it belongs not in a newspaper, but in a publication which is primarily designed for that particular class of reader. But it is only fair to state that the amount of nonusable copy which comes into newspaper offices is growing proportionately smaller with each passing year. A knowledge of what newspapers want and do not want is apparently becoming more general. In particular has the efficiency of college publicity been increased, a circumstance due partly to the fact that many institutions through their schools of journalism have made a study of the newspaper and partly to the fact that experienced newspaper men are gradually supplanting members of the faculty as college press agents.

There is evidence to-day of a growing willingness on the part of private and public school authorities to cooperate with the newspapers. It is much easier than it used to be for a newspaper man to get facts from colleges and schools, and educational authorities generally appear to have reached the conclusion that there is nothing to be gained by withholding a story in which a considerable portion of the public has a vital concern.

EDUCATIONAL INFORMATION SERVICE.

It is clear, not only from this statement of Mr. Claus, but from the evidence everywhere at hand in the daily press, that with the increased attention to educational news has gone an increased effort.

on the part of schools and educational institutions everywhere to make the material they have available to the public. Educational publicity, or better, "educational information service," has developed notably in the past year or two, and what was once regarded as a more or less dangerous and unholy enterprise—that of interpreting educational institutions to the world outside—has become a reasonably respectable calling in which there are still hazards but by which reputations may be won and service may unquestionably be rendered. There are few State departments of education that do not have their own press bulletins or special places in the State school journals; nearly all colleges are supplied with someone whose business it is to furnish material about the institution to the press,¹⁰ though the material varies tremendously in value and sincerity; and even the educational foundations have had come to the point of providing carefully prepared press statements of their more formal studies and reports.

More important than the extent of the publicity way is the change of emphasis that appears to have come. The word "publicity" is more and more being avoided, not for shame, but because of a recognition that educational institutions are not interested in "publicity" so much as in providing the channels of "information," whereby the outside public may learn through agents of its own choosing just what the truth is. It is significant that in the better university information bureaus no press letter is allowed to go out wherein the institution is "boosted" or where praise of the institution is sought. The better publication bureaus "issue" comparatively little, but have a wide open door for all—representatives of the press especially—who wish to find out. "Press-agenting" is the last thing the more responsible information person on a modern college staff is after. What Frederic Allen has been doing for Harvard University in the past three years is typical of what may be expected when universities have their relations with the outside world on a better basis as far as the press is concerned. There was nothing spectacular or boastful about the material issued by the Harvard publications office under Allen; it was nearly always informed, dignified, and important, with the result that even the most hardened city editor, carefully steeling himself against publicity material in general, would find himself using it for the simple reason that it was good as news,—the kind of thing he would expect his own staff to run down if time and energy allowed.

Not all educational institutions can at present reach the Harvard standard as set by Mr. Allen, but some of them are doing it. One of the very best of the public-school information offices is that maintained by the public schools of Cleveland, Ohio, where Clyde R.

¹⁰ Mr. Craven's study (see below) shows that half of the institutions then reporting had "publicity persons."

Miller is director of the division of publications, and where the same high sense of duty to the schools, the press, and the public prevails as at Harvard. The division publishes a city school paper, *School Topics*, which is one of the best of its kind, but this paper is intended primarily for the teachers of the system. In its relations with the press of the city the division seeks to give every newspaper representative in Cleveland the best possible opportunity for finding out all he wishes to about the schools. Recently, for example, the division made arrangements so that a particularly well-equipped newspaper man—Mr. Fred Charles, of the *Plain Dealer*—was enabled to go through the schools of the city, sitting each day in a classroom with other pupils just as he did when a boy, to write for the readers of his paper a day-by-day first-hand account of going to school in all the grades. The ideals of the Cleveland division of publications are set forth as follows by Mr. Miller:

The division of publications is attempting to create in the system an atmosphere of frankness, of absolute openness, in dealing with the public and particularly with the press. There should be no secrets in the operation and conduct of the schools.

Everything in the schools should be open for public inspection. The schools and their officials and employees should not resent just criticism, and even unjust criticism affords no good reason for a policy of secrecy. Some of the newspapers of the city have been of great service in interpreting the schools to the public. Occasional garbled, half-true, or intentionally mischievous newspaper stories, while causing just indignation or regret on the part of school employees or officials, offer no sound basis for closing the door in the face of newspaper representatives.

The division of publications is trying to train officials, principals, and teachers in intelligent cooperation with the press. To a limited extent the office of the division in the school headquarters building is itself a clearing house of news. But in its contact with the newspapers it scrupulously avoids any action or attitude that might suggest "press-agenting" or censorship. It simply endeavors to make it as easy and convenient as possible for the papers to get the news about the schools.

It has been mentioned that the Cleveland division of publications publishes a journal called *School Topics*. The journal was begun in 1920. It is attractively printed, well illustrated, and especially interesting in content and method of presentation. While distributed primarily to teachers, it has an influence much beyond the teacher group in Cleveland. Some of the cities that have started school magazines are Columbus and Akron (Ohio), Harrisburg (Pa.), Detroit, Denver, Buffalo, Baltimore, Pittsburgh, Duluth, Oakland (Calif.), and Pueblo. They may all be regarded as symptomatic of the widespread movement to make educational material more available than hitherto, and they have had a considerable part already in enabling the newspapers to get by easy stages back to the information they need if they are to interpret the schools to the community.

Other examples of the same effort are to be found in such publications as *School Life*, issued by the United States Bureau of Education; the shorter bulletins, leaflets, and broadsides of the bureau and other Government agencies; and the more or less popular bulletins issued by the National Education Association; particularly

since the establishment in the association of the division of research in 1922.

STUDIES OF PUBLICITY.

One indication of the growing importance of educational publicity or information service as a type of educational journalism is that it has been the subject of special investigation during the period under review. Besides a number of periodical articles on the subject, there have been at least two important longer studies, one of which was considered sufficiently comprehensive to be accepted as a doctor's thesis at Teachers College, Columbia University. The two studies referred to are: "Educational publicity," by John W. Cravens, secretary and registrar of Indiana University,¹ and "Newspaper publicity for the public schools," by Dr. Rolfo G. Reynolds, of Teachers College.

Mr. Cravens's study, which was based on returns from "more than 300 leading colleges and universities of the United States," discussed the arguments for and against college and university publicity; emphasized the need for more systematic publicity methods, and especially the responsible character of the work to be done.

In Doctor Reynolds's study the motive was to investigate statistically the use of the daily newspaper as a "means of informing the public about the public schools." The investigation covered the reading, analyzing, and classifying of 1,800 newspapers in 25 different States, and the various sections of the report deal, respectively, with: The amount and character of school news found in the daily newspaper; school news from the editor's viewpoint; school news from the superintendent's viewpoint; school news from the newspaper reader's viewpoint; and a program for school information service in the daily newspaper. The report is valuable alike for the newspaper seeking ideas for education material and for school officials desirous of finding what current practice is in typical American cities in the handling of school news. An unusual feature is the series of full-page reproductions of actual newspaper "layouts" for educational material. Some of the more significant conclusions are as follows:

The local public-school system is an important source of news found in the daily press.

In general, the newspaper staff believes in presenting constructive and informational news in regard to the public school. The proportion of school news, sensational or destructive, which is found in the daily newspaper, is extremely small.

School systems are cooperating to some extent with newspapers in the collection of school news.

A large amount of school news is being collected by newspapers independently of the school organization.

School pages and school columns are not common types of school news.

School news should not in general be placed in departments. It should take "the run of the paper" and compete with other news for position.

¹ Indiana University Bulletin, xx: No. 9, June 15, 1922.

In general, school people have not learned the technique of newspaper writing. They do not recognize the elements which make for news interest. Their writing style is not suited to the newspaper. They do not know how to prepare copy properly. They do not collect news systematically nor deliver it promptly.

The person responsible for preparing school news for the daily newspaper should adopt a friendly, cooperative, working basis with the newspaper organization.

Newspaper editors in general are without question interested in school news. They are sympathetic toward public-school systems. They are willing to meet the school people more than half way in putting before the public information relative to the public schools.

Most school systems have effected no organization for educational publicity.

Few systems in their annual budgets provide for school publicity, and on the whole little money is spent for this purpose.

A list of educational periodicals.

Name.	Place of publication.	Frequency of issue.	Year established.	Circulation.	Editor.
Alabama School Journal.	Birmingham, Ala.	Monthly ¹	1882	10,530	H. G. Dowling.
Alaska School Bulletin.	Juneau, Alaska.	do. ²	1918	600	L. D. Henderson.
American Education.	Albany, N. Y.	do. ¹	1897	1,500	C. W. Blessing.
American Educational Digest.	Lincoln, Nebr.	do. ¹	1923		Frank E. Weld and J. W. Searsorf.
American Federation of Teachers' Semi-Monthly Bulletin.	Chicago, Ill.	Semimonthly	1921	6,500	Charles B. Stillman and F. G. Stecker.
American Penman.	New York, N. Y.	Monthly	1884	17,000	A. N. Palmer.
American Physical Education Review.	Springfield, Mass.	do.	1896	2,809	J. H. McCurdy.
American School.	Milwaukee, Wis.	do.	1915	1,500	C. G. Pearse.
American School Board Journal.	do.	do.	1891	10,855	W. G. Bruce.
American Schoolmaster.	Ypsilanti, Mich.	do. ¹	1908	1,100	T. W. H. Irion.
Arizona Teacher.	Phoenix, Ariz.	do. ¹	1914	1,000	C. Louise Boehringer, Yuma, Ariz.
Boston Teachers' News Letter.	Boston, Mass.	do. ¹	1912	1,400	Anne Alfreda Mellish.
Bulletin of the American Association of University Professors.	Cambridge, Mass.	do. ¹	1914	4,500	H. W. Tyler.
Bulletin of the Department of Elementary School Principals.	Washington, D. C.	do.	1922	3,000	W. T. Longshore.
Bulletin of High Points in the Work of the High Schools of New York City.	New York, N. Y.	do. ¹	1920	* 3,500	Lawrence A. Wilkins.
Bulletin of the High School Teachers' Association.	Washington, D. C.	Yearly ³	1906	300	Sibyl Baker.
Bulletin of the Illinois Association of English Teachers.	Urbana, Ill.	Monthly ⁴	1907	2,000	H. G. Paul.
Business Educator.	Columbus, Ohio.	do.	1895	9,200	Arthur G. Skeeles.
Catholic Educational Review.	Washington, D. C.	do. ¹	1911		P. J. McCormick and G. Johnson.
Catholic School Interests.	Oak Park, Ill.	do.	1922		L. F. Happel.
Catholic School Journal.	Milwaukee, Wis.	do. ¹	1901	10,000	Mary J. Desmond.
Chicago Schools Journal.	Chicago, Ill.	do. ¹	1917		William B. Owen.
Child Welfare Magazine.	Philadelphia, Pa.	do.	1906	5,000	Mrs. Frederic Schoff, Mrs. Elizabeth Harris, and Mrs. J. P. Mumford.
Christian Education.	New York, N. Y.	do. ¹			Robert L. Kelly.
Christian Education Magazine.	Nashville, Tenn.	Bimonthly			Board of education Methodist Episcopal Church South.
Christian Student.	New York, N. Y.	Quarterly	1900	28,000	Abram W. Harris.

¹ Except July and August.

² Except June, July, and August.

³ Also monthly informal issues.

⁴ October to May.

A list of educational periodicals—Continued.

Name.	Place of publication.	Frequency of issue.	Year established.	Circulation.	Editor.
Church School ¹	New York, N. Y.	Monthly.....	1919	15,000	Henry H. Meyers, Sidney A. Weston, and E. B. Chappell.
Classical Journal.....	Cedar Rapids, Iowa.	.....do. ²	1905	.....	F. J. Miller and A. T. Walker.
Classical Weekly.....	New York City, 1737 Sedgwick Ave.	Weekly, Oct. 1 to May 31.	1907	1,600	Charles Knapp.
Colorado School Journal.....	Denver, Colo.	Monthly ¹	1885	6,700	H. B. Smith.
Community Center.....	New York, N. Y.	Bimonthly.....	1917	.....	LeRoy E. Bowman.
Connecticut Schools.....	Hartford, Conn.	Monthly.....	1920	13,000	A. B. Meredith and Helena F. Miller.
Detroit Educational Bulletin.....	Detroit, Mich.	.....do. ¹	.....	.....	Arthur B. Mochlman.
Detroit Educational Bulletin, Research Numbers.....	.....do.	2 to 4 numbers annually.	.....	.....	.....do.
Detroit Journal of Education.....	.....do.	Monthly ¹	.....	.....	C. C. Certain.
Education.....	Boston, Mass.	.....do.	.....	.....	F. H. Palmer.
Educational Administration and Supervision.....	Baltimore, Md.	.....do. ²	1915	.....	William Chandler Bagley, Werrett Wallace Charters, Lotus D. Coffman, Alexander Inglis, David Suedden, and George Drayton Strayer.
Education Exchange.....	Birmingham, Ala.	.....do. ¹	1885	2,000	Elmer Everett Smith.
Educational Issues.....	Columbus, Ohio.	.....do.	1920	.....	J. J. Pettijohn, Ohio State University.
Educational Record.....	Washington, D. C.	Quarterly.....	1920	1,700	C. R. Mann.
Educational Review.....	Garden City, N. Y.	Monthly ¹	1891	3,012	F. P. Graves.
Educational Screen.....	Chicago, Ill.	.....do. ¹	1922	4,000	Nelson L. Greene.
Educator-Journal.....	Indianapolis, Ind.	.....do.	1856	4,000	L. N. Hines and M. P. Helm.
Elementary School Journal.....	Chicago, Ill.	.....do. ¹	1899	5,312	University of Chicago department of education.
English Journal.....	.....do.	.....do. ¹	1912	6,000	W. Wilbur Hatfield.
General Science Quarterly.....	Salem, Mass.	Quarterly.....	1916	700	W. B. Whitman.
Hawaii Educational Review.....	Honolulu, Hawaii.	Monthly ¹	1911	1,000	Department of education Territorial Normal School.
High School Journal.....	Chapel Hill, N. C.	.....do. ⁴	1918	.....	N. W. Walker.
High School Quarterly.....	Athens, Ga.	Quarterly.....	1912	.....	Joseph S. Stewart.
Historical Outlook.....	Philadelphia, Pa.	Monthly.....	1909	5,200	Albert E. McKinley.
Home and School.....	Washington, D. C.	.....do.	1909	.....	Warren E. Howell.
Home and School Guest.....	Stroudsburg, Pa.	Quarterly.....	1910	1,250	Frank Koehler.
Idaho Rural Teachers Monitor.....	Lewiston, Idaho.	Monthly.....	1914	3,000	Lewiston Normal School.
Idaho Teacher.....	Boise, Idaho.	.....do. ¹	1918	.....	H. E. Fowler, Lewiston, Idaho.
Illinois Teacher.....	Bloomington, Ill.	.....do. ¹	1910	18,000	Robert C. Moore.
Industrial Arts Magazine.....	Milwaukee, Wis.	.....do.	1914	6,215	E. J. Lake and S. J. Vaughn.
Industrial Education Magazine.....	Peoria, Ill.	.....do.	1899	5,700	C. A. Bennett and W. T. Bawden.
Inter-Mountain Educator.....	Missoula, Mont.	.....do. ¹	1905	4,800	Morton J. Elrod.
Journal of Education.....	Boston, Mass.	Weekly.....	1875	.....	A. E. Winship.
Journal of Educational Method.....	Yonkers, N. Y.	Monthly ¹	1921	3,500	James F. Hosc, Teachers' College, New York City.
Journal of Educational Psychology.....	Baltimore, Md.	.....do. ⁵	1910	.....	J. Carleton Bell.
Journal of Educational Research.....	Bloomington, Ill.	.....do. ¹	1920	1,561	B. R. Buckingham.
Journal of Geography.....	Chicago, Ill., 2249 Calumet Ave.	.....do. ¹	1897	3,400	George J. Miller, State Teachers' College, Mankato, Minn.
Journal of Home Economics.....	Baltimore, Md.	.....do.	1909	8,000	Mrs. Alice P. Norton.

¹ Except July and August.² Except June, July, and August.³ October to May.⁴ "Issued in 3 editions: Berea edition for M. E. denomination; Pilgrim edition for Congregationalists; Standard edition for M. E. South."⁵ Except July, August, and September.

A list of educational periodicals—Continued.

Name.	Place of publication.	Frequency of issue.	Year established.	Circulation.	Editor.
Journal of Rural Education.	New York, N. Y.	Monthly	1921	.....	Fannie W. Dunn.
Journal of the National Education Association	Washington, D. C.	do. ¹	1921	130,000	Joy Elmer Morgan.
Journal of the New York State Teachers' Association.	Rochester, N. Y.	do. ⁴	1914	10,000	Herbert S. Weet, George B. Bristoe, Alfred C. Thompson, and Richard A. Searing.
Junior Red Cross News.	Washington, D. C.	do. ²	1919	125,000	Austin Cunningham.
Kansas Teacher and Western School Journal.	Topeka, Kans.	do.	1914	13,500	F. L. Pinet.
Kentucky High School Quarterly.	Lexington, Ky.	Quarterly	1915	850	J. P. C. Noe.
Los Angeles School Journal.	Los Angeles, Calif.	Weekly	1917	1,800	Earl E. Hitchcock.
Journal of Arkansas Education.	Little Rock, Ark.	Monthly ¹	1923	6,500	E. B. Tucker.
Mathematics Teacher.	Lancaster, Pa.	Quarterly	1907	1,700	J. R. Clark, Lincoln School, New York City.
Middle-West School Review.	Omaha, Nebr.	Monthly ¹ .....	.....	.....	R. W. Eaton.
Midland Schools.	Des Moines, Iowa.	do. ¹	1885	16,789	Charles F. Pye.
Missouri School Journal.	Jefferson City, Mo.	do. ¹	1883	3,000	Albert S. Lehr.
Moderator-Topics.	Lansing, Mich.	Weekly	1880	5,000	John M. Munson.
Modern Language Journal.	Philadelphia, Pa.	Monthly ⁴	1915	2,950	J. P. W. Crawford.
Nature Study Review.	Ithaca, N. Y.	do. ²	1905	2,000	Mrs. Anna Botsford Comstock.
Nebraska Educational Journal.	Lincoln, Nebr.	do. ²	1922	11,000	Everett M. Hosman.
Nevada Educational Bulletin.	Carson City, Nev.	do. ¹	1919	1,300	W. J. Hunting.
New Mexico School Review.	Albuquerque, N. Mex.	do. ....	.....	.....	John Milne.
Newark School Bulletin.	Newark, N. J.	do. ¹ .....	.....	.....	.....
Normal Instructor-Primary Plans.	Dansville, N. Y.	do. ¹	1891	155,000	W. J. Beecher, Mrs. Elizabeth P. Bemis, Helen M. Owen, and Mary E. Owen.
North Carolina Education.	Raleigh, N. C.	do. ³	1906	3,032	W. F. Marshall and E. C. Brooks.
Ohio Educational Monthly.	Columbus, Ohio.	do.	1852	.....	J. L. Clifton.
Ohio History Teachers Journal.	Columbus, Ohio (Ohio State University).	Quarterly	1913	225	Edgar H. McNeal.
Ohio Teacher.	Columbus, Ohio.	Monthly .....	.....	.....	O. T. Corson.
Oklahoma School Herald.	Tulsa, Okla.	do. ¹ .....	.....	1,000	E. G. Aston.
Oklahoma Teacher.	Oklahoma City, Okla.	do. ²	1919	15,000	M. R. Floyd.
Pedagogical Seminary.	Worcester, Mass.	Quarterly .....	.....	.....	G. Stanley Hall.
Pennsylvania School Journal.	Harrisburg, Pa.	Monthly ¹	1852	48,500	James Herbert Kelley.
Philippine Education.	Manila, P. I.	do. ¹	1904	8,000	Verne E. Miller.
Physical Training.	New York, N. Y.	do.	1901	700	Martin I. Foss.
Pittsburgh School Bulletin.	Pittsburgh, Pa.	do. ¹	1906	2,800	Annabelle McConnell.
Playground.	Cooperstown, N. Y.	do.	1907	5,000	H. S. Braucher.
Porto Rico School Review.	San Juan, P. R.	do.	1917	3,200	Carey Hickle.
Primary Education.	Boston, Mass.	do. ¹	1892	.....	Educational Pub. Co.
Progressive Teacher.	Morriston, Tenn.	do.	1893	17,500	Sam Y. Adcock.
Quarterly Journal of Speech Education.	Menasha, Wis.	Quarterly	1915	800	J. M. O'Neill.
Religious Education.	Chicago, Ill.	Bimonthly	1903	3,700	Henry F. Cope.
School and Community.	Columbia, Mo.	Monthly ¹	1915	18,000	Thomas J. Walker.
School and Home.	Atlanta, Ga.	do.	1908	2,150	Wilber Colvin.
School and Home Education.	Bloomington, Ill.	do. ¹	1881	1,821	George M. Brown.
School and Society.	Garrison, N. Y.	Weekly	1915	F. McKeen Cattell, W. Carson Ryan, Jr., and Raymond Walters.
School Century.	Oak Park, Ill.	Monthly ¹	1905	George W. Jones.

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A list of educational periodicals—Continued.

Name.	Place of publication.	Frequency of issue.	Year established.	Circulation.	Edition.
School Hygiene Review School Index	Worcester, Mass. Cincinnati, Ohio	Quarterly Weekly during school year.	1917 1913	250	Lawrence A. Averill. Harry L. Seuger.
School Life	Washington, D. C.	Monthly	1918	22,478	James C. Boykin and Sarah L. Doran.
School Magazine	Buffalo, N. Y.	do.	do.	do.	do.
School Music	Keokuk, Iowa	Bimonthly	1900	1,800	P. C. Hayden.
School News	Newark, N. J.	Monthly	1910	do.	Samuel B. Howe.
School News and Practical Educator.	Taylorville, Ill.	do.	1887	do.	H. K. Parker.
School Review	University of Chicago, Ill.	do.	1892	3,730	Department of education, University of Chicago.
School Topics	Board of education, Cleveland, Ohio.	Biweekly	1919	7,100	C. R. Miller.
School Science and Mathematics.	Mount Morris, Ill.	Monthly	1901	3,500	Chas. A. Smith.
School World	Farmington, Me.	do.	1881	1,500	H. L. Goodwin.
Schools and People	Minneapolis, Minn.	do.	1919	2,000	E. D. MacDougall.
Sierra Educational News.	San Francisco, Calif.	do.	1901	17,500	Arthur H. Chamberlain.
South Carolina Education.	Columbia, S. C.	do.	1919	450	Patterson Wardlaw.
South Dakota Educator.	Mitchell, S. Dak.	do.	1886	do.	F. L. Ransom.
Southern School Journal.	Lexington, Ky.	do.	1890	2,500	O. S. Deming.
Southern Workman	Hampton Institute, Virginia.	do.	1872	5,700	James E. Gregg, Jane E. Davis, William Anthony Avery, and W. T. B. Williams.
Sunday School Journal.	Cincinnati, Ohio	do.	1868	130,000	Henry H. Meyer.
Teachers College Record.	New York City, 525 West One hundred and twentieth Street.	5 times a year.	1900	5,000	James E. Russell.
Teachers' Journal.	New Haven, Conn.	Quarterly	1894	do.	Edward J. McDonnell.
Teacher's Monographs.	New York, N. Y.	do.	do.	do.	Sidney M. Furst.
Teaching	Kansas State Normal School, Emporia, Kans.	Monthly	1914	5,000	L. H. Haugen.
Texas Outlook	Fort Worth, Tex.	do.	1917	17,000	R. T. Ellis.
Texas School Journal	Dallas, Tex.	do.	1883	15,600	H. T. Musselman.
Training School Bulletin.	Vineland, N. J.	do.	1903	1,000	E. R. Johnstone, Helen F. Hill, S. D. Porteus, and Mrs. Alice Nash.
Ungraded	New York City, 500 Park Avenue.	do.	1915	800	Elizabeth E. Farrell.
Utah Educational Review.	Salt Lake City, Utah	do.	1907	5,000	Hazel B. Stevens.
Virginia Journal of Education.	Richmond, Va.	do.	1907	6,000	J. A. C. Chandler and W. C. Blakey.
Virginia Teacher	Harrisonburg, Va.	do.	1920	do.	James C. Johnston.
Visual Education.	Chicago, Ill.	do.	1920	do.	L. M. Belfield.
Vocational Education Magazine.	Philadelphia, Pa.	do.	1922	do.	David Snedden.
Vocationalist	Oswego, N. Y.	Quarterly	1911	500	J. C. Park.
Volta Review	Washington, D. C., The Volta Bureau.	Monthly	1900	2,500	Josephine B. Timberlake.
Washington Education Journal.	Seattle, Wash.	do.	1921	do.	Arthur L. Marsh.
West Virginia School Journal and Educator.	Charleston, W. Va.	do.	1871	do.	Geo. W. Jenkins, Jr.
Western Journal of Education.	San Francisco, Calif.	do.	1895	4,000	Harr Wagner.
Wisconsin Journal of Education.	Madison, Wis.	do.	1856	3,000	Willard N. Parker.
Wyoming Educational Bulletin.	Cheyenne, Wyo.	do.	1919	4,000	State department of education.

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⁴ October to May.

⁷ Except June and August.

⁸ March, 1923.