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Educational Periodicals During the Nineteenth Century

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INTRODUCTION.

This study includes consideration of periodicals for the promotion of public-school education, those which deal with the history or scientific study of education, or the technique of schoolroom work, improvement of teachers and general school news. It excludes, at least from all attempt at comprehensive treatment, college and normal school papers; religious, church, and Sunday school publications; periodicals devoted to Indian or Negro education, private or parochial schools, and institutions or the interests of defectives; those designed to promote business college or commercial education, voice culture, and elocution; school papers issued by or for local city school systems, and mere advertising sheets. The principal source of information, fully indicated in the bibliography, has been the periodicals themselves, of which about 1,400 volumes have been examined, two-thirds of this number being studied in detail. Very few of the articles which have attempted to treat the history of individual groups of this class of publications can be depended upon as to the accuracy of their facts; they have been of great assistance in finding material, and when corroborated by other independently derived evidence it has seemed safe in a few cases to accept their statements. For convenience the term "school journal" will be used quite frequently in discussion, with the recognition at the outset that in content, purpose, and general character, the periodicals included by it are by no means a uniform class. Such variations as occurred are part of the subject matter of the study, and there need be no occasion for misunderstanding if *Barnard's American Journal of Education*, *the School Review*, *the Indiana School Journal*, and *the Normal Instructor* should be referred to as educational periodicals, journals of education, or school journals. As a rule, in general references to a periodical as a series, only the date of its origin is given in the text; by means of the chronological list at the close of the study any publication may be more fully identified.

EDUCATIONAL PERIODICALS DURING THE NINETEENTH CENTURY.

Chapter I.

ANTECEDENTS AND BEGINNINGS.

School journals, in the restricted sense of periodicals for teachers as a class, could not exist before there was a well-defined and somewhat professionally minded teaching group. As in other social instrumentalities, progressive specialization is in evidence, and the origin of technical pedagogical literature must be sought in general works devoting a varying degree of attention to schools, teachers, and education. In looking for historical precedents for educational periodicals in the United States, it is possible to go back for beginnings at least a hundred years before any such publications were actually established in this country. A careful study of that phase of the subject would show that many characteristics of certain earlier works have persisted in their specialized descendants; even a brief survey may call attention to some of the inheritances. As most direct influence has come from England, Germany, and France, beginnings in these alone will be briefly noted.

The first important periodical which showed a general educational purpose was the "Tatler" (1709;1711), followed by the "Spectator" (1711-12), and later in England by a host of works of varying degrees of excellence, but usually lacking in the strong qualities of Steele and Addison. In rather direct imitation of the early English periodicals of this class, similar publications (Moralische Wochenschriften) began to appear in Germany in 1713,¹ and one writer has listed more than 500 published among German-speaking peoples before the nineteenth century was well begun. Frequently these were conducted by associations of men devoted to literary and social betterment; they were exceedingly important in the intellectual progress of middle-class Germany. Many of them made use of catechetical and other didactic forms of discourse, letters, poetry, and highly moralized stories.

Eighteenth century education in England or in Germany offered many "easy marks" for satirical shafts, and many of the earlier references to schools, teachers, and teaching practices were such as keen writers might produce when looking about for a social abuse or personal idiosyncrasy to ridicule. But from the first there were occasional serious criticisms upon education, like the following from Steele:²

I must confess I have very often with much sorrow bewailed the misfortune of the children of Great Britain, when I consider the ignorance and undiscerning of the generality of schoolmasters. The boasted liberty we talk of is but a mean reward for the long servitude, the many heartaches and terrors, to which our childhood is exposed in going through a grammar school; many of these stupid tyrants exercise their cruelty without any manner of distinction of the capacities of children, or the intention of parents in their behalf. There are many excel-

¹ Lehmann: 7-78.

² Spectator, No. 157. Steele, G. A. Aitken, London, 1898, Vol. II, 361.

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lent tempers which are worthy to be nourished and cultivated with all possible diligence and care, that were never designed to be acquainted with Aristotle, Tully, or Virgil; and there are as many who have capacities for understanding every word these great persons have writ, and yet were not born to have any relish of their writings.

Descriptions of the human body, giving attention to the bent of nature, milder discipline, better female education, better moral instruction, and the desirability of turning instruction into play whenever possible were topics discussed in the first half of the century.¹ The moral instability of teachers is a constant topic; teachers are blamed for trying to teach what is beyond the comprehension of children and of requiring too much memorizing; poor teaching and discipline are illustrated and condemned, and Quintilian quoted to show a better way, and toward the close of the century there are divers model plans for improving education.

Gradually some of these periodicals assumed greater pedagogical content, and many were devoted almost entirely to education. Lehmann mentions the following, of which the names indicate more or less closely the purpose:²

Der Getreue Hofmeister (Loyal Tutor).....	1725
Sorgfältige Vormund (The Zealous Tutor, or Guardian).....	1725
Neue Mentor.....	1725
Der Hofmeister (The Tutor).....	1753
Der Kinderfreund (Friend of Childhood).....	1776
Der Dorfschulmeister (The Village Schoolmaster).....	1776
Der Philanthrop.....	1777

Twelve others are named ending with "Die Volksschule," 1800. Some of those in his list existed and were fairly widely known during the first 20 years of the nineteenth century. Such were Salzmann's "Der Bote von Thuringen," 1788-1816; "Deutsche Schulfreund," under various names, 1791-1823. Four others of sufficient strength to issue 10 years or more were established before 1820, the last being the "Allgemeine Schulzeitung," which under varying titles was published until 1881.

In both France and England, as well as in Germany, the output of periodicals for children was considerable. The first French periodical devoted entirely to education or the needs of children was the "Journal de Famille ou Livre des Enfants," established by Seguin in 1780.³ A more specifically educational work was the "Journal d'Education publique par la Societe formee a Paris pour l'Amelioration de l'Enseignement Elementaire," published in Paris, 1815. In England "The Children's Magazine or Monthly Repository of Instruction and Delight" (London, 1799) is mentioned as the first which could be called a school or pedagogical journal. In 1800 appeared "The Monthly Preceptor, or the Juvenile Library, including a complete course of instruction in every useful subject, particularly natural and experimental philosophy, natural history, botany, ancient and modern history, biography, geography, and the manners and customs of nations, ancient and modern language, English law, penmanship, mathematics, and the belles lettres." This encyclopedic curriculum, coupled with prize essays for which considerable rewards were given, was to form the content of about 60 numbers. This was a school journal but not a school-teachers' journal, as it circulated among the upper-class pupils of English schools. Other periodicals devoted to education were "The Guardian of Education" (London, 1802-1808), by Mrs. Trimmer, devoted to sectarian as well as educational ends; the "Assistant of Education" (1822-1828), and the "National School Magazine"

¹ Lehmann, 20-29.

² Loos' Paedagogische Zeitschriften, Lehmann, 78.

³ Amer. Jl. of Ed., 1827, 11, 666.

⁴ Russell: Ed. Rev., XXII, 472.

(1824), both designed for pupils rather than for teachers. No real educational journal was successfully established in England until 1831, when the London Quarterly Journal of Education was issued by the Society for the Diffusion of Useful Knowledge.

This rapid survey of the beginnings of educational journalism in the European countries makes it possible to state that, if we accept the "Academician" (1818) as the first educational periodical in America, its European precedents, if its editors were conscious of any, must have been German or French. The same statement may be made of the "American Journal of Education" (1826-), and in its early volumes are extensive quotations from both German and French journals. Though it may not be possible to cite, as in the case of Silliman's "American Journal of Science," a specific quotation to show that the founders of either of these publications were consciously imitating foreign precedents, it seems reasonably evident that they were a part of Pestalozzian German influence. Examination of early volumes of "The Port Folio" (1801-) or the "North American Review" (1815-) shows that even apart from such information as came through German settlements and colonies, the reading public of the United States was not entirely ignorant of German institutions. The works of Maclure, Neef, Griscom, Ticknor, Bache, Cousin, and Stowe, gave much greater familiarity with German school practices; the editor of the "American Annals" had spent several years in Europe; and of the periodicals established between 1830 and 1840, German, and sometimes French, precedents are definitely cited. Thus the Illinois Common School Advocate, 1837, states: "A weekly and monthly paper are sent to all the schools in Prussia and France at public expense." "The Educator," of Pennsylvania, proposed to use translations and quotations from the "fifteen or twenty school journals" then issued in Germany.

If an endeavor be made to find in antecedent English or American periodicals of the first quarter of the nineteenth century an increased attention to educational matters which might be expected to lead toward the educational journal type, the process of development in Germany, there is little in the content of important publications to indicate such a transition.

In the first eight volumes of the Edinburgh Review (1802-1807) schools and education are given no attention; in volume 9, there is a review of Mrs. Trimmer's treatise on Lancaster's plan of education; in volume 11 a review of Lancaster's "Improvements in Education," and in the succeeding volumes are numerous articles upon education and philanthropy. But in the first 45 volumes, 1802-1826, only 375 pages are occupied with education, or less than one-fiftieth of the space. Nor do the three more important American periodicals of the same period show greater interest in schools or education. "The Port Folio," Philadelphia (1801-), contains about four columns upon education and the work of the free school society in volume 3; a little later a book review of "Nature Displayed in Her Mode of Teaching Language to Man," adapted from the French; in the fifth volume (1808) is a long series on classical learning, and after 1810 each volume contains some material upon schools or education. The North American Review from 1815-1826 has articles treating of the education of the deaf and dumb, English and German universities, the Connecticut school fund, free schools; quotes German writers on the value of classical education, and school reports from various States, but devotes not more

¹ Vol. II, 666.

² Amer. J. of Science, 1818, I, 1.

³ Monroe: Pestalozzian Influences in the United States, discusses several of them.

⁴ Common Sch. Advocate, 3.

⁵ Educator, 1838, p. 1.

than 2 per cent of its space to education. Silliman's American Journal of Science, in the nine volumes, 1818-1825, has occasional articles upon monitorial instruction, the work of Fellenberg and Owen, and notes of educational progress. The Boston Recorder (1816-1823) and others of semireligious nature give a limited amount of space to education, along with philanthropy, temperance reform, and missions. Examination of newspapers until well after the War of 1812 shows their interests to be almost exclusively general news, politics, and war.

But though American educational periodicals did not grow from other publications by successive modifications, they did come into being to some extent at least as an imitation in the field of education of what had already been done in other provinces; it is easy to find evidence that in establishing the early school journals editors and publishers were consciously attempting to parallel similar publications in literature, art, science, and medicine. If these fields had their organs, why should education be without? Note the reasoning in the following prospectus of an "Academical Herald and Journal of Education," projected in 1812, though never published:¹

A friend to learning, which is the best safeguard of the rights of man and a terror to despotism in any shape, I propose to attempt the survey of a region which has been much and promiscuously trodden, but of which no accurate map has been drawn, a country known in part to many, but to none wholly. This enterprise has either never been suggested to the pioneers of literature and science, or they have shrunk from it as from a labor that would waste their strength without the hope of reward; without even *that hope* which has promised so much and performed so little for literary adventurers. It seems strange that almost every art, science, and profession has its peculiar vehicle of information, while the science of education is without its advocate. Law, medicine, and divinity, commerce, agriculture, and even the fashions and follies of the age have their "journals," while the art of improving the human mind, the source whence all the others derive their consequence, is abandoned to chance or neglect. Unless the intellectual powers are well cultivated, we can not expect great success in any literary profession. First render the waters of the fountain pure, and then with ease the vivifying streams which flow from it may be led through all the walks and departments of literature and science. The establishment of an educational journal in which proper plans and modes for the treatment and instruction of children may be proposed and elucidated is perceived at once to be as necessary as it is useful.

The editor of the American Journal of Education uses a similar eulogy:²

A periodical work devoted exclusively to education would seem likely to be of peculiar service at the present day, when an interest in this subject is so deeply and extensively felt. At no period have opportunity and disposition for the extensive interchange and diffusion of thought been so favorably combined. Science and literature have their respective publications, issuing at regular intervals from the press, and contributing incalculably to the dissemination of knowledge and of taste. But education—a subject of the highest practical importance to every school, every family, and every individual in the community—remains unprovided with one of these popular and useful vehicles of information. A minute detail of the advantages which may be expected to result from a periodical work such as is now proposed, we think unnecessary. With the success of other publications of the same class before us, we feel abundant encouragement to proceed in our undertaking.

Reasonable inferences from what precedes are that educational periodicals in the United States came into being as part of the educational revival, their precedents being European, especially German, and that they were undertaken because the growing importance of education was not receiving corresponding recognition in the columns of other publications. It appeared to those who established the earliest of these specialized ventures that if less important fields

¹ *Academical*, 1812-1813.

² 1826, I, 2-7.

sustained organs devoted to their interests, education was also entitled to its own periodical. A description of some of the earliest of these will now be given.

The first important attempt in educational journalism in the United States was the "Academician," published semi-monthly in New York (1818-1820) by Albert and John W. Pickett, president and secretary, respectively, of the Incorporated Society of New York Teachers, "containing the elements of scholastic science and the outlines of philosophic education predicated upon the analysis of the human mind and exhibiting the improved methods of instruction." The Picketts were proprietors of a school in New York City and the authors of textbooks; to both of these interests some space is given in their magazine. A wide range of educational subjects received attention in this volume. A fifth of the content is formed by a long series upon grammar and the English language, and there are long discussions of arithmetic and geography. Education in various States, monitorial schools, textbook reviews, and the qualifications of teachers were important subjects. An article by Le Clerc on the education of the deaf is quoted from the North American Review, and about one-seventh of the volume is taken from an educational treatise by Dr. Jardine, of the University of Glasgow. Twenty pages are devoted to the work of Pestalozzi. A mathematical department was maintained, a precedent followed by the majority of school journals established before 1875, and a statement that "the volume is nearly concluded and many persons have not yet remitted dues" is the first of a long line of such announcements.

The second educational periodical in the United States was the American Journal of Education (1826), continued in the American Annals of Education. As this is more fully described in a subsequent chapter, the present treatment will be limited to two quotations, one of them contemporary. Of its origin Dr. Barnard says:¹

On the 1st of January, 1826, the first number of the American Journal of Education, the first periodical devoted to the subject which had appeared in the English language, was commenced. * * * The following extract of the origin of this journal is taken from a letter of William Russell, Esq.: "The Journal of Education had its origin in the mind of the late Thomas B. Wait, of Boston, whose attention had been particularly attracted to the subject of education during his residence in Portland, Me., at the time when the first movements were there made for the introduction of a public system of primary schools. Mr. Wait had retired from business, but on the return of one of his sons from the West, on whom he could devolve the active duties of publishing, he applied to Mr. John Frost, now of Philadelphia, to edit the intended periodical. Mr. Frost, however, was suddenly attacked with a pulmonary disease, which compelled him to resort to the West Indies for relief, and Mr. Wait made application to the late Dr. Coffin, of Boston, then engaged in editing the Boston Medical Journal. Dr. Coffin referred Mr. Wait to myself, and to this circumstance was owing my subsequent connection with the journal as its editor for nearly three years. Early in the second year of that period Mr. Wait, finding the business connected with publishing a periodical too burdensome, disposed of it to Mr. S. G. Goodrich, whose attention ere long was attracted to more profitable branches of the business of publishing."

The esteem in which it was held is indicated in the following quotation, which is one of a number of notices given it by American and English publications.²

When this monthly publication was proposed, there were not a few, we believe, who considered the subject of education too specific and too limited to afford material for a journal of large size and long duration. But if their own reflections have not convinced them of their error, an examination of this valuable work will satisfy them that the subject affords materials of great variety

¹ Barnard: Normal Schools and Other Institutions and Agencies Designed for the Professional Education of Teachers, Part I, 194.

² N. Amer-Rev., 1836, XXIII, 214-216.

and of deep interest to the community. Whatever tends to form a sound mind in a sound body, or, in other words, to rear the most perfect moral, intellectual, and physical man, is within the compass of its inquiries. The subject of education was not indeed overlooked in our reputable journals which previously existed; but there is a vast deal of information concerning it which could not be embodied in any one, if in all of them; and our only surprise is that a work was not earlier projected on a similar plan to that of the one before us.

The *Teacher's Guide and Parents' Assistant* (1826) was conducted upon a humbler plane than the *American Journal of Education*. It gave much attention to books for children and to the problems of parents. The work of Pestalozzi was chiefly represented in a description of the method of his follower Neef. An interesting feature of this publication is the great number of short articles upon educational subjects quoted from local newspapers. The following statement from the *American Journal of Education*¹ indicates that there was much of such material available:

We are happy to observe that among the many newspapers which are published daily or weekly, in various parts of the country, the subject of education is frequently brought forward, and that useful suggestions are often made for improvement in schools and in domestic instruction. This is a circumstance which must greatly aid the progress of the public mind on this important subject, so intimately connected with the welfare of the community.

The editor then names several papers especially active in this field, but quotes few, if any, of the articles. The selections in the *Teacher's Guide* make possible a very good estimate of what most of such articles were like.

The *Education Reporter and Weekly Lyceum* (1830) quoted much from newspapers and from the *Annals*. Its content includes practically every phase of education, besides departments of art and science, current events, the lyceum, and a series of articles upon "How to get the child to attend Sunday school." About one-fourth of this journal's space consists of educational news items.

The *Monthly Journal of Education* (1835), whose title was changed at the request of the editor of the *Annals* to avoid confusion with the earlier name of that periodical, and appeared successively as the *Monthly Advocate of Education*, and the *School Master and Advocate of Education*, secured most of its content from *Cousins' Report* and the *London Quarterly Journal of Education*. It contained also a children's department and several quotations from *Dick's Mental Illumination*.

The *Common School Assistant* (1836) also includes parts of *Cousins' reports*; it specialized to some extent in method and device, and in its second volume gives great prominence to the county educational notes which continued to be so important in most of the New York State school journals.

The *Common School Advocate and Journal of Education, Illinois* (1837), the first school journal in the Mississippi Valley to issue more than one or two numbers, contains *Stowe's Report* applied to Illinois conditions;² extracts from State laws and reports, and many articles quoted from the *Common School Assistant*. It asks for contributions upon "Teaching Made a Profession;" best methods of teaching the common-school subjects, qualifications of teachers, school architecture, school libraries, the importance of universal education, and the connection between ignorance and crime.

The *Western Academician* (1837) was conducted by the same editors as the first *Academician*, and shows many of its characteristics, though it contained *Stowe's Report* in full and many long articles by ministers who were members of the *Western Literary Institute*, of which this journal was the organ.

¹ 1826, I, 379.

² *Common Sch. Adv.*, I, 2.

The foregoing indicates the character of the earliest educational periodicals in this country. Their most important common characteristics were the presence of much Pestalozzian material, and the large number of articles of a general nature discussing the importance of education and the necessity of free schools in a republic.

Of the 20 or more educational periodicals established before 1840, many refer to such journals issued in Germany. Cousins' Report, which was printed in part by nearly all of these, mentions the fact that various publications were sent by the Prussian Government to its teachers. German precedents, imitation of older communities in the United States, and the fact that other interests had their specialized organs, were all influential in establishing these pioneer periodicals. At the close of 1840, however, only three were in existence, the Connecticut Common School Journal, discontinued about a year later; Horace Mann's Common School Journal, and the District School Journal of New York, both recently started upon careers of several years. A subsequent chapter will discuss the agencies which continued to bring school periodicals into existence.

Chapter II.

THE FUNCTION OF EDUCATIONAL PERIODICALS.

What has been the function of school journals? What have they accomplished and what have they sought to attain? To what groups of readers have they appealed? These are questions which can be answered in part by examining their own self-stated aims; in part by a study of their success as measured by longevity and circulation; and in part by the character of their content. The first means only will be used here, leaving the others for later chapters.

In the prospectus of a proposed "Academical Herald and Journal," written in 1812 by Samuel Bacon,¹ and "devoted to the institutions of the United States," the purpose is stated to be to make inquiry into the organization and present condition of our universities, colleges, academies, public libraries, and other literary and scientific institutions. General diffusion of knowledge is the only foundation of liberty and morals. "Education well-conducted is the glory of a nation. It is here, it is in this, that are centered all our national hopes. Everything depends on what is now going on in our *nurseries and schools*. Within them are those who half a century hence will hold the destinies of this nation."

In setting forth its purpose the *Academician* (1818) quotes with approval Dr. Jardine, who says there has been too much emphasis upon mere memory. The *Academician* is to contain material upon the state of education in our country; methods most approved in arithmetic and algebra, geometry and trigonometry.

Viewing the diffusion of knowledge and a rightly cultivated mind as the foundation on which must rest the perpetuity of our republican institutions and the best interests of society, they conclude by assuring the public that they shall exert themselves in so important a cause.

In the next pages quotations from several periodicals issued prior to 1800 will be given:

The spirit of inquiry which has of late years extended to everything connected with human improvement has been directed with peculiar earnestness to the subject of education.² In our own country, the basis of whose institutions is felt to be intelligence and virtue, this topic has been regarded as one of no ordinary interest, and has excited a zeal and an activity worthy of its importance. By judicious endeavors to adapt the character of instruction to the progressive requirements of the public mind, much has been done to continue and accelerate the career of improvement. These very efforts, however, and this success have produced the conviction that much remains to be done. . . .

A leading object of the Journal will be to furnish a record of *facts*, embracing whatever information the most diligent inquiry can procure, regarding the past and present state of education in the United States and in foreign countries. An opportunity will thus be afforded for a fair comparison of the merits of various systems of instruction. The results of actual experiment will be presented, and the causes of failure, as well as of success, may thus be satisfactorily traced and be made to suggest valuable improvement.

The conductors of the Journal will make it their constant endeavor to aid in diffusing *enlarged and liberal views of education*. Nothing, it seems to us,

¹ *Academician*, I, 191.

² *Am. Jl. of Ed.*, I, Jan., 1826, 1-7, prospectus.

has had more influence in retarding the progress of improvement in the science of instruction than narrow and partial views of what education should be expected to produce. Intellectual attainments have been too exclusively the object of attention. * * * The Journal will give attention to physical, moral, domestic, and personal education, * * * will advocate and aid female education. * * * will be devoted chiefly to early or elementary education, without omitting higher education.

The office of the Journal is—not to rouse a dormant attention. Already there is everywhere a stirring of the public mind and a fervency of public effort which make it too late for any candidate to hope for the honor of being ranked as a reformer. All that can now be reasonably expected is the satisfaction of contributing a proportion of service to so good a cause.

Specific matters to which the journal proposes to give attention are books and amusements for children even in the nursery, infant schools, mechanic institutions, book societies, and lending libraries, and information as to the national university project. And finally—

One word with regard to the class of readers for which our publication is intended. We have no intention of furnishing a work for the use of teachers exclusively. We consider the most important department of education to be that which is, or ought to be, superintended by the parent; and we shall ever bear in mind that our subject is one to which no person should be indifferent. Our wish is to benefit the *whole community*.

Less fully, but including a wide field, the Education Reporter and Weekly Lyceum¹ (1830) states that:

Its purpose is to promote *popular or general education* in the most familiar, direct, and practical manner. It will take the whole range of that very extensive field—mode of instruction, government, and discipline; qualifications of teachers; character of books and apparatus; construction of schoolrooms and playgrounds; will treat of public and private schools, academies and high schools of every grade, infant schools, the monitorial system, manual labor, seminaries, the lyceum, Sabbath schools, and Bible classes.

The Eclectic Institute Journal of Education (1832) as quoted by the American Annals:²

The object of this miniature journal is to assist in executing the purposes for which the Eclectic Institute was founded, viz, to aid in the *diffusion* of improved education. In the absence of interest sufficient to induce the patronage of eastern periodicals devoted to education, the publication of this paper is undertaken as an experiment with the hope that something may be done to awaken the attention of our community to the frightful disproportion that exists between the want and amount of education; to secure intelligent legislation upon the subject of common schools, founded upon a knowledge of the ripe experience of sister States; to diffuse correct conceptions of the ends and means of education; and to stimulate our fellow laborers in the business of instruction to higher efforts for self-improvement, and the improvement of their noble profession.

It is particularly desired by us that our efforts may be useful to common schools; which, as they must under any circumstances, afford nine-tenths of the education of the country, we can not but regard as of incomparably more importance and more deserving of encouragement by legislation, or otherwise, than all the colleges in the land.

The Monthly Journal of Education³ (Princeton, Philadelphia):

In the most general language, our object is to promote * * * the cause of good morals and sound education. In a labor of this kind the first requisite is to disseminate correct information on the subject; to pour light into the minds of the people in reference to what has been accomplished and what is in the course of accomplishment in different parts of the world toward purifying the sources of human conduct and elevating man to his true rank and dignity by giving him such an education as will fit him for the adequate discharge of his appropriate duties. * * * Closely connected with this object is that of awakening a

¹ Am. Jl. of Ed., I, Jan., 1830, 1-7, prospectus.

² I, 1.

³ Am. Annals, 1832, II, 301.

⁴ I, 1-4, 1836.

general interest in the public mind on the subject of education. There is at present, at least in this section of the United States, a widespread and melancholy indifference in reference to it . . . in part due to the doctrine borrowed from the commercial code . . . that education, like tea and silk, should be left to the operation of the principle of demand and supply.

Another purpose is: To elevate the standard of primary schools which do little but reading, writing, spelling, arithmetic, geography, and grammar in nineteen-twentieths, or maybe ninety-nine hundredths of the schools, and even these are often pursued to so limited an extent as to be almost entirely useless.

The same periodical, reorganized as the Monthly Advocate of Education, restates its purpose: 'That it (education) is, however, the sheet anchor of our political hopes as a Nation, the only safeguard of our civil institutions, every day's observation serves more fully to convince us; and that it is the great lever to be employed, under Providence, for the political and moral regeneration of the world, we entertain as little doubt. It is, therefore, an object of prime and indispensable concernment to us as citizens, as philanthropists, and as Christians.

Although the value of education is very generally *acknowledged* by our people, yet we fear we can not add with truth that it is as deeply *felt* by the great body of them. Apathy . . . a painful topic, which blinking will not cure. . . . We must have the firmness to probe the sore to the core, and then, with what skill we may, to restore health and soundness to the diseased and suffering system. To lend a helping hand, feeble though it be, to this great and good cause is our main object in the work which we propose to establish. . . . Teachers' seminaries a main object to be worked for.

Common School Assistant: 'The improvement of common schools is the exclusive object of this paper. From statistical tables it can be seen that only 1 pupil in 20 goes higher than the common school. This paper, therefore, will endeavor to assist 19 out of 20 of the children and youth . . . in acquiring the only education they will ever receive. . . . Public sentiment must be enlightened.

Common School Advocate (Illinois, 1837): The leading object of our proposed publication will be the promotion of common schools. By this, however, we would not be understood as *undervaluing* the higher grades of education. . . . But our chief attention will be devoted to common schools. And the design of the Advocate will be to move the public mind and make an effort in this all-important cause by the presentation of facts, examination of books, methods of teaching, existing systems of education in our country and the world. . . . The primary object is to break up inaction due to lack of information or absorption with other topics—not to overcome opposition to education, which does not exist.

The Western Academician (1837): It will be seen that the objects are, to aid in giving tone and character to the public mind, to create a taste for scientific attainments, to build up a strong rampart about our country by the introduction of a manly and vigorous education diffused among the people that thus they may know to estimate national liberty, as well as to preserve it.

Connecticut Common School Journal (1836): The purpose is to promote the elevated character of common schools, . . . be the organ of communication between the board and secretary and the people, contain laws of the State . . . help school committees and visitors . . . help form, encourage, bring forward good teachers . . . and furnish some matter adapted to the capacity of children . . . and give information as to what is being done in other States.

District School Journal (New York, 1841): We are now suffering from the evils attendant upon a negligent education. We have been engrossed by the material interests of society. . . . The public eye has been coldly averted from the schools. Hence, we fear, is much of the increasing demoralization of society; hence that leaden apathy which weighs down these mainsprings of the social system, clogging all movement and checking all progress. We do

¹ Vol. 1, 187-188.

² Common Sch. Asst., 1836, I, 1.

³ Common Sch. Adv., Vol. I, 1.

⁴ Vol. I, 4.

⁵ Vol. I, 5, 1836.

⁶ Vol. II, 4.

not realize the relation between school and life. * * * And, therefore, though the fund is ample and well contrived, yet our schools are embarrassed and degraded and will remain so until an enlightened and honest interest is taken in their welfare. The Journal hopes to help in remedying the evil.

Common School Journal¹ (Pennsylvania, 1844): It will, therefore, be our aim, first of all, to collect and diffuse information in regard to the past history and the present actual condition of the public schools throughout the State. It is obvious that a correct knowledge of these points must lie at the basis of all intelligent action for their future improvement. * * * Next to the collection and diffusion of information of intelligence in regard to the state of public instruction, we would esteem it especially important to enlist the attention of directors, teachers, and others engaged in the cause to the suggestion and discussion of improvement.

Ohio School Journal² (1846): (1) To awaken the whole community to a lively sense of the importance of education to a free people, and of the common school as the means by which all the youth of the State are to be educated. (2) To arouse school directors and other officers to a high sense of the responsibility of their stations, and to aid them in performing their duty to the schools, the community, and the State. (3) To aid teachers in the important work of self-culture in preparing for the duties of the schoolroom and in becoming efficient laborers in promoting general education.

Maine Journal of Education³ (1850): To be the organ of the board and of teachers in order to give greater uniformity and efficiency. Will also be a medium for disseminating among the masses correct views in regard to physical, intellectual, and moral culture of the forthcoming generation, and the best means to be employed.

American Educational and Western School Journal⁴ (Ohio, 1852): Design is to be educational but not merely so. * * * Means that it shall be a guest, ever to be greeted with undissembled welcome at the domestic fireside, attracting by its genial message the attention of both old and young.

District School Journal⁵ (Iowa, 1853), to be devoted exclusively to the interests of the district schools of the State: By so doing we shall endeavor to elevate the standard of common-school instruction, to diffuse as widely as possible useful knowledge, and to render the communication of that knowledge to the young as free and unfettered as the air they breathe. We shall advocate the establishment of a school system upon a broad, comprehensive, and impregnable basis, so that the blessings of a sound elementary education can be assured to every child of the State without distinction or discrimination.

Michigan Journal of Education⁶ (1854): But what is the object of this new periodical? Not * * * even to procure a livelihood for editors and publishers, for we get our living by other means, and this is a labor of love, * * * but our object is to promote the correct and thorough and general education of the sons and daughters of the State of Michigan.

The Missouri Journal of Education⁷ states its purposes to arouse public feeling, urge better schoolhouses, better qualified teachers, and better salaries and longer terms of school, and explain best method of instruction and discipline; and to be literary as well as educational.

A year later the Missouri Educator,⁸ after deploring the absence of any literary and educational journal, announces its purpose to be the inspiration of the people, and the inspiration of greater zeal for their work among teachers, as well as the giving of information and suggestions.

The Voice of Iowa⁹ (1857): We have no appeal to make to parties or sects, but one universal invitation in the name of humanity, in behalf of the race, to

¹ Vol. I, 2.

² Vol. I, 1.

³ Vol. I, 4.

⁴ Vol. I, 45.

⁵ Missouri Jl. of Ed., St. Louis, I, 3-4, 1857.

⁶ Missouri Educator, Jefferson City, I, 1, 1858.

all who love progress in science and the arts, the lovers of the beautiful, the true, and the useful; we extend to all, by whatever altars they may worship, or around whatever captain they may gather, a hearty invitation to join our troop. . . . As a pioneer we come, claiming a difference from all that has preceded us. Although we may sometimes give *selected* gems, our main object will be to make true our name—to let low be known as she is to all who trace the pages of our work. [The purpose will be] to bring within sight of all the glorious inheritance of the means for free instruction in all the necessary branches of science.

Alabama Educational Journal¹ (1858): The object of this journal is to record the educational movements going on among us and about us, both for the sake of diffusing information in respect of them and that they may be preserved as matters of future history.

Young teachers may profit by knowing what older teachers have done, educational literature will be disseminated and the public informed. Teachers, parents, and citizens are appealed to for support.

The foregoing somewhat extended quotations may be taken as fully representative of the aims of school journals during the pioneer period, which, it should be noted, varied chronologically with the development of the public school system. Similar statements of aim could easily be found in the reconstruction period of the South and the development of the newer Western States. In this era appeal is to parents, school officers, the community at large, as well as to teachers. The official State journals, sent as a rule to school officers, frequently aimed to be literary as well as educational, and not "mere school journals," a term applied very early and attached to every periodical which gave conspicuous attention to schoolroom procedure.

The aims cited show an unbounded faith in education as the means of transforming society, and an oft-expressed belief that general diffusion of knowledge is the foundation of liberty and republican institutions. To promote this diffusion of knowledge through a public school system which was beginning to take form; to awaken a more general interest in education, to disseminate more liberal views, to guide or enlighten public sentiment and enthusiasm for education, and to secure intelligent legislation, were among the purposes to be striven for. Inquiry as to the state of public education in all the world, past and present, was frequently mentioned as prerequisite for wise procedure. Among specific measures advocated were the establishment of monitorial schools, manual labor institutions, infant schools, libraries, lyceums, normal schools, a national university, better education for women, and most prominently of all the establishment upon a sound basis of free public schools. As will be shown in the chapter upon content, many of the leading articles were very general in nature; comparatively few had direct relation to schoolroom procedure; the great aim was promotion and direction of a public school system in the process of becoming. Even the names of many of these periodicals proclaim their mission as that of agitation. Fifteen of the eighteen "Advocates" which have lived their short span had flourished and passed away before 1850; other suggestive names were the Academic Pioneer, Universal Educator, Educational Disseminator, and Free School Clarion.

Until about 1870 the general aims previously cited seemed to satisfy; though there is occasional recognition of a field not well occupied, that of supplying material for the rank and file of those who were actually doing the teaching. Such general aims appealed to the few; the many were not so much concerned with the larger phases of educational thought as with what was of direct or immediate utility in the schoolroom. Such content in the nature of the case

must appear to be on a lower plane, especially if it is presented so as to appeal to young, inexperienced, poorly educated, or ill-trained teachers. There is accordingly much unwillingness to declare frankly that the purpose, or a leading purpose, of a school journal is to publish method and device, and much disagreement as to what the purpose of a school journal should be. In the transition from the general to the specific character, or, as often expressed, from the liberal and cultural to the direct and trivial, many uncomplimentary remarks were made, even denying such school periodicals as circulate generally any justification for their existence. Some of the most radical criticisms are from the editors themselves. Careful reading of the following quotations, which state more or less analytically the difficulty of determining the school journal's function, and of finding content appropriate for its purpose, will show that one of the unsolvable problems attempted was that of trying to interest relatively uneducated teachers in matters beyond their mental horizon; for those who were unwilling or unable to cheapen content by coming to the lower level, it was very natural to find fault with the tendency which did both.

The earliest recognition of the dual function which school journals might be called upon to serve is from the *Education Reporter* and *Weekly Lyceum*¹ (1830):

"The proposed field is almost unoccupied," except for the *Journal of Education*, which will devote itself more to heavy articles.

The *Journal* will still be desirable for the scholar and the educated man of leisure; the *Reporter* will attempt to aid every teacher, however humble his location, and assist every parent in training up his precious charge. Our highest ambition will be gratified if we can fill this humble department acceptably and usefully.

The opposite ideal appears in the *Connecticut Common School Journal*² (1838):

It has been my aim in this publication to embrace only documents and articles of permanent value and interest. This necessarily interferes with its popularity, success, and makes it a constant expense. (Barnard.)

The following extracts relate more specifically to the problem:³

What is to be expected of a teachers' journal? Some object that it contains no material for the district schools, almost entirely for grade and high schools. Many take a teachers' journal expecting in it and by it to be told how to teach school under any and all circumstances; how they shall keep order, how they shall teach reading, spelling, etc.; in other words, they expect a set of empirical recipes, and if they do not find them, as they can not, they drop the journal as of no use to them. It must be understood that it is impossible to give detailed methods in teaching that are infallible. Teaching has not yet reached the crystalline stage of a true science, when it can be limited and defined, its processes explained, and its results predicted with certainty.

*American Education Monthly*⁴ (1869): The poverty of our educational literature is indeed a matter of national reproach, especially to a nation that professes to be doing so much and so well for education. The better class of teachers . . . hold themselves aloof from educational papers. Thus . . . they exert no considerable influence on the character of educational literature.

Boys and girls teaching are neither producers nor consumers of educational literature. The editor classifies other teachers as those who lead, "leading educators"; those who are led; and those who neither lead nor go. The second group furnishes most market for school papers, and this class craves material of the county institute essay type or of the comic-almanac style; principles they can not stand.

¹ Vol. I, 1.

² Vol. I, 5.

³ *Illinois Teacher*, 1869, XVI, 81.

⁴ Vol. VI, 110-121.

The Teacher¹ (1889): Our highly esteemed and very valuable contemporary, the Journal of Pedagogy, Athens, Ohio, some time ago called attention in its editorial columns to the worthlessness of a large number of our American educational journals. We have long been impressed with this fact, and are also "sorry to be compelled to say that their average tone is decidedly low." The number of these journals is annually increasing, in spite of the fact that the greater part of them meet an early and richly deserved death. We are puzzled to know what is the reason for their existence. Do teachers demand that sort of chaff? or is it that their editors are under the misapprehension that teachers are altogether devoid of literary taste—or, worse still, of common sense? These educational journalists are mostly under the impression that the sort of inspiration and practical help (?) needed by teachers is scrappy information of all kinds and a vast amount of questions and answers and exceedingly interesting items about very unimportant persons and things. * * * We can not very well know where to lay the blame, but we do know and feel that a crusade against such literature and such deteriorating influences is very much needed. We are sorry for the editors and publishers who are constrained, if they are so, to meet such a demand. We are just as grieved for the teachers who waste their time on such reading, and more so for those who are in need of influence and have to come to such a source for their education. A description of these journals is hardly necessary. * * * They are fine specimens of enterprising journalism, with a very small capital of education or the culture inseparable from it. Under the circumstances it is a problem why they exist, and when they cease their existence the profession will be blessed.

Quoted by Public School Journal² (LX, 408): Our American educational journals are not, in the main, such as we could be proud of. They are to-day, for the most part, crude, shallow, uncritical, carelessly edited, full of poor flatteries, lacking in dignity, and lacking in definite aim. Perhaps in other fields of journalism has been cultivated in so unsatisfactory a manner, whereas no field really demands more critical and scientific workers; for the educational journal is the teacher of teachers.

Samuel Findley, on educational journalism in Ohio: "A problem ever present to the honest editor of a periodical devoted to the interests of common schools is how to fill his pages with matter most instructive, elevating, and inspiring, and best calculated to promote wise and sound education, and yet at the same time so popularize his journal as to secure a sustaining constituency. The problem is not an easy one, but is likely to grow easier with the increase of intelligence and the dissemination of broader and juster views of education among teachers.

[The writer (Sabin)³] believes that the custom of filling a school journal with methods and devices, cut and dried, all ready for school use, is not calculated to make strong, independent teachers. It savors too much of the labor-saving device of living in a flat and having meals sent in from a common kitchen. The power to think, to originate, to adapt to the present work of the school, is the surest criterion of a good teacher; but this power is not acquired by wearing the misfit garments of some other person, nor by fighting the battles of David in the armor of Saul.

The Journal⁴ will continue to address teachers as rational beings who are intelligent and are seeking to improve their knowledge of the theory and practice of teaching. It positively refuses to consider the education of a child as a mechanical process, to be carried on by mechanical device and rule of thumb.

Ohio Educational Monthly (1901, 358): Among the subscribers to educational journals are found the two extremes, composed on the one hand of those whose demand for what they term practical is so strong that they fail to see anything of merit in an article which can not be used directly to aid them in the actual work of the classroom, and, on the other hand, of those who have lost all sympathy with the helps which are so valuable to inexperienced teachers and which they themselves at one time needed, and who as a result criticize every article which does not treat in a philosophical manner some underlying principle of education. * * *

¹ Vol. II, 82.

² New England Mag., 1891, IV, 134.

³ Ohio Ed. Mo., 1892, XLII, 344.

⁴ Iowa Sch. J., Des Moines, 1892, VII, 7.

⁵ Pub. Sch. J., Bloomington, 1893, XIII, 37.

The young teacher who wants to grow in his work realizes that he must feed his mind upon something outside of and beyond the mere daily grind. Important as that is, by which he must prepare himself for his daily work. He welcomes topics which do not have any direct bearing upon his daily work, which may not be practical in the narrow sense of being immediately and directly usable, but which do give him something outside of his schoolroom and beyond himself to think about and reflect upon.

The plan of conducting the *Practical Teacher*¹ is a very simple one. It consists of an attempt to teach and in some degree supervise the teaching of those who may need my help in their work. I have a very strong desire to assist teachers in their struggles to do better work in the schoolroom, and have accepted the editorship of the *Practical Teacher* that its columns may be made a means of helping those teachers who are beyond the immediate limits of my classes and personal direction. (P. W. Parker.)

The *Western Teacher*² discusses schoolroom method, practical aids, and usable materials for progressive teachers.

The *School Bulletin*³ sets forth its purposes as follows: To give news especially of the institutes of the State; to publish extended sketches of New York teachers and schools, and to discuss in brief articles only current educational measures.

The purpose is to publish a State school paper⁴ of practical value to every teacher—methods, device, schoolroom aids: Our constant aim will be to meet the absolute needs of the schoolroom.

The foregoing are representative. Their main content may be summarized as follows: The better class of teachers holds itself aloof from teachers' periodicals; many of the rest want amusement, jokes, scrappy information, or literary pedagogy of the county institute type. Hence many journals are crude, shallow, and lacking in dignity. The most commonly alleged demand from teachers, however, seems to come from ill-qualified persons who persistently ask for something "practical"—material directly usable in the schoolroom. Teachers apparently wish to read a plan of procedure to-day which may be practiced to-morrow and forgotten the next day, without improving themselves. Several of the quotations protest against ready-made devices and prescriptions for rule of thumb and mechanical methods. It is noted, however, that much which appears trivial to an experienced teacher may have had value at an earlier stage in his career; what is quite obvious and used as a matter of fact by strong, resourceful, or ingenious teachers has to be suggested, even given in ready-made form to a large class of teachers who are neither resourceful nor ingenious. And the last citations recognize method and device as a large element of their aim. A study of circulation statistics in a later chapter shows that the journals which actually made this their aim were the ones which met the most general demand.

Between the ideal of Dr. Barnard, "to embrace only articles of permanent value and interest," and the clever paper, with its bluffs, plays, songs, exercises to cut and paste; and, on the other hand, the schoolmen's type of journal, with its notes, personals, "puffs," and editorial advertising, there is a wide gulf. The former type, best represented by Barnard's *American Journal of Education*, realized its function most fully in becoming, as projected, a standard encyclopedia of education. It may be consulted in any large library, and is accepted as good authority at home and abroad. It is read only by somewhat scholarly persons now, as was the case while being published. For actual average teachers with only moderate enthusiasm for things intellectual, it was

¹ *Practical Teacher*, Chicago, 1884, VIII, 13.

² *Western Teacher*, Milwaukee, 1892.

³ *Sch. Bulletin*, Syracuse, 1874, I, 4.

⁴ *Nebraska Teacher*, Lincoln, 1898, I, 18.

too scholarly, serious, and impersonal. A careful student of education¹ has alleged that school journals at the close of the century were less powerful than 50 years earlier, since they could no longer influence legislation. With the statement there can be no objection. Any inferences drawn from it should take into consideration the fact that the earlier journals were devised for and read by those who made laws or at least voted for lawmakers, while the most general circulation of school journals at the close of the century was among those who did neither. All might be interested in the construction of a State school system; only professional teachers could be expected to read nature-study lessons or busy-work.

The following is the estimate of a competent student of education concerning school journals of the time (1895):²

After long examination of the several periodicals, we have some time since concluded, and now invariably advise teachers, that for most purposes no educational journal is half so valuable as the ----- School Journal, edited by ----- . Our reasons for this opinion are, that it is conducted in an earnest, helpful spirit; that it makes no concessions to the educational demagogues and mountebanks; that it continually sets the mastery of principles above the application of mere devices; and that it never for a moment loses sight of the philosophical and psychological foundations on which all sound educational theory and practice must rest. Its ideals are of the highest and its methods beyond criticism.

With the above high indorsement, which seems to the writer not unreasonable, note the character of the periodical under consideration. The volume of 1895-96, in its less than 600 pages, exclusive of advertising, contains nearly 200 articles, in addition to book notices, poetry, a few jokes, news, and editorial notes, and a long continued story. A fourth of its space is occupied with schoolroom method and management. It is of interest only to teachers, unless the story should prove of interest to older children. Compared with the works of the early period, it would appear to the general reader scrappy and of limited interest. But both the estimate quoted and its circulation indicate that it was performing its mission. The function of a general school periodical had changed.

In this chapter, chiefly by means of the quotations cited, it has been shown that the earlier school journals had widely inclusive aims, the most constant and universal of which were agitation and promotion of wise educational measures by influence upon leaders rather than direct aid of actual teachers through method and device; this aim and the older type of journal, in the presence of demand for "practical" material for teachers, occasioned after 1800 much discussion as to what a school journal was or should attempt. As a class school journals met these demands and questions by the increase of "practical helps" and "school news" material, shown later in the study of content; and it will also be shown that another class of periodicals developed whose sole appeal was to the classroom teacher. The only possible solution of the dual problem was increase of specialization.

¹ Boone: Educ. in the U. S., 152.

² Ed. Rev., New York, 1895, IX, 523.

Chapter III.

SCHOOL JOURNALS SPECIALIZED TO MEET LOCAL NEEDS.

Progressive specialization as a general movement is easily marked in the evolution of American educational periodicals. At first, apart from unconscious variations due to editorial bent, education itself was considered a sufficiently narrow field. Later, diverse interests claimed attention, which resulted in great specialization of content, discussed in a subsequent chapter; identification with the interests of territorial divisions—or, rather, administrative units—will be the principal subject of this chapter. The first journals, while somewhat local in contributors, content, and circulation, were not specifically addressed to the needs of any locality. But in the development of State school systems it was inevitable that State school journals should come into being, in some respects similar to, though not modeled after, the official and local German publications. As these were for many years practically the only educational periodicals published, and still remain important, an account of certain phases of their development will be given. Brief notice will also be taken of county educational papers, a further specialization to meet local needs.

The two agencies most influential in establishing State school journals were State superintendents or commissioners of schools and State teachers' associations. Very often the first local attempt at publication of such periodicals came through one of these means; in other cases there were private pioneer efforts, more or less unsuccessful, which soon gave way to one of the official or semi-official agencies, with greater responsibility and better resources for support and cooperation.

The first of the journals established and edited by State superintendents of schools¹ were the Ohio Common School Director, conducted by Samuel Lewis and published by action of the State Legislature of Ohio,² and the Michigan Journal of Education,³ likewise circulated by the State legislature and conducted by Supt. J. D. Pierce, "Father of the Michigan public-school system."⁴ Both of these were issued beginning with March, 1838. In August of the same year Henry Barnard began the publication of the Connecticut Common School Journal,⁵ under the direction of the board of commissioners of common schools. In 1839 Horace Mann, secretary of Massachusetts Board of Education, began the issue of the Common School Journal⁶ of Massachusetts. The District School Journal⁷ of the State of New York, published by Francis Dwight, appeared in March, 1840, the editor citing in the first issue the State publications of Michigan, Connecticut, and Massachusetts as a reason for aspiring to a place as a State organ.

¹Barnard: XV, 283; Conn. Com. Sch. J., 1842, IV, 80.

²Ohio J. of Ed.: 1862, VII, 224.

³Hoyt and Ford. J. D. Pierce, "Father of Mich. sch. system," 124-129.

⁴Conn. Com. Sch. J., 1838, I, 1-5.

⁵Com. Sch. J., 1839, I, 1.

⁶District Sch. J., 1840, I, 1, 2.

The *Journal of the Rhode Island Institute of Instruction* (1845), though nominally the organ of the institute, was edited by Henry Barnard, the State commissioner of schools, as was the *Rhode Island Educational Magazine* (1852), continued by his successors. The *Common School Advocate* (1848) was published by the secretary of the State Board of Education in Maine.¹ Of these early State ventures, most of which were somewhat aided financially by the States, as well as others published under private auspices but given official encouragement, only two survived as long as 10 years, and none of the rest for half so long a period. State superintendents continued active in establishing such journals, and States made appropriations toward their support, a phase of the matter discussed later in this chapter.

It is not difficult to recognize the dire need of "official organs" or means of communication with school officers in a frontier State, where school laws were in the making. Inadequate office facilities made the writing of many letters burdensome, if not impossible. Even circular letters, used to answer questions repeatedly asked and to stir enthusiasm for education among school officers and patrons, were both expensive and ineffective. The purposes of State superintendents and commissioners are frequently set forth in justification of their editorial efforts and the official organs. The purpose of the Connecticut *Common School Journal*² was—

to promote the elevated character of common schools * * * be the organ of communication between the board and secretary and the people * * * contain the laws of the State * * * help school committees and school visitors, help form, encourage, bring forward good teachers * * * furnish some matter adapted to capacity of children * * * and inform us to what is doing in other States—

and of its work the official report was as follows:³

Amid the jarring conflicts of party, and the louder claims of sectarian and other interests, the peaceful and unobtrusive cause of education has received but little attention from the public press generally, either political or religious. It was felt that a journal, kept sacredly aloof from the disturbing influences of party or sectarian differences, and made the organ of communication between committees, teachers, and friends of education in different parts of the State, the depository of all laws relating to schools, and of opinions on questions connected with their administration, and the vehicle of extended discussions and information on the whole subject, would be highly serviceable in awakening an active, intelligent, and efficient spirit in forwarding the cause.

Horace Mann's *Common School Journal*⁴ briefly states its purpose to be "improvement of the common schools and the means of popular education, not so much to discover as to diffuse knowledge * * * contain laws, reports of the board."

The *District School Journal*⁵ of the State of New York, in speaking of the official papers of Massachusetts, Connecticut, and Michigan, says:

They are conducted under the superintendence of the officers charged with that subject and are made the organs of communicating to the subordinate officers, to teachers, and to the inhabitants of districts the various information necessary to the correct discharge of their duties and to prevent litigation. They contain also valuable essays upon reforms and improvements of the system, and discussions on various topics connected with education, calculated to awaken attention to the subject and produce a more active and vigorous spirit in forwarding the cause.

¹ Griffin: Press of Maine. Barnard: XV, 383; Me. JI. of Ed., 1850, I, 14.

² 1838, I, 8.

³ Fourth Rep. Bd. of Commissioners of Common Schs., 1842.

⁴ 1839, I, 1.

⁵ 1840, I, 2.

The Common School Journal of Pennsylvania,¹ which aspired to an official status it never reached, was devised—

To promote a convenient and economical medium for conveying the laws of the Commonwealth and official communications from the superintendent of common schools to the board of directors in each school district of the State.

The general purpose of the pioneer Michigan Journal of Education (1838) was set forth in its Latin motto, doubtless somewhat puzzling to many of the school officers who received it at State expense, *Omnibus scientia sicut omnibus suffragia; literis enim crescit res publica, et permanebit.*

As a summary of the purpose and value of a periodical to the State superintendent, the estimate of Supt. Gregory, of Michigan, is given:

After coming into office I weighed carefully the question of exercising the authority given by law to the State superintendent of subscribing for a copy of the Journal of Education for each of the school districts of the State. The need of some such means of communication with the district officers had been frequently asserted by my predecessors and by the superintendents of other States. I finally, the 1st of March, subscribed for a sufficient number of copies to send one to every school director at the rate of 60 cents a year. The small sum of 60 cents to each district is surely no great price to pay for an agency that puts the department in monthly communication with every district board in the State. The Journal has been of great service in giving an early publication to the laws passed the last session, and in carrying the ordinary notifications of the department. A considerable portion of its cost has been saved to the State in the circulars which must otherwise have been issued, and the postage on them. It will be still more useful the coming year, and will probably save the department nearly its cost. Some of the States are accustomed to make appropriations for the circulation of tracts on the subject of education; this goes as a monthly tract to the district, and the influence it thus exercises in promoting the efficiency of our system of public instruction can not be too highly estimated.²

He adds that it is sometimes circulated and read throughout the district.

It being evident enough from the foregoing typical citations that the States could make good use of official periodicals, at least until school systems had passed the pioneer stage and achieved some measure of well-understood stability, an examination of some of the workings of such laws and official arrangements as were made, or in actual operation without formal recognition, will contribute to an understanding of this phase of educational journalism.

The three most important ways in which States have assisted in the support of school journals are:

- (a) By direct financial aid, permitting or requiring the circulation of such periodicals, supported by appropriations from the State treasury;
- (b) By laws and regulations permitting or authorizing local boards or school officers to subscribe, making payment from local funds;
- (c) Through State superintendents and State boards of education by means of official and semiofficial "designations," circulars requesting or advising teachers and officers to subscribe, and pressure exerted by official connection with unofficial publications.

Each of these will be considered in some detail, direct financial support most extensively.

The first State appropriations of money to circulate school journals occurred in Ohio and in Michigan, where those States supported the Ohio Common School Director and the Michigan Journal of Education, respectively. Beginning with March, 1838, the first was continued through November of the same year, and the second until February, 1840. The suggestion of this measure for improving public education probably came from a reading of Cousin's report upon educa-

¹ 1844, I, No. 1.

² Mich. J. of Ed., 1860, 88.

tion in Prussia,¹ which had been generally circulated in the United States, Mrs. Austin's translation appearing in 1834. This report indicates that certain professional literature was annually sent to Prussian teachers at State expense. The next was in Connecticut,² where the assembly in 1840 appropriated \$330 toward defraying the expense of sending to every school society in the State a bound copy of such numbers of the Common School Journal as had been previously placed at the disposal of the committee on schools. In 1840 the State superintendent of New York³ recommended the appropriation of \$2,800 to circulate gratuitously among school officers an official organ of the State department of education, and he cites the example of Massachusetts, Connecticut, and Michigan. Next year, 1841, authority was given the State superintendent to subscribe for a copy for each organized district of the State, all official notices and laws to be published gratuitously.

By the action of the five States mentioned the precedent was well established, and most of the State legislatures were petitioned or "memorialized" in behalf of new periodicals as fast as they were established by the State associations. In some States, as in New Hampshire,⁴ the legislature, after being repeatedly importuned, reported the matter as "inexpedient." In Iowa⁵ a resolution was introduced into the senate authorizing the State superintendent to subscribe for 1,600 copies of the District School Journal of Education, at not more than 80 cents a copy, for the school districts of the State, but it was indefinitely postponed. The editor says this action came as no surprise to him after he had seen the legislators, but a later legislature, more favorably disposed, passed a similar measure. Usually such laws were enacted upon the recommendation of the State superintendent or commissioner of schools after a memorial had been presented by a committee representing the State Teachers' Association. The general nature of the various laws passed may be best inferred by examining the following quotations and summaries:

In New York⁶ the annual appropriation for the District School Journal was not renewed after 1851, and the Journal was discontinued in 1855. A smaller appropriation was made to send the New York Teacher⁷ to town and city superintendents. After being reduced in amount, this was discontinued, and an appropriation of \$1,000 made to send the Teacher to inexperienced teachers.⁸

The Connecticut law, and an indication of its operation, follows:⁹

Resolved by this Assembly, That the sum of \$250 annually be, and the same hereby is, appropriated to the use of the Connecticut State Teachers' Association to be drawn by the order of the president or the controller, to be paid from the civil-list funds of the State: *Provided*, That said association shall furnish one copy of the Connecticut School Journal and Annals of Education, each month, without charge to the active school visitor of each school society. (Passed, 1854.)

A memorial of the State Teachers' Association¹⁰ asked the legislature for an extension of this support in sending to each independent district a copy of the Journal. As indicated, the legislature of 1854 appropriated a sum sufficient to circulate the Journal among school visitors. The State superintendent, J. D. Philbrick, says of this:¹¹

¹ Cousins's Report, 22.

² Conn. Com. Sch. J., 1840, III, 24.

³ N. Y. Dist. Sch. J., 1840-41, I, 1.

⁴ N. H. J. of Ed., 1862, VI, 15.

⁵ Iowa Dist. Sch. J. of Ed., 1853-54, I, 23.

⁶ N. Y. Teacher, 1855, III, 238.

⁷ *Ibid.*, X, 167.

⁸ *Ibid.*, XI, 197.

⁹ Conn. Com. Sch. J., 1855, X, 167.

¹⁰ *Ibid.*, 309.

¹¹ Rep. Conn. Supt. of Common Schs., 1855, 20.

The benefits which were anticipated from this measure have been fully realized. Indeed, they have proved much greater than was expected. Through this medium an edition of the school laws as compiled and passed . . . at the last session was circulated among the school visitors, and a mass of information has been disseminated with reference to the best plans of organizing, instructing, and elevating the character of our schools.

The superintendent then points out the advantage of sending the Journal to every district and recommends that an appropriation be made to enable this to be done. This request was repeated or suggested in most of the annual reports until the Journal suspended in 1866.

By far the longest-continued State support of a school periodical is found in Pennsylvania.¹ Section 9 of the law of May, 1855, is as follows:

That the Pennsylvania School Journal shall be recognized as the official organ of the department of common schools of this Commonwealth, in which the current decisions made by the superintendent of common schools shall be published, free of charge, together with all official circulars and such other letters as he may find it necessary or advisable to issue from time to time, including his annual report; and the superintendent is hereby authorized to subscribe for one copy of said School Journal to be sent to each board of school directors in the State, for public use, and charge the cost thereof to the contingent expenses of the department of common schools.

This law remained in force until after 1909;² appropriations for the circulation of the Journal have been continued to the present (1916). According to the provisions of another law, every school director by vote of the local board might receive the Journal at the expense of the district.

The Wisconsin law of March, 1856,³ authorized the State superintendent to subscribe for a copy of the Wisconsin Journal of Education for each district and for each town superintendent.

After several years of urging, the Michigan Legislature in 1855 provided for sending at State expense two copies of the Michigan Journal of Education⁴ to each district, one to be sent monthly, the other sent at the close of the year as a bound volume to become part of the district library. This law was in operation two years. The 1857 law follows:

The people of the State of Michigan enact that the State superintendent of public instruction be and is authorized to subscribe for one copy of the Michigan Journal of Education, a periodical published under the direction of the Michigan State Teachers' Association, for each school district in the State, to be sent by mail, the postage being prepaid by the publishers, to the director of the said districts, the price of such subscription to be 60 cents a year for each copy, and such subscription to begin with the January number of the present year. All general laws relating to public instruction and all general notifications issuing from the department of public instruction to be published in such journal free of charge to the State. (Approved, Feb. 14, 1857.)

The North Carolina law, enacted a year or two later, was similar. The Iowa law⁵ permitted the State superintendent to—

subscribe for a sufficient number of copies of some educational school paper, printed and published in the State, to furnish one to each county superintendent but no paper shall be selected which will not publish each decision relating to the school law and which he may regard of general importance. And the certificate of having thus subscribed shall be sufficient authority for the auditor of State to issue his warrant upon the State treasurer for the amount of the subscription.

¹ Rep. Conn. Supt. of Common Schs., 1800, 32; 1802, 21; 1804, 14; 1805, 20; 1866, 68; 1867, 77.

² Pa. Sch. Law, 1855, sec. 9.

³ Pa. Sch. Law, 1873, p. 121.

⁴ Wis. JI. of Ed., 1857, II, 26.

⁵ 1857, IV, 169.

⁶ Iowa Sch. Law (1911), sec. 2624, enacted 1864.

The Kansas law,¹ 1865, authorized the State superintendent to send a copy of a school journal to every district clerk and required that two pages a month be devoted to the interests of school officers.

Next to Pennsylvania, California made the greatest use of the plan of State support.² The law of 1864 (section 84) declares:

It shall be the duty of the superintendent of public instruction to annually subscribe for a sufficient number of copies of some monthly journal of education to supply each county superintendent, city superintendent, district clerk, and each district school library with one copy thereof. Said journal shall be designated by the State board of education, and shall be a journal devoted exclusively to educational purposes and published monthly in California. The superintendent of public instruction shall be one of its editors. * * * The subscription price * * * shall not exceed \$1.50, and the State board of education shall have power to reduce the rate when said journal can be creditably sustained at a lower rate.

The subscription was paid by the State. It may be noticed that designation by the State board of education was required. No State-subsidized journal in California managed to survive securely, as in Pennsylvania, and several in succession were thus selected. With minor variation the formal designation and agreement is indicated by the following:

Resolved, That the Pacific Educational Journal,³ published monthly by the Educational Publishing Co., be, and the same is hereby, designated by the State board of education as the official organ of the department of public instruction. In making this designation it is understood by the board and agreed by the publishers that nothing of a partisan or sectarian nature shall appear in its columns; that it shall be maintained as a first-class educational journal and that the publishers or their managers shall furnish the superintendent of public instruction on or before the tenth day of each month with an affidavit that they have printed and mailed one copy to each school district clerk or school library in the State. The amount to be paid for each copy of the said Journal shall be the sum of \$1.50 per annum. The copies to be mailed to school clerks shall bear on their title-page the words, "For District School Library." The board reserves the right to revoke this designation at any time, on giving 60 days' notice to the publishers.

The California law of 1894⁴ authorized the State board of education to designate the official organ, after which it was mandatory upon the county superintendent to subscribe for sufficient copies to supply all districts under his jurisdiction. The subscriptions were paid from the library funds of the district. Under this law, still in force in 1901, no State appropriation was made, but since county superintendents or local officers were given no option in case the State board designated an official organ, it closely resembled direct State support, though the money was taken from a local fund.

The following summary indicates briefly the amount of direct State support:

After the pioneer efforts of Ohio and Michigan, Connecticut appropriated \$330 in 1840, and a smaller amount, usually \$250, annually from 1851 to 1865; New York, \$2,800 annually from 1840 to 1845, and \$2,400 a year from 1846 to 1851, and again sums varying from \$800 to \$1,200 annually, 1855-1861; Michigan, at 60 cents a copy, spent about \$2,200 annually, 1855-1861; Pennsylvania, with the exception of a few short intervals, has made appropriations usually between \$1,500 and \$2,500 since 1835, and continues such support; Wisconsin, at 50 cents a copy, expended approximately \$1,700 a year, 1857-1862; Massachusetts aided the State Teachers' Association in supporting the Massachusetts Teacher much of the time between 1857 and 1868, the amount of the annual appropriation usually being \$300; California, with many changes of the recipients of its appropriations, usually spent between \$3,000 and \$4,000 annually

¹ Kansas Educational J., 1866, III, 13.

² Pacific Ed. J., 1887, I, 107.

³ Calif. Teacher, 1896, III, 285.

⁴ Cal. Sch. Law, 1901, sec. 1622, clause 3.

In circulating school journals, 1865 to the close of the century; Kansas from 1865 to 1874 spent a varying amount, probably averaging more than \$1,000 annually upon the Kansas Educational Journal; Virginia, 1870-1891, gave its journal an annual support amounting as a rule to a little more than \$500; Rhode Island aided the Schoolmaster with about \$350 a year for several years after 1855; and Iowa, Ohio, Maine, North Carolina, and possibly one or two other States for short periods made annual appropriations to circulate "State" organs. Nevada sent to its school officers the official journal of California. The total amount of money spent by all the States in circulating school journals before 1900 was between \$250,000 and \$300,000, of which Pennsylvania and California expended more than half.

The second means by which States officially lent support to school journals was through permissive legislation authorizing local boards or officers to pay for their subscription out of district funds. There was always an element of local option, even in cases of circulation by State appropriation, for before copies could be mailed to school officers their addresses must be secured, and it happened occasionally that county superintendents or school board members were indifferent to the real or supposed advantages of an educational periodical, or even objected to receiving it, and failed or refused to furnish the publishers with their addresses. Direct State support was more certain, less variable with the times, and was accordingly most sought. But permissive legislation or regulation was much better than none and was gladly made use of in the absence of more acceptable recognition. It was doubtless more pleasant for State legislatures to give an optional local support than to deny in toto the request of a committee representing a teachers' organization, not very numerous perhaps nor politically active, but highly respected. Thus the legislature in Iowa,¹ though unwilling to give direct State aid of great consequence, recognized the "Voice" as the official organ² and authorized district clerks to make the subscription from local funds. The State board of education³ subsequently authorized every district to subscribe for the Iowa Instructor and make it part of the library. A single example will serve as an illustration of the permissive legislation enacted in several States, the Minnesota law framed in 1868 and passed at the request of the State superintendent,⁴ which provided that:

Any district clerk desiring to receive a copy of the Minnesota Teacher and Journal of Education, at the expense of his district,⁵ may in writing direct the superintendent of schools for his county to order such copy to be sent to him, and for that purpose shall give his post-office address. The superintendent shall thereupon order the publisher of said journal to send a copy of it to such address, which shall be preserved by the clerk and transmitted to his successor in office as property of the district. * * * It shall be the duty of the superintendent of public instruction to examine and approve each issue of said journal before it is issued and to require from the publisher of the Teacher a good and sufficient bond.

It not infrequently happened that when it proved impossible to secure legislative support, State school officers discovered that no laws after all were necessary. Thus in Indiana (1863)⁶ after failure in repeated efforts to secure a law with reference to the Indiana School Journal, an opinion was rendered that trustees had a right to pay for the Journal out of district funds, though the law made no provision for doing so. Though this at first brought only moderate results in circulation,⁷ the decision was given considerable publicity,

¹ Laws of Iowa, 1858, 107.

² Voice of Iowa, 1858, III, 1.

³ Iowa Instructor, 1863, V, 385.

⁴ Minn. Teacher, 1868, II, 208, 417.

⁵ Minn. Sch. Law, 1873, secs. 73, 76.

⁶ Ind. Sch. J., 1863, VIII, 40.

⁷ Ibid., 1867, XII, 174; XVI, 461.

and in 1867 there were counties in which every trustee and director were supplied at the expense of local funds.

Similarly in Kansas (1885)¹ the State superintendent secured from the attorney general an opinion to the effect that, since school boards² are usually composed of farmers and others who do not know the law, it will be helpful for them to receive the Journal at the expense of the district, if so voted by the people at the annual meeting," and the State superintendent of Nebraska decided that without a specific law on the subject, district boards could legally pay for a copy of the Nebraska Teacher³ for each member out of local funds, and advises this to be done.

The third means by which States or State officials lent support to school journals was official patronage without specific legal basis, for which the aid of laws was not invoked but much sought after by editors and publishers nevertheless. The most general of these was the mere statement, over official signature of the superintendent, that the Journal was his official organ, accompanied very often by an exhortation to teachers or officers to subscribe. The State school commissioner of Ohio advised each county auditor to take the Ohio Journal of Education⁴ since it would contain school laws and comments. A little later the same advice is given to local school boards.⁵ From the great number of similar quotations which could easily be given, only the following cases are cited:

It is the means adopted by the State superintendent to convey his decisions as to the intent, interpretation, and construction of the school law, and teachers and officers should take it for no other reason save this.⁶

The State superintendent decided to publish monthly all decisions, reports, and questions used in quarterly examinations.

This will practically make the Journal the official paper of the department, and since the subscription price is only \$1 per year, I would like to see it in the possession of every teacher and school officer in Colorado.⁷

A newly elected State superintendent, continuing the policy, affixes his signature to this statement:⁸

I have this day designated the Colorado School Journal as the official organ of the department of public instruction. * * * This designation is an expression of confidence that this paper should be in the hands of all persons interested in education.

Much more directly than by mere exhortation, State school officers stimulated interest in the State publication by exerting pressure upon teachers who were candidates for certificates. This influence, through a multitude of rather intangible connections, as well as openly and above board, it is quite impossible to measure, but as financial support and legal preference declined it became a rather powerful factor. The State superintendent exerted much of this pressure through his influence upon county superintendents. In the first volume of the Kansas Educational Journal⁹ he asks county superintendents to work for the circulation of the Journal. Similar support is in evidence for the Indiana School Journal.¹⁰ If the State superintendent issued a circular letter or pub-

¹ Western Sch. JI., I, 214, 1085.

² Nebr. Teacher, 1898, I, 155, 147.

³ Ohio JI. of Ed., 1854, III.

⁴ Ibid., VI, 263.

⁵ Southern Sch. JI., Arkansas, 1893, VI, No. 2, 21.

⁶ Colo. Sch. JI., 1889, V.

⁷ Ibid., 1892, VIII, No. 83.

⁸ Kans. Ed. JI., 1864, I, 84.

⁹ XVII, 239.

lished a signed statement to the effect that designation of an official organ "is complete evidence of my confidence that the Journal can be safely indorsed by superintendents as a paper which should be in the hand of every teacher," and if, in addition it happened that the State superintendent was also editor or financially interested in increasing the circulation, considerable force was given to such an appeal. And if the county superintendent was more or less dependent upon the State superintendent-editor for certification, or fond of the sort of publicity found in the thousand-times-repeated item, "Superintendent _____ of _____ County sends us a 'nice' list of subscribers," the appeal came with peculiar force to timid, inexperienced, incapable, or suspicious teachers, reasonably perturbed over the consequences of an impending examination. There is much evidence that fear of examination or examiners was early seized upon to spread circulation, and that it was in a degree effective. A few examples of thus endeavoring to drive teachers into the subscription list are given by way of illustration.

Indiana State Teachers' Association (1856):¹ *Resolved*, That school examiners throughout the State be respectfully requested to aid in the circulation of the Indiana State Journal by remitting their fees for examinations upon candidates taking and paying them for the Journal; and that whenever an examiner shall thus procure five subscribers he shall be entitled to one copy free of charge.

A few years later² the convention of examiners voted to add 5 per cent to the grade of all candidates who took a school journal, preference being given to the Indiana School Journal, and an examiner is quoted to the effect³ that he will lower the grade of any teacher who refuses to take the Indiana School Journal. The superintendent of North Carolina, among other instructions to examiners, issued the following:⁴

I would especially urge that you ask all, male and female, if they take the North Carolina Journal of Education; and where teachers of experience are found to be without this or any other educational periodical, or any work on the subject of teaching, wholly neglecting such means of improvement, that they be examined with the most critical care and with least allowance for their deficiencies. * * * They owe it to their own character and to the public, deeply interested in their character, to avail themselves of all such means as they can well afford to gain information necessary to the faithful discharge of their duties, and to be unwilling to spare a single dollar for such a purpose argues a narrowness of vision or an indifference to the sacred obligations of the teacher which the public should know and which should meet with your unqualified disapprobation.

The State superintendent of Virginia⁵ recommended that teachers be permitted to subscribe for the Journal of Education in lieu of examination.

Pressure, often of semi-official nature, was exerted through resolutions of county teachers' meetings, institutes, and associations. "*Resolved*, That it is the duty of each teacher to take the Illinois Teacher,"⁶ from the proceedings of a county association, needs only a change of name to embody the content of thousands of such resolutions in favor of official periodicals. The resolution itself, perhaps, became as trite and conventional as many others regularly included at each annual gathering, but its presence suggests some force, other than its inherent worth, at work to prevent forgetting the needy periodical.

¹ Western Sch. J., 1855, I, 21.

² Indiana Sch. J., 1856, I, 269.

³ Ind. Sch. J., 1862, VII, 372.

⁴ Ind. Sch. J., 1863, VIII, 248.

⁵ Quoted with approval in Mich. J. of Ed., 1859, VII, 275.

⁶ Ill. Teacher, 1856, II, 87.

⁷ Ed. J. of Va., 1871, III, 30.

What was the result of State aid, permissive legislation, State and official patronage described in the foregoing pages? No attempt will be made to answer this question separately for each form of assistance, though certain phases of the answer will apply to one in a greater degree than to the others. Superintendents repeatedly state that, so far as the use of a school journal as a means of communication was concerned, the plan represented a good investment for the State. The Rhode Island Schoolmaster quotes from the commissioner's annual report:

The appropriation so wisely made for the distribution of "some educational journal" in the State was given to the Schoolmaster. Three hundred and fifty copies were distributed in the district. I can not conceive of a more judicious or economical expenditure for the advancement of educational interests.

In order to these necessary objects (communicate with school officers), there was only the choice between special circulars and a regular channel of communication. I begin with circulars, which were found to be expensive and unsatisfactory. . . . The board of education agreed to unite with the educational association in an enlargement of the Journal to its present size of 48 pages, 12 of which belong to this department, and the annual cost to the school fund is about \$500. For this amount every superintendent and every district board in the State receives the entire magazine. The publishers could not afford to do this but for a special donation of \$200 in aid of the Journal from the Peabody Fund. Were I called upon to designate the most useful minor expenditure in connection with the school system, I should name this; and I think that school officers would do the same. The editorial labors thus imposed upon me are considerable, and I have not failed to edit every number for four years without assistance or compensation; but I do it cheerfully, because I see that no part of my work tells better on the efficiency of the school system than the Educational Journal.

At the expiration of State aid in Wisconsin (1863) the Wisconsin Journal of Education¹ stated that it was useless to try to maintain a school journal upon private subscription. "Teachers are so generally transient and fugacious that it will not do to calculate upon the renewal of more than one-fourth or one-third of existing subscriptions."

It is easy to show that none of the early school journals paid more than expenses, that few compensated the editors for clerical and even manual labor involved, and that not a few were conducted at great loss, often made up, as will be shown, by the State associations. The editor of the Pennsylvania School Journal² lost \$1,000 and his labors during the first 18 months of the existence of that periodical. The Connecticut Common School Journal,³ in its first three years, cost its editor in excess of every and all receipts more than \$1,800. An item of expense not usually included was in this case the payment of more than \$400 to writers of special articles.

Accepting these as typical of many which might easily be chosen, it is safe to say that State superintendents, in guiding the organization of new school systems, considered direct State aid of school journals a good investment, and that it was often a question of State aid or no school periodical.

But there is evidence from the first of certain disadvantages inseparable from such State patronage. In one of the first two journals circulated at State expense, the Michigan Journal of Education,⁴ it is complained that school directors were refusing to take the Journal from the post office because the State had failed to make appropriation to pay postage. In New York,⁵ after a few years, the State legislature voted the appropriation for the District Journal very re-

¹ R. I. Schoolmaster, VII, 55.

² Rept. of State Supt. of Va., 1874, 130-171.

³ Wla. JI. of Ed., 1864, IX, 272.

⁴ Pa. Sch. JI., 1854, II, 212.

⁵ Conn. Com. Sch. JI., 1841, III, 224.

⁶ Hoyt & Ford: John D. Pierce, Founder of the Mich. Sch. Sys., 124-129.

⁷ N. Y. Dist. Sch. JI., 1847, 1849, X, 80.

luctantly, alleging that school officers were not taking it from the post office, that it was not interesting—even that it was dull reading for which the State was wasting its money.

After commending the Michigan Journal of Education as an official organ, Supt. Gregory remarks: "In a few instances the directors have shown so much indifference as not to call for their copies, but in the great majority of cases it is inquired for with interest, and often is circulated and read throughout the district." Such examples as the foregoing indicate that indifference often characterized the attitude of school officers to the official organs.

A cause of occasional controversy grew out of rival claimants for State aid or patronage. When the Voice of Iowa suspended publication,² its subscription list was transferred to a small periodical of literary nature. The teachers' association of the State³ and the secretary of the State board of education each established organs. All three claimed recognition as the State organ, the first upon the ground of being successor of the original official journal. The State board diplomatically designated all three as equally official. Fortunately the first soon ceased publication and the other two united.

The large sums which were the prize accompanying official designation in California were the occasion of bitter controversy. The first hint of partisan or personal use of the State organ was given by a State superintendent about to relinquish editorial control in favor of his successor, of whose professional spirit he by inference expressed doubt in the following statement:

The Teacher is sustained mainly by the State subscription,⁴ without which it is doubtful whether a journal devoted exclusively to education could find adequate support in California. It is the organ of this department exclusively, and therefore should not be used for the promotion of either personal ambition or partisan views. When thus perverted from its legitimate purpose, the State patronage should at once be withdrawn.

The subsidy was nobly defended upon the ground of its economy to the State,⁵ but became a political prize which made or unmade periodicals repeatedly and resulted in contentions among editors, publishers, school officials, and politicians.

Another problem which confronted the editor of a State-aided journal, especially if he were State superintendent, was to keep the public from believing that he was making a fortune in part at the expense of the State.⁶ To keep the public from being uneasy, many statements of receipts and expenditures were published. The average annual compensation for labor of packing, use of office, and occasional items of postage in the first 10 years of the Pennsylvania State Journal was placed at slightly more than \$400.⁷ Six years later, when accused of making a fortune out of the Journal and asked for that reason to discontinue advertising, the editor shows the annual income to be only \$1,000, and that without advertising the loss would be as much. Several of the States fixed subscription prices so low as to preclude profit except through advertising. For \$2,400, the New York District School Journal⁸ was obliged to issue 12,000 copies. Thirty-four hundred copies of the Wisconsin Journal of Education were furnished the State for half as many dollars. Under the terms imposed there was little possibility of private profit, at State expense, and citations in preced-

¹ Rept. of State Supt. of Mich., 1880; cited in Mich. J. of Ed., VII, 88.

² Voice of Iowa, 1858, III, 1.

³ Aurner: II, 268, quotes Laws of Iowa, 1858, 107, and action of State board, second session, 49-52.

⁴ Rep. of State Supt. of Calif., 1871-72, 80.

⁵ Pacific Ed. J., 1887, I, 40; Ibid, 1896, XII, 13; Western J. of Ed., 1898, III.

⁶ Pa. Sch. J., 1861, X, 87.

⁷ Ibid., 1867, XVI, 56.

⁸ N. Y. Dist. Sch. J., X, 60.

ing paragraphs of this chapter show that many editors lost money in attempting to issue unaided periodicals, but public suspicion had always to be reckoned with.

State aid affected circulation directly in proportion to its amount. This applies to the copies paid for by the State, most of which went to school officers. But it is easily conceivable that teachers would find opportunity to read the official copies; it is probably safe to generalize that private subscriptions were in inverse proportion to the number sent by the State. If only county superintendents received free copies, circulation would be but slightly affected; if every school board received a copy from the State and every board member had a right to a copy at the expense of the district, few would be found willing to spend money for the State organ. "The proportion of teachers in any State who pay for an educational journal which they can read without paying for it is very small; and since the Teacher has been sent to every district, comparatively few private subscriptions have been received." The amount thus received during the first two-thirds of the year was stated to be less than \$50. The accompanying example is given to show how a State subsidy affected private subscriptions in one fairly typical case:

TABLE 1.—Subscriptions of the Wisconsin Journal of Education.

Years.	By State subscriptions.	By private subscriptions.
1857-58.....	3,400	409
1861.....	3,380	110
1862.....	3,400	190
1863.....	3,445	251

Permissive legislation, accompanied by exhortation and other forms of official pressure, affected circulation. In the case of Pennsylvania¹ there are occasional notices of school boards which even went beyond the limit of their own membership in subscribers for the State organ, one being mentioned which took more than 50 copies for its teachers; the San Francisco board for a time used 150 copies of the California Teacher,² perhaps a third of the entire actual circulation aside from copies sent by the State. But, in the main, school officers, being given legal permission to subscribe from local funds, made slight response. This is made evident in statements of circulation,³ and in the repeated efforts to secure direct State aid, even when the most liberal of local-option laws or regulations had been in operation.

But if State aid decreased circulation among teachers and soon lost its value in most States as an official economy, and permissive legislation was not very effective, general pressure of State and official connections, exercised in the ways described and in others merely suggested, was quite effective in keeping alive and sometimes in giving temporary prosperity to the periodicals thus patronized. The retiring editor of School Education⁴ in 1835 said that only the support of the State superintendent and conductors of institutes made it possible for that journal to live during part of its early existence. A county superintendent is quoted; "send me 50 copies of the September issue. I want every school director in my county to see just what is said in the Official Department * * *. The Official Department will be of incalculable benefit * * *. Send me 10 copies regularly."

¹ Calif. Teacher, 1868, VI, 212.

² Pa. Sch. J., 1893, XLII, 175.

³ Calif. Teacher, 1865, III, 216.

⁴ Calif. Teacher, II, III; Pa. Sch. J., V-X.

⁵ Sch. Educa., 1835, IV, 97.

⁶ J. of Ed. (St. Louis), 1863, I, 22.

Another county superintendent,¹ having made subscribing for school journal a matter of certificate credit, found that more than half of his teachers had subscribed, some of them for two or three teachers' papers. In West Virginia² and California³ where, as in other States, teachers were required to fill out information blanks, including an item concerning subscription to school journals, the per cent of teachers subscribing to such periodicals showed rapid increase. In the matter of advertising, connection of a State superintendent or State department with a school journal conferred upon it an advantage. "No matter how little actual pecuniary or material interest, it has proved impossible to avoid the opinion that such a journal is the superintendent's enterprise. This is well shown by the following negating quotation:

A principal of a graded school has written a card to Supt. _____ asking how often he would issue his paper.⁴ In justice to our State superintendent, we will state that he has no more interest in the Journal than, we hope, our friend who wrote the card has. He wishes us success in our efforts in behalf of education. All school men do the same. He is a contributor to our columns. We hope all who are able to help the cause will do the same thing. The educational department of our State government and the School Journal are separate and distinct, although a clerk in that department is one of the editors and proprietors.

No such "separate and distinct" relationship can be discovered in the vast majority of cases, beginning with the first periodicals with official connections. If the State superintendent, one of his deputies, clerks, or intimate associates were editor, manager, or interested financially, the periodical secured numerous advantages. As an advertising medium,⁵ aside from the actual gain to book and apparatus companies from publicity in a journal more or less widely read by school officers and teachers, it was clearly a good stroke of business to secure the favor of those who at all times have a degree of influence in the selection of textbooks and supplies. And the heads of colleges and normal schools, impelled by the double motive of securing publicity and favor in official circles, very often contracted for more space than circulation, even considering its specialized nature, would command. And a study of the cases in which a State superintendent-editor of a struggling periodical was also a member of the official board in control of an advertising State institution makes it easy to determine from the advertising pages that effectiveness in publicity was not always the sole criterion for measuring the value of space contracted for.

Before leaving the subject of the school journal with official State connection, it may be well to mention the effect upon the character of the periodical itself. The editor of the Wisconsin Journal of Education,⁶ speaking from experience, stated that it was impossible for a State official who is an editor to express independent views or devote time to the business phase of journalism without running the risk of the charge that he is neglecting his proper duties.

The editor of the Western School Journal,⁷ after stating that in his opinion the management of a State-supported journal in Kansas had not been enterprising and that the ratio of teachers on its rolls was greatly decreased, expresses his impression that official support weakened ability to speak impartially.

The limitations and inconveniences of all forms of State control or official connection in time became so apparent that sound business policy found it

¹ Educationist (Kans.), 1882, IV, 247.

² W. Va. Sch. J., XVI.

³ Reports of State Bd. of Ed., Calif., 1865-1895.

⁴ Missouri Sch. J., I, Oct. number, p. 16.

⁵ Cf. the advertising pages of journals of the "State" group with and without official connections, especially 1875-1899.

⁶ 1881, XI, 554. The quotation is given in Ch. IV.

⁷ Letter of H. C. Spear in Sch. Educ., 1887, VI, 8.

advantageous to disclaim specifically all such support, the strictly independent appeal taking the place of the "official organ" argument. The following examples illustrate the changed policy of asking for support because of the value of the publication instead of resting partly at least upon its "official" status:

To celebrate this one-hundredth number we have put new ribbons on its cap and printed a few thousand extra numbers to go to persons not now on its subscription lists. To all such we say, "Don't subscribe unless you want to. You needn't feel obliged to 'support the organ of the State Teachers Association,' or to 'stand by your own State paper,' to help along a good cause, or 'to show some professional spirit,' but if you like it, * * *"

School News and Practical Educator announces that it has never asked support as a "State journal," has not the advantage of being connected with a normal school or other institution upon which to lean for support, but "has been published with the business idea that sensible people will buy, pay for, and recommend to their friends and continue to buy that which is helpful to them." While owing much to county superintendents, no one of them has ever been paid one cent in money, personal "puffs," or editorial flattery to recommend this Journal to his teachers.

The psychology of this appeal to real values was good; it could easily be taken to mean, "This independent periodical is strong enough to walk alone and is probably worth while; to rest upon or to need State or official support is confession of inner weakness or lack of real worth."

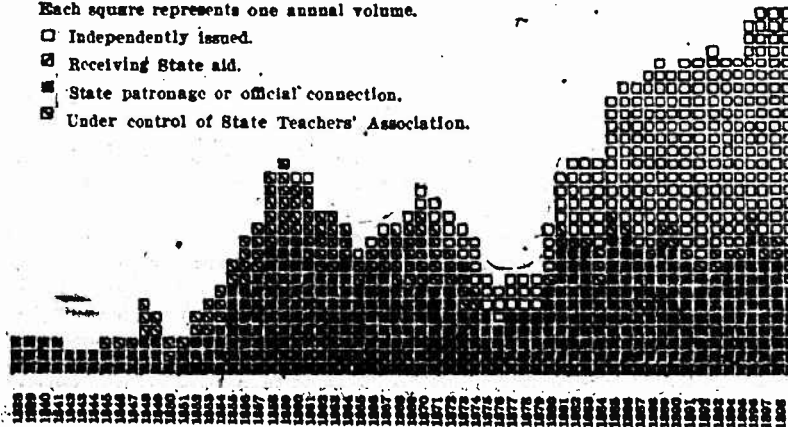
The extent and period of greatest prevalence of State support and official connections of this class of journals may be estimated from the accompanying table:

Prevalence of State Aid, Official Patronage or Control, Management by State Teachers' Associations, and Independent Responsibility Among Important School Journals of the "State" Group, 1838-1899.

(For list of periodicals of this group consult section "b" of the bibliography.)

EXPLANATIONS.

- Each square represents one annual volume.
- Independently issued.
- ▣ Receiving State aid.
- State patronage or official connection.
- ◻ Under control of State Teachers' Association.



Though not the pioneer agency, State teachers' associations and institutes were for many years by far the most active in calling into existence school journals devoted to local State interest. Bernard names 20 which had been

* Sch. Bul., 1882, IX, Dec. 1891, XVII, No. 23.
 * School News and Practical Educator, 1894, VII, No. 2.
 * Am. J. of Ed., 1865, XV, 282-284.

founded or controlled by State teachers' organizations prior to 1865, of which two-thirds were still being issued at that time. The list which follows includes only those established in this way and differs from Barnard's list in omitting some which came under association control after being started:

JOURNALS FOUNDED BY STATE TEACHERS' ASSOCIATIONS.

Illinois Common School Advocate.....	1841
Journal of Rhode Island Institute of Instruction.....	1845
New York Teachers' Advocate.....	1845
Massachusetts Teacher.....	1848
Ohio School Journal.....	1852
New York Teacher.....	1853
Michigan Journal of Education.....	1854
Illinois Teacher.....	1855
Indiana School Journal.....	1856
Wisconsin Journal of Education.....	1858
Missouri Journal of Education.....	1857
Missouri Educator.....	1858
North Carolina Journal of Education.....	1858
Alabama Educational Journal.....	1858
Vermont School Journal ¹	1859
Educational Monthly (Kentucky) ²	1859
Iowa Instructor ³	1859
California Teacher.....	1863
Kansas Educational Journal.....	1864
Michigan Teacher.....	1866
Minnesota Teacher.....	1868
Educational Journal of Virginia.....	1869
New York State Educational Journal.....	1872

The Pennsylvania School Journal, 1852, began as the organ of the Lancaster County Teachers' Association; the New Hampshire Journal of Education, established in 1857 under private auspices, came under control of the State association at the beginning of its second year.

The period of control by the State teachers' associations is shown by the figure on page—

These State association periodicals were much alike in their plan and problems; after the first were in operation, they were imitated by others. A resolution of the Indiana State Teachers' Association⁴ indicates how directly older plans were followed.

Resolved, That this association will publish an Educational Journal, similar in size and typographical execution to the Ohio Journal of Education; that this Journal will be conducted by nine editors (the Ohio Journal had begun with six), appointed by the association, one of whom shall be styled the "resident editor;" and that the Journal shall be furnished to subscribers at \$1 per annum.

The editorial plans and organization of the Ohio, Indiana, Michigan, Wisconsin, Illinois,⁵ Kansas, and other association⁶ periodicals were evidently adaptations of the Massachusetts plan (described in the chapter upon editorship). The Kansas Educational Journal,⁷ directed by a former Ohio teacher, uses the same devices to stimulate interest in subscriptions which the Ohio

¹ The Teachers' Voice had been published in 1854 "under the sanction of the Vermont Teachers' Association."

² Successor of Weekly Family Journal, which was more or less an association periodical.

³ The "Voice" had been indorsed as official organ of the association.

⁴ Indiana Sch. J., 1856, I, 9.

⁵ Ill. Teacher, 1858, II, 326.

⁶ N. H. J. of Ed., 1857, I, 1-4.

⁷ Kans. Ed. J., 1864-65, I-II.

Journal of Education had recently given a trial. A few years later in the same State the Educationist' in name and character showed the impress of its Indiana editor. The editors in all the newer States had come from older States, and not a few had served editorially in connection with State association journals. As illustrations, Henry Sabin, an associate editor of the Connecticut Common School Journal in 1858, was later connected with the State organs of Iowa; W. F. Phelps, an associate editor of the New York Teacher, 1860-1862, was one of the founders of the Minnesota Teacher, 1887. The chief difficulties in conducting the State association periodicals were those of editorial management. The editorial plan common to all journals of this class will be more fully discussed in a subsequent chapter; briefly it was that of a committee, jointly responsible for securing suitable content. Inseparable from such a plan were certain causes of misunderstanding and consequent lack of harmony in the organizations thus conducting a periodical. A few examples may illustrate, though many could be cited.

The Massachusetts Teacher was the object of debate at the association meeting of 1857.¹ In the New York State association of the same year the New York Teacher was the subject of much debate.² Miss Susan B. Anthony moved the addition of two more women to the board of editors; several leading school men objected to the editor's pronounced views upon religious education; the resident editor, by asking that *workers* be appointed as his associates, implied that his previous collaborators had not exerted themselves. A critical member asked whether the Teacher belonged to the editor or to the association; he further wished to know whose function it was to accept or reject articles contributed, the local editor's or that of the board of editors; and for reasons of his own he wished to know whether the local editor could refuse to publish a contribution by one of his associates. A resolution was introduced to devote two pages of each number to parsing and analysis of difficult sentences, in imitation of an English school journal. This was defeated, because other subjects also had claims to a special page.

One more illustration of the difficulties of an editorial enterprise in which all had a right to speak will perhaps suffice. The Indiana School Journal³ was the subject of eight resolutions and much discussion at the meeting of 1850. It required a vote of the association to authorize sending copies of the Journal to teachers who had been swindled by a subscription agent. Vigorous discussions of how to make it more "practical" resulted in the establishment, 1861, of a "department of schoolroom work,"⁴ conducted by a college teacher with little help from others. This seemed to afford no relief, and in 1862 there was more discussion and an "insistent" demand for material of value to young teachers.

The State convention of examiners passed a resolution⁵ asking that the exercises in higher mathematics be discontinued, and more "practical work substituted." Such bits of evidence from reports of official proceedings show that both editorship and content were fruitful causes of trouble.

But responsibility for financial support caused the most persistent and inevitable difficulties to the State association journals, for the printer had to be paid. It was part of the routine of each annual meeting to appoint a committee to solicit subscriptions, not alone when the journal was projected, but

¹ Educationist, 1879-1885, II-7.

² Rept. of Mass. State Teachers' Assoc., 1857, 42.

³ New York Teacher, 1857, VII, 332-341.

⁴ Ind. Sch. J., IV, 1-16 and 260.

⁵ Ibid., 1862, VII, 60.

⁶ Ibid., VII, 270.

as long as the association was responsible for it financially. A typical initial resolution is the following:

Resolved, That a committee of seven be appointed * * * whose duty it shall be to ascertain from the members present the number of copies of such journal at \$1 each for which each member will become responsible, and that said committee be empowered to take the necessary steps for the establishment of a journal.

Only by a combination of fortunate circumstances and remarkable management could a debt be avoided, and annual "collections" had to be taken. State associations were not largely attended, and the burden of support fell heavily. An appeal was made in one case for members to pledge \$25 each, taking their own chances of finding as many subscribers later.¹ Promises made in the enthusiasm of a crowd and always subject to discount were not remembered, and there were many complaints from editors and publishers that pledges had not been redeemed. From 500 subscribers procured by the State association, the editor of the *Voice of Iowa*² was said to have received but \$10. Each financial crisis operated to increase the per cent of unfulfilled obligations. Precarious financial support made it difficult to secure a publisher, and though, for the most part, they made no complaint, a publisher once in a while expressed surprise that teachers' agreements were not more to be relied upon.

Thus hampered by ineffective plans of editorship, an occasional sub-~~scribing~~ debate as to proper content, and a pronounced disposition to become and remain a "poor relation" whose mention at a State teachers' gathering frequently meant demand upon part of a salary not large at best, the State association journals usually passed from the financial and soon after from the editorial control of teachers' organizations. The Ohio association gave up the *Journal of Education*³ after six years, even availing a deficit by a fortunate sale of several hundred uncirculated sets of the first six volumes. The publishers agreed to give to the association one-tenth of all sums above \$1,500 received from subscribers.

A resolution to separate the management of the *Illinois Teacher* from the association carried by a great majority at the session of 1858.⁴ Pledges made by the association had not been redeemed; all increase of circulation had been due to circulars of the State superintendent and efforts of the editor; the association did nothing for the paper, but hampered the editor in expressing independent views, and a rival paper had caused trouble.

In relinquishing association control the usual procedure was to give financial responsibility to a publisher willing to incur the risk, the association continuing for some years to appoint some or all the editors, such appointments tending to become merely nominal and then ceasing altogether. This in effect gave the teachers an organ, its general character sometimes expressly stipulated in agreements with publishers,⁵ and assured publishers an interest and share of patronage from teachers. The associations very generally continued for some years to pass resolutions in favor of "their" organ, and even made serious efforts through committees to secure subscribers.

Chiefly under the influence of State superintendents of schools, school journals identified with local State interests and usually bearing a State name were established in nearly every State and in most of the Territories. By whatever agency

¹ Rept. of Missouri State Teachers' Assoc., 1856, p. 1.

² *N. Y. Teacher*, 1857, VII, 231.

³ *Iowa Schools*, VIII, 10.

⁴ *Ohio J. of Ed.*, 1857, VI, 23, 234.

⁵ *Illinois Teacher*, 1859, V, 23.

⁶ *Ind. Sch. J.*, 1874, XIX, 22.

controlled, appeal to local loyalty has been a strong motive in justification of existence or appeals for support. It has been assumed with few exceptions that every State or section ought to have such a periodical because others have. 'The California Teacher' thus justifies its inception:

The time has come when the Pacific coast may justly have a voice for the world. It seems not more reasonable to depend upon the East for journals than for daily fogs or daily papers * * * teachers of a particular section need "our own organ."

The short-lived Utah Educational Journal¹ was undertaken because there was not a single school publication in all the 10 Territories, one-half of the United States. "No central agency whose duty it is to collect facts in regard to the educational interests of this territory, and disseminate such information as will be of interest to American education." A similar sectional appeal is from the Eclectic Teacher of Kentucky (1876):² "Subscribe for the Eclectic Teacher, the only educational journal south of the Ohio River." "Only a Tennessee paper will do for Tennessee." Thus local appeals,³ already noted in connection with semi-official periodicals, were almost universally used.

But in specializing to meet local needs, content was usually so modified that it appealed chiefly if not entirely to local readers, and many of the States proved entirely too limited a field to insure adequate support. Rhode Island could hardly be expected to support a school journal upon its circulation within the State. It is stated that:

Few educational periodicals are well supported in this country. In a small State like Rhode Island a magazine devoted to education can not be supported by subscribers, and must rely to some extent upon the generosity of the public for its expenses.⁴

Less than 600 teachers were employed in Rhode Island at the time.⁵ The Rhode Island Schoolmaster⁶ circulated more outside the State than among its own teachers, though edited by the State school commissioner.

Boone suggests⁷ that "Each State can well support one paper, rarely more, as a medium of frequent local communication, on legal and administrative matters, with which every teacher should be familiar." The type of paper in the mind of the writer⁸ of the quotation is perhaps that of the German *Amliches Schulblatt* or *Schulanzeiger* or the official bulletins of France, all issued under more or less of State patronage and all very unpretentious as to mission and circulated at a very small price, and for such periodicals the statement would probably prove very reasonable; for the general purpose type of journal, characteristic of the local class in this country, not one-half of the States offered even a moderate support during the last 10 years of the nineteenth century. In spite of the general purpose ideal, clear recognition is occasionally given by editors of the insufficiency of anything attainable by a local periodical. The editor of the Colorado School Journal says, after announcing reduced subscription rates for an eastern periodical of considerable circulation:⁹

It is understood that our little State paper can not supply the necessary amount of professional reading. The articles in * * * are from the ablest

¹ Calif. Teacher, I, 3, 25, 1863.

² Utah Ed. J., 1875, I, 4.

³ Eclectic Teacher, I, 376.

⁴ Ed. Record, 1881, I, 6.

⁵ Rhode Island Educational Mag., 1838, II, 85.

⁶ Ibid., II, 142.

⁷ R. I. Schoolmaster, 1835, I, 95.

⁸ Boone: Educ. in the U. S., 152.

⁹ Arndt.

¹⁰ Colo. Sch. J., II, No. 7.

writers, the subjects discussed are always selected from the live topics of the time, and the general tone of the magazine is such as to satisfy the reader. The Colorado School Journal will endeavor to present from month to month items of local interest and articles from our Colorado writer, * * * will supplement the value of the Journal with such solid and readable contributions as shall be readable to every teacher.

Further recognition of the painful limitations imposed by State lines is found in attempts at combining various State interests and in a few serious attempts at consolidation. The Kansas Educational Journal, 1868,¹ says:

The prevalent idea that each State must support one or more journals of this class is one manifest reason why "educational" periodicals are ordinarily the most dry, tedious, worthless of all possible publications. Consolidation means enlargement, progress, careful editorship, increased intrinsic value.

The New Jersey State Teachers' Association disposed of the school-journal question by adopting the New York Teacher² as its official organ, electing a State editor and continuing this relationship for several years. A motion to unite the Vermont Journal with the New Hampshire Journal of Education³ received an adverse vote in 1862, though neither periodical was strong enough to continue long alone. The Eclectic Teacher of Kentucky⁴ had State editors representing eight States of the South and was at times official organ of various State teachers' associations and of the Southern Educational Association. State superintendents generally adopted officially the journals published in other States.

The California Teacher was circulated at State expense in Nevada;⁵ the Ohio Educational Monthly,⁶ in Tennessee and West Virginia; the Kansas Educational Journal became official organ of the department of public instruction in the Cherokee Nation; the Western School Journal, of the State superintendent of Nebraska,⁷ and there were many similar combinations, indicating a tendency to avoid establishing local organs, necessarily weak and ill-supported, by making use of others already in operation.

In addition to consolidations due to failure to secure support, which were of frequent occurrence, two notable efforts were made to unite the educational journals of a large section of the country, the resulting publication in each case being a weekly. By the first of these combinations the New England Journal of Education⁸ was formed (1875) from the union of the Massachusetts Teacher, Connecticut School Journal, Rhode Island Schoolmaster, and College Courant (New Haven), joined soon after by the Maine Journal of Education. With the exception of the College Courant, these had all been State teachers' association organs. The new periodical was conducted under the auspices of the six New England State teachers' associations and the American Institute of Instruction, each State association appointing an associate editor and the six State school commissioners being added as associates. This occasioned no violation of historical continuity, since it brought the nominal editorial force to the number usually thought necessary to control an association periodical. T. W. Bicknell, of the Rhode Island Schoolmaster, became editor.

The second noteworthy attempt at consolidation, short-lived in its unifying results, was the Educational Weekly⁹ established in Chicago in 1877. It united

¹ Kans. Ed. J., 1868-69, 275.

² N. Y. Teacher, 1856, III, 282; 1858, VIII, 218.

³ New Hamp. Sch. J. of Ed., VI, 358.

⁴ Eclectic Teacher, 1876, 210, Vols. III, IV.

⁵ California Teacher, 1865, II, 330.

⁶ Ohio Ed. Mo., 1868, XVII.

⁷ Kans. Ed. J., 1869, V, 275; W. S. J., 1885, I, 291, 315.

⁸ N. E. J. of Ed., 1875, I, 7, 12.

⁹ Ed. Weekly, I, X.

the School Bulletin and Northwestern Journal of Education, Wisconsin; the Michigan Teacher, Illinois Schoolmaster, Nebraska Teacher, Home and School of Kentucky, School Reporter of Indiana, and School of Michigan. This paper in its career of approximately five years performed almost a complete evolution back to the local type. Beginning with a chief editor and 3 associates, it soon had 11 State editors, an eastern editor and a southern editor. For some time after 1878 it published one general and eight State editions, the latter being monthly. The content of the general edition illustrates the difficulty, if not the impossibility, of combining in any interstate periodical much of the material to which local journals gave so much space—State laws, directions for making reports in legal form, accounts of local institutes and "gossip" of the type which states that "Mr. _____ has closed a successful term of school at _____ village," all of this possessing little or no interest except locally.

The same difficulty was illustrated in such cooperative ventures as the American Journal of Education, St. Louis (1868). At various times in its long career it issued from at least 16 addresses, in half as many States, editions identical except for the title page and a few local notes. The State superintendent of a Northern State, adopting these journals as his official organ, maintained an official department which appeared in all editions. Personal notes of local normal schools and colleges in Missouri appeared in journals ostensibly local in Monroe, La.; Huntsville, Tex.; or Topeka, Kans.

But although many States offered no adequate field for the support of a school journal, with the single exception of the New England Journal of Education, consolidations were neither successful nor in the direction of improvement.

A further specialization to meet local needs was the county school journal. The earliest and in some respects the most interesting of these was the Essex County Constellation (1846). Contemporary school journals recognized it as "devoted wholly or in part to education."¹ Its motto was "Education, the Archimedean lever which is to move the world." Of its list of 20 regular contributors, 4 were ministers and several of the others principals of schools. A third of its content is devoted to schools, including articles upon National and State education, teachers' qualifications, and reports of teachers' associations and institutes. The remainder of its space is principally occupied with current events, scientific intelligence, and moralized stories. Printed around the four margins of each page are mottoes similar to those once more often than now found in schoolrooms. Published weekly, this paper was discontinued at the close of its first volume "because of the illness of the editor and for other reasons," inadequate support. County teachers' organizations occasionally established official organs, as in the case of the Pennsylvania School Journal,² with its fifty subscribers among Lancaster County teachers before its sphere was widened, and the Teachers' Educational Journal of Auburn, N. Y. (1853), "devoted to the elevation of the public schools under supervision of Cayuga County Teachers' Association." In a few instances several counties in association united in indorsement of a local paper; thus the School Record (1894-1896) was the organ of the Tri-County Association of Wayne, Ashland, and Medina Counties in Ohio.

Such papers originated in the demand for specific help upon very local problems. The Teachers' Journal just mentioned, said the New York Teacher,³ was very good, but did not meet the needs of country schools. The same demand is given homely expression in the Country School Journal,⁴ Maynard, Ark. (1899), which states that its editor is a teacher who intends to call attention

¹ Ohio, Sch. J., I, 53; II, 95.

² Pa. Sch. Jour., 1854, I, 257.

³ I, 17.

⁴ I, 8.

to the mistakes of teachers in country schools and to deal specifically with their problems. Other journals, most of which are for large schools with superintendents, do not consider—

what to do with the boy who, with his finger pointing to a word which he himself has hardly seen, carries his blue-back spelling book to the teacher with no other purpose than accidentally to kick the rock from under one end of the half-log bench on which are seated 10 or 12 pupils, merely to see them tumble over. . . . Or do they tell you how to induce Farmer Jones to send his children the full three months' term, whether the cotton is to pick or has been picked.

Further reasons for the establishment of county periodicals are given, typical of many which might be found.

There is room in our county for a half-dozen papers to represent news, politics, etc.; should there not be room for one to represent education, in which every good citizen is interested and for which the principal part of our taxes are paid.¹

We wish to state that the School News was established in 1887 as a local journal for the express purpose of assisting teachers in introducing and successfully using a "Manual and Guide" or course of study in the rural schools.²

Devoted exclusively to school matters . . . with the purpose of aiding teachers and boards of education in systematizing the work.³

In imitation of State officers, county superintendents made county periodicals official organs of communication with their teachers and endeavored to follow the larger journal as to departments and content. The best, represented by County School Council or the Christian County School News (Illinois, 1887), include material of real service to a country teacher. Quoted articles, which constitute content, are selected with discernment. About half of the professional material consists of method and devices, suggestions of possible use to a teacher of little training or experience. Thought-provoking quotations from the best-known educational writers of the time are not entirely absent. Current events, county items, queries and answers, and examination questions were usually found in country teachers' papers; in the poorest there was little else except advertising, which was a large item, of course, but no greater than in most educational papers. The small territory served, and the subscription price, usually 50 cents, made all thought of serious editorial attention out of the question. The first few issues were often the only ones of value; having used his little literary capital, the editor filled his columns with miscellaneous material clipped from other papers or discontinued publication. The expense, which was frequently mentioned as a cause of suspension, usually fell upon the same person who carried editorial responsibility. Losing money and bankrupt of material to publish, the career of such periodicals was usually very brief. Peculiar circumstances sometimes enabled a county periodical to expand, as in the case of the Pennsylvania School Journal, previously noted; the Hatchet, of Emporia, Kans., which through successive changes became the official periodical of the State; or the Guernsey County Teacher (1880), which became the East Ohio Teacher and is now issued as the Ohio Teacher.

The Minnehaha Teacher, Sioux Falls (1886-7), was published as a county paper more than 10 years; the Public School, of Tippecanoe County,⁴ Ind. (1882—), outlived all similar publications in that State and survived nearly as long. Such cases form marked exceptions to the usual course of events. The first considerable group established by county superintendents was in

¹ Christian County (Ill.) Sch. News, I, No. 6, p. 16, 1887.

² Ibid., IV, No. 6, p. 16, 1890.

³ The Franklin Co. News, Ohio, quoted in Ohio Ed. Ma., XIV, 579, 1896.

⁴ Ind. Sch. J., (1882), 709, (1891), 164.

Michigan;² of 12 in the field between 1868 and 1872 all but 1 had suspended before 1873.

The cooperative plan, so generally employed among local newspapers of the Middle West, was, of course, given a trial by county school papers. In 1880 the Educational Newspaper Union reported editions in a dozen or more places; the Iowa Teacher, of Charles City, had no less than 65 county editions at one time, not all in Iowa. This plan, by capitalizing the advertising, relieved the local editor of financial anxiety, as indicated by this advertisement:

To county superintendents: Have you a local teachers' paper? We will furnish you an eight-page paper, filled with professional matter and local news, at a price which is little if any more than you spend each month for circulars and other means of announcements to your teachers. Every county needs a local teachers' paper.³

It also relieved the editor from the task of finding content, the only local features being the name on the title page, a few local advertisements, and an exceedingly small number of local items and official communications. The general content of a great number examined by the writer bears little evidence of careful selection or acquaintance with the needs of those among whom such papers were designed to circulate. The cooperative plan was not more successful in the case of county school papers than among those of more ambitious claims previously discussed.

The accompanying table shows the number of county school papers of which the writer has a list. Doubtless there were others, but from this an idea of their time and place may be gained. In estimating the number in existence at a given time, it should be remembered that the date of establishment was usually not more than one or two years prior to that of suspension. It is evident that the "county school journal" as conducted was passing from the stage; since the last period included in the table, this tendency has continued. The table does not include other types of local school journals than those devoted to county interests.

TABLE 2.—Date of establishment of county school journals, by five-year periods.

States.	Before 1865.	1865-1869	1870-1874	1875-1879	1880-1884	1885-1889	1890-1894	1895-1899	Total.
Illinois.....					4	16		1	20
Indiana.....				2	9	8		1	20
Iowa.....					9	26	34		76
Kansas.....				2	8	10	22	15	52
Michigan.....		7	5	3	2	4	3		24
Minnesota.....					1	7	10	2	20
Ohio.....				1	5	5	5	8	19
Pennsylvania.....	2				2	4	1	2	11
Other States.....	2			1	3	12	10	11	39
Total.....	4	7	5	9	38	91	65	42	281

Aside from the passing phenomenon of the county school journal, this chapter has shown the part played by State teachers' associations in developing educational periodicals, and the unsatisfactory experience of these organizations in conducting them. It has also been indicated that the part played by State officials in this field was not unattended by numerous disadvantages. On the whole, after a brief pioneer period, State official connection with school journals exercised a doubtful influence upon the esteem in which such periodicals were held; in time this influence lost whatever value it once had and became very often an economic expedient to keep alive school journals which did little but live. Further results of official connections will be treated in the chapters upon editorship, content, and circulation.

² Interstate Sch. Rev., VII, No. 33.

³ Mich. Teacher, 1873, VIII.

Chapter IV.

EDITORS AND CONTRIBUTORS.

An important problem of the school journal, regardless of the auspices under which it was issued, has been that of editorship. Corresponding to the main lines of development, the three phases—official, teachers' association, and independent editorship—will now be discussed, followed by a consideration of conditions and practices common to all of these.

The earliest State-supported or subsidized journals were issued by State commissioners or superintendents, and, of course, edited by them. Reports concerning education in other States or in foreign countries, laws, regulations, and comments constituted the chief content of such periodicals. As the States of the Mississippi Valley developed and school systems took form, there was need for much of this material adapted to a pioneer stage and directed to school officers rather than teachers. But after systems had been established, and been many years in more or less successful operation, no great need of enlightenment concerning school law existed, and there was less interest in foreign measures, local pride even showing unwillingness occasionally to give serious heed to plans perfected in older communities. As teachers rather than school officers became the readers of school journals, the editorial problem increased in difficulty; State school officers usually became editorially bankrupt after a relatively short time. Even Horace Mann's Common School Journal showed signs of exhaustion long before it reached its tenth volume, and no other official editor was able to do half as well during half so long a period. In the great majority of State association publications, State commissioners or superintendents maintained official departments, occupied the position of associate editor, nominally filled the editor's chair, or actually did the editor's work, but never long very effectively, or without full consciousness that official editorship was not a success.

The following quotations indicate recognition of some of the difficulties:

So when we were tired of adding columns of figures in the "returns," or answering letters of "inquiry," or of drawing up "decisions," or answering "questions," or preparing "lectures," or giving "instructions," we rested ourselves by making notes for the Schoolmaster.¹

We have had to snatch odd moments, in the midst of a multitude of other cares, to do what has been done in that line (editing). An office, crowded almost every hour in the day by persons having business to transact . . . is not the most favorable place for the accomplishment of scientific, literary, or educational work such as should be brought to bear in getting up a journal of this sort. We have done the best we could, however, under the circumstances, and can only express the wish that the work had been done better.²

In the first place, the editors and publishers being the State superintendent and his assistants,³ they are stopped by the pressure of official duties, and the salaries paid them by the State for their services, from pushing the business interests of the Journal sufficiently to warrant them in putting money into

¹ R. I. Schoolmaster, 1856, I, 375.

² Thomas Smith: State superintendent in Arkansas. J. of Ed., 1872, III, Nov. 12, p. 21.

³ Wisconsin J. of Ed., 1881, XI, 554.

its columns by way of payment for original articles. It is true that most of the better papers delivered before the State Teachers' Association * * * find their way into its columns, it being the organ of that body; but in spite of that fact, the usual dearth of proper and desirable material for its pages is something harrowing to the men responsible for its contents * * *. To do for the Journal what should be done by its publishers would render the officials who manage it open to the charge of devoting time and strength that belong to the State to a private enterprise. And there would be no lack of persons ready to make the charge, which would certainly be uncomfortably near the truth. In the second place, as editors the same officials are shorn of that freedom and independence which are essential to vigorous journalism in any department. The liberty of open and incisive criticism is denied them by the unwritten law of propriety. It is quite impossible for them to divest themselves of their official characters and speak from the standpoint of untrammelled citizenship; and so they must say only what is right and becoming to emanate from this department of public service, and a multitude of things that ought to be said through the columns of an educational journal are never uttered.

In considering the ideal school journal, Compayre says: "The essential thing in an enterprise of this nature, as in all other human enterprises, is that it should have at its head a man who is the soul of it, whose strong will shapes every detail of its publication, who by his experience and personal knowledge is in the mid-current of scholastic affairs, and finally whose mind and heart are well-springs of inspiration and enthusiasm."

It was clear at all times that whatever other qualities a State superintendent-editor might possess, he could not long be the "soul" of any journalistic enterprise, and that in the division of his time editorial duties would suffer in competition with interests more certain to assert themselves. State school officers have usually been elected because of political or executive ability, and have served for one or two short terms; since the early period at least, they have in the main been sought for editorial service because of financial and business advantage rather than peculiar literary or professional ability, though there have been exceptions to this general statement. Because of insufficient time to devote to such work, lack of literary ability, and the handicap upon independent utterance imposed by official status, State school officers, while performing much very useful service, can not be said to have furnished many examples of effective editorship:

The usual plan of editorship among State association periodicals was that employed by the Massachusetts Teacher from its beginning in 1848, and followed during varying periods by most such publications. The typical scheme included appointment or election by the association of a resident editor, and from 8 to 17 associate editors, the number in the great majority of cases being between 6 and 15. Usually one of the associates was designated "mathematical editor," his specific function being to propose, solve, or explain difficult problems. It was realized from the first that associate editors, unless given definite responsibility, would, generally speaking, contribute nothing. To insure participation of all, the "monthly editor" plan, first used by the Massachusetts Teacher, was very generally adopted. According to this arrangement, each editor was responsible for the content of one or more monthly numbers. As a reminder the editors' names and monthly assignments were carried with each issue. A modification of the plan, used by the Iowa Instructor,² required each editor to furnish four original articles a year.

It is not difficult to comprehend that the plan of rotating editorship involved problems of adjustment and could not at best promise harmony of aim. Commenting upon its first trial, the Common School Journal³ is quoted:

¹ Compayre: Educational Journalism in France. Ed. Rev., 1900, XIX, 121-142.

² 1865, VII, 4; VIII, 1a.

³ 1848, X, 1.

The Massachusetts Teacher, in its second number, has undertaken to ridicule and discourage several of the improvements which the enlightened friends of education have hoped to introduce into our modes of instruction and discipline. It is due to the zodiac of editors who volunteered to conduct the new journal to say that only two of the "Twelve signs" were aware of this attempt to extinguish the Sun. The Crab and the Scorpion are curiious animals, one always preferring to go backward, and the other stinging itself to death when it can not have its own way.

The editor for the third month refused to contribute because he was not in accord with his predecessor.¹ A more general cause of complaint was failure to act or contribute without assigning any reason. The resident editor of the Ohio Journal of Education² wrote 150 pages of volume five, the associate editors 42; a third of the monthly editors failed to respond, leaving the resident editor to shift for the Connecticut Common School Journal as best he could; the Indiana School Journal³ complained that associate editors did nothing; the editor of the New Hampshire Journal of Education states that:

The names of 12 teachers stand upon the covers of the Journal of Education⁴ as editors. Will those whose names are on the outside, but whose articles are never on the inside, oblige the public by giving their ideas of the duty of an editor to his journal and its readers?

Four years later a modified plan seemed to be no more satisfactory, for although each of the 12 associate editors had agreed to contribute six articles, only 5 of the 72 due during the year had been received at the end of six months.⁵ When the State association of Massachusetts⁶ found fault with the management of the Teacher, the editor replied that he would willingly publish what was desired if he could learn what that would be; left to furnish the material himself, he had done the best he could; he suggested that others might write something. The position of editor apparently was an honor from which it was considered good fortune to be free. The New Hampshire association⁷ voted to excuse four associate editors each year, beginning with those of longest service; the Wisconsin Journal of Education⁸ lapsed four months while an association committee searched for an editor; and in discontinuing group editorship the same journal stated⁹ two objections to the plan, namely, that few associate editors ever contributed, and that the very fact of their being given an editorial status pointed them out as privileged to write, thus deterring others who might wish to contribute but feared to intrude.

Such defects, inherent in the plan, as have been pointed out—lack of harmony, uncertainty of policy, varying literary ideals, indifference, and the inability of an association to select editors upon the basis of fitness for their work—led to its abandonment. The Massachusetts Teacher,¹⁰ with which group and rotating editorship for school journals originated, declared the arrangement a failure after 18 years of experience; after trials varying from one, to a score of years in different States it was given up everywhere.

The accompanying table shows something of the importance of group editorship. In addition to the periodicals in this list, the plan was tried for brief periods in other States, as follows: Southern School, Georgia, 1854, 1855; Missouri Educator, 1858, 1859; Kentucky Educational Monthly, 1859; Kansas Educational Journal, 1864; Maryland Educational Journal, 1867; and in slightly modified form by the Educational Journal of Virginia for a short time beginning with 1869.

¹ Mass. Teacher, I, XVII, 416.

² 1857, VI, 28.

³ II, 380.

⁴ 1858, II, 279.

⁵ Ibid., 1862, VI, 15.

⁶ Proc. of Mass. Teachers' Assoc., 1867.

⁷ N. H. J. of Ed., 1858, II, 279.

⁸ 1857, II, 30.

⁹ Ibid., 1862, VII, 75.

¹⁰ 1865, XVII, 416.

TABLE 3.—Group-editorship of State teachers' association periodicals.

	Number of editors.		Group plan continued.
	Smallest.	Largest.	
Massachusetts Teacher.....	12	18	¹ 1848-1874
Ohio Journal of Education.....	6	7	1852-1857
New York Teacher.....	12	16	1853-1866
Connecticut School Journal.....	6	12	² 1854-1862
Michigan Journal of Education.....	12	12	1854-1860
Illinois Teacher.....	6	12	1855-1858
Rhode Island Schoolmaster.....	9	17	1855-1868
Wisconsin Journal of Education.....	9	17	1856-1861
Indiana School Journal.....	9	14	1856-1864
Iowa Voice, Instructor.....	6	16	1857-1869
New Hampshire Journal of Education.....	13	13	1858-1862
North Carolina Journal of Education.....	16	16	1858-1861
Maine Teachers Journal of Education.....	12	12	³ 1859-1874
California Teacher.....	3	6	1864-1876

¹ Group plan discarded during 1872.² Later revived; 12 or 14 editors.³ Except 1862-1867.

In concluding the discussion of this topic, it is but fair to remark that the group-editor plan, with all its shortcomings, was probably the only course which the State associations could adopt. Sectarian and political jealousies were so strong that almost every editor found it necessary to declare his paper free of such bias. The most guarded statements were subject to misinterpretation. State associations found it necessary to pass many such resolutions as the following:

Resolved, That the management of the Massachusetts Teacher be referred to the board of directors of this association with the understanding that, while the pages of the *Teacher* shall be open to a fair consideration of all purely educational subjects, they shall be kept free from the introduction of party politics and controverted points in theology.

With all caution, reinforced by such resolutions, it is doubtful whether any man, though a literary and editorial diplomat, could have met the requirements of the teachers' organizations, the teachers individually, or the public. An incidental accomplishment of the plan was the training in service of many who later became editors or contributors. A glance at the table will show that, so far as the numbers are concerned, the plan constituted no mean school of journalism.

Until school journals became at least nominally independent of official influence and actually free from direct control of the associations, long periods of editorial service were seldom possible. Four exceptions to this statement may be noted: Horace Mann as secretary of the State Board of Education in Massachusetts remained editor of the Common School Journal 10 years, and three of the State superintendents of Pennsylvania have been editors of the Pennsylvania School Journal for terms of 18, 11, and more than 25 years, respectively. Of periodicals under association control, only the New York Teacher furnishes an example of a 10-year period of editorial service, that of James Cruikshank, 1856-1867.

A tendency toward somewhat greater stability of editorship was apparent among independent journals. The list which follows includes all the periods of editorial service in excess of 10 years among State and unspecialized periodicals:

¹ Proc. Mass. Teachers' Association, 1867.

Periods of editorial service.

Periodical.	Name of editor.	Period of editorship.
Ohio Educational Monthly.....	E. E. White.....	1861-1876.
Ohio Educational Monthly.....	Samuel Findley.....	1882-1894.
Pennsylvania School Journal.....	T. H. Burrowes.....	1852-1870.
Pennsylvania School Journal.....	J. P. Wickersham.....	1870-1881.
Indiana School Journal.....	W. A. Bell.....	1869-1899.
American Journal of Education.....	J. B. Merwin.....	1868-1893.
National Educator.....	A. R. Horne.....	1860-1900.
New England Journal of Education.....	T. W. Bicknell.....	1875-1886.
(Schoolmaster) Intelligence.....	E. O. Valle.....	1881-1905.
Educational News.....	A. N. Raub.....	1885-1900.
Colorado School Journal.....	Aaron Gove.....	1885-1903.
Public School Journal (School and Home Education).....	Geo. P. Brown.....	1886-1900.
Western School Journal.....	John MacDonald.....	1888-1916.
Missouri School Journal.....	H. A. Gass.....	1889-1916.
School News and Practical Educator.....	C. M. Parker.....	1887-1916.
School Moderator (Moderator Topics).....	H. R. Pattengill.....	1888-1919.
LONGEST PERIODS OF SERVICE. ¹		
School Bulletin.....	C. W. Barteen.....	Since 1874.
Journal of Education.....	A. E. Winslip.....	Since 1886.

¹Of editors still in service.

The foregoing lists do not include method and device papers, in which publishers are more prominent than editors, nor journals devoted to special fields or to higher education. Of all those named, very few made editorial work their business; the rest and practically all others who for much shorter times have been editors of school journals have also occupied school positions or combined their journalistic efforts with more profitable undertakings which school journals through advertising could assist. This phase of the problem will be discussed in the chapter upon "Financial support." The fact that editing a school periodical has with few exceptions been an avocation pursued for a short time or an adjunct to some more serious enterprise is of importance in estimating the character of editorship.

The function of the editor of a school journal has been to create content for his columns or use discrimination in finding it. The editor of an association periodical left without much assistance from his associates had the choice of evolving material from his inner consciousness or of using the scissors. In all classes of journals creative work was easier during the first of an editorial term than later. More than half of the content of the *Western Teacher* (St. Louis, 1853) was written by its editor, a busy school superintendent. Alfred Holbrook was author of about half the actual content of the *National Normal* (1868) during its first volume, though he was actively engaged in strenuous school work. There are many examples of editors who tried to write a large number of articles, but in every case quoted material had to be relied upon before long, and, of course, was better, if selected wisely. Aside from the large question as to the fields which a school journal could legitimately appropriate, discussed in the chapter on "Content," the amount and character of the quoted articles was of most importance.

Quoted material has always occupied a very large part of the space of school journals. The *Eclectic Teacher of Kentucky*¹ frankly states that its editors have no time to be original; it then proceeds to prove this by quoting from other school journals all except a few news items. In an entire volume, aside

¹1876, I, 23.

from these answers to questions and references to itself, there are not five pages of original material. Many of the commercialized, cooperative local papers quoted all their material, very often without giving credit.

The very general use of pseudonyms in the earlier periodicals sometimes renders it difficult to identify writers of articles. Index, Philanthropos, Virginiensts, and Vide wrote for the Educational Reporter (1830); Pedagogus, Locke, Common Sense, Genevensis, Spelman, E. B., and Jonathan, for the District School Journal (1840); Excelsior, Sigma, Square Toes, Petrus Pedagogus, Senex, Puto, Quilibet, Oma Purros, Seneca, Humanitas, Lupus, Vindex, Reporter, Quantam, Paoli, Agricola, Kitt, Jane, and Amor for others before 1860. Mere initials were often the only signature. It was, however, in most cases possible to identify all important contributors or sources of quotations by means of formal editorial mention of leading articles.

Aside from writers with an official status, such as Stowe, Cousin, and the State superintendents, whose documents were largely republished, the most generally quoted important contributors before 1840 were James Carter, William Russell, W. C. Woodbridge; Jullien and Jardine, the first French and the other Scotch; Hall and Abbott, who wrote chiefly upon school management; William Alcott, Wilderspin, Thomas Dick, J. M. Keagy, and T. H. Gallaudet, who contributed the equivalent of a fair-sized volume, his major interests being the English language, normal schools, and the education of defectives, especially the deaf.

From 1840 to 1860 the educational writers most often quoted were Horace Mann and Henry Barnard, the former usually upon very general subjects, the latter chiefly with regard to school architecture. Preeminent during the period from 1860 to 1900 were W. T. Harris and E. E. White. Each of these contributed more than twice as much as any other educational writer; both were quoted during a period of about 50 years in nearly every periodical. Both wrote well upon a great number of subjects, Mr. White writing with great common sense upon method and management, the rural school, and similar subjects of practical intent to teachers. As the successful editor of the Ohio Educational Monthly many of his articles appeared editorially. Of his work he says: "During these 14 years we have written over 2,500 editorial pages, discussing nearly all educational subjects of practical interest." Dr. Harris's contributions, dealing with an even greater diversity of subjects, tended toward the philosophical. Among the topics upon which he wrote most extensively were problems of the college and university, the curriculum, the kindergarten, psychology, esthetics, the rural school, and manual training. Aside from his educational labors he wrote much for philosophical magazines. After 1880 for a short time Col. F. W. Parker was frequently quoted, one-half as often perhaps as Mr. White. Considering only educational writers who were extensively quoted during a period of 25 years or more, the most often and generally quoted rank as follows: W. T. Harris, E. E. White, Horace Mann, F. W. Parker, B. A. Hingsdale, J. M. Greenwood, Anna C. Brackett, W. N. Hailmann, and J. L. Pickard; but the contributions of the first two were about as numerous as those of the rest combined. Other important contributors not already mentioned were D. P. Page, quoted widely before 1860 on the relations of teachers and parents and upon school management; Dio Lewis, upon physical education, 1855-1875; Elizabeth Peabody, usually upon the kindergarten, 1855-1880; Norman Calkins, upon object-teaching, 1855-1875; W. A. Mowry, W. E. Sheldon, Della Lathrop, A. D. Mayo, E. O. Valle, J. D. Gregory (1865-1885), on "Seven laws of teaching"; C. M. Woodward, on manual training, 1875-1895. L. R.

Klemm, J. M. Baldwin, Geo. P. Brown, Charles De Garmo, C. W. Elliot, W. H. Payne, Henry Sabin, A. E. Winship, G. S. Hall, and Charles McMurry were generally quoted more than locally after 1890.

The earliest important contribution by a woman appears in the *American Annals* (1834, IV). Women were frequently elected by the associations upon the editorial board. Two of them, newly elected editors of the *Michigan Journal of Education*¹ (1854), served willingly, but modestly refused to allow their names to be published. Such modesty, occasionally manifested, the general practice of publishing unsigned articles, and the fact that method and device articles (in the writing of which women contributors were most active) are the type most often quoted without credit to the author, make it difficult to determine women's share in supplying professional reading. A few fields are, however, easily differentiated. With the exceptions of the articles by Dr. Harris and W. N. Hallmann, nearly everything concerning the kindergarten was written by women, as was 60 per cent or more of the method and device material after 1890. A careful study and tabulation of the content of the general school journals, including the "State" group, shows that the amount of professional material contributed by women writers increased quite steadily from 3 to 4 per cent of the annual output in 1850 to 15 or 16 per cent in the period of 1895-1899. This tabulation, of course, excluded news items, lists of examination questions, and other current general items.

The professional status of contributors showed a marked shift, corresponding of course to general changes in education. Occasionally a physician or lawyer wrote an article for a school journal or was quoted by one, but with few exceptions contributors may be listed in one of the four following groups:

- (1) Public school teachers, superintendents, and State school officers.
- (2) College and university professors.
- (3) Normal school teachers and principals.
- (4) Ministers.

The accompanying tabular comparison shows roughly the changed sources from which professional material came in the first and second parts of the period considered.

TABLE 4.—Sources of the professional material.

Sources.	1825-1855	1870-1890
	Per cent.	Per cent.
Public school teachers.....	37	31
College and university teachers.....	27	28
Normal school teachers.....	9	30
Ministers.....	26	7

It seems probable that the figure for ministers in the first column is too high, owing to the fact that many college teachers also used the minister's title.

To summarize the discussion of editorship, it may be said that State superintendents and commissioners were usually too fully occupied with other duties, enjoyed too short a term to become experienced as editors, and could not be free in their editorial attitudes because of the proprieties and connections of an official status; accordingly, when selected as editors it has usually been for financial or patronage reasons, discussed in Chapter III, rather than because of special fitness for the work. The State associations found it impossible to work out a successful plan of editorship, because of lack of cooperation and the difficulty

of satisfying their membership. Official, State association, or independent editorship of school journals has with few exceptions been a minor interest of busy men fully occupied in work to which an educational periodical constituted a more or less useful adjunct. To this fact must be attributed the character of much of the content, more fully described in Chapter VI.

Two of the editors who during several years made editing a school journal a principal means of gaining a livelihood, and whose publications for a time at least were entitled to first rank as to the character of content and extent of circulation, thus state some of their ideals:

So far as we know, we were the first¹ to make successfully the experiment of devoting the greater part of one's time to such an enterprise (editing a school journal.) We congratulate ourselves on the fact that the desire to be "spicy" and "sharp" has so seldom tempted us to indulge in personal criticism. These 2,500 pages (of editorial material) contain very few paragraphs which have injured anyone in feeling or reputation, while they abound in good words heartily written for hundreds of true and earnest workers.

The contents of a model school journal should be practical, sympathetic, inspiring. The practical rather than the theoretical has been my motto.² I have at all times welcomed free discussion of educational topics. No article was ever rejected simply on the ground that it advocated views at variance with those held by myself * * *. I am a firm believer in the method of elimination by substitution.³ It is far better to state correct principles than to find fault with existing methods. It is better to plan work than to say "don't."

The kindly spirit expressed in these quotations, with few exceptions, was characteristic. Rivalry between the New England Journal of Education and the short-lived Educational Weekly of Chicago occasioned a "war of the weeklies," and many unkind remarks grew out of the relations of the Educational Press Association, organized in 1895, to "promote fraternal feeling," mutual benefit, and united strength in advancing educational sentiment.⁴ Even to say unkind things requires a slight degree of courage, for such remarks may return; the difficulty with American educational periodicals editorially was much less in what was uttered than in what was left unsaid. Due to official and teachers association handicaps, or the necessity for careful handling of various commercial enterprises considered more important because less precarious in their income, positiveness and the inspiration of a strong personality were the elements most lacking in the editorship of typical school journals. Comparatively little was contributed by editors and that most diplomatically. This general statement admits of important exceptions, the editors just quoted being examples, and it is made in full view of the very real difficulties of the entire situation.

¹ E. E. White: Ohio Educational Monthly, 1875, XXIV, 147.

² W. A. Bell in Ind. Sch. Jour., 1893, XXXVIII, 5 (512).

³ Ibid., 1899, XLIV, 380.

⁴ Sch. Bulletin, 1895-96, XXII, 2.

Chapter V.

SPECIALIZATION OF CONTENT.

Before considering in detail the content of school journals as a class, a brief description will be given of the aims, content, character, and career of such periodicals as show marked variation from the usual type, or occupy highly specialized fields. The method employed in arriving at quantitative estimates of content is the same as that used in the study of the unspecialized group fully described in the next chapter.

Chronologically first among those sustained during a period of years and taking high rank in any comparison stands the American Journal of Education (1826-) continued in the American Annals. Many of the characteristic features of this periodical appear in all of the more serious works of its class. The subject which receives fullest discussion is foreign education; German, English, and French leading in the order named. The work of Pestalozzi and Fellenberg occupies the equivalent of a full volume of seven or eight hundred pages; monitorial and infant schools are important subjects in the earlier volumes. The tendency to gather information concerning education the world over, continued in Dr. Barnard's American Journal of Education, and later in the reports of the United States Commissioner of Education, showed itself in somewhat extended articles upon education in Algeria, Ceylon, Denmark, Greece, Holland, Iceland, Italy, Mexico, Norway, Russia, Sweden, and the South American countries.

Book reviews form the item of second importance, the editors and contributors being writers of textbooks in many cases. The reviews are usually long and seem to represent serious attempts at criticism. Material upon State and city systems is usually in the form of official reports. History of educational institutions, both local and foreign, also includes much quotation from original sources. Writings of Plato, Ascham, Bacon, and Locke are extensively quoted, the work of Vittorino da Feltré described, and biographies of Richter, Milton, and Cheever given. Other important subjects discussed are lyceums, female education, normal schools, agricultural education, manual labor schools, mechanics institutes, and the education of defectives. This series, in contrast to Dr. Barnard's journal, gave considerable space to current educational news, and there are more articles of a general nature, designed to promote an interest in public education.

The best-known contributors, aside from William Russell, W. O. Woodbridge, and William Alcott, who served as editors, were Carter, Gallaudet, Hall, Grimké, Gould Brown, Prescott, and Ticknor. Much of the Pestalozzian material was contributed by Mr. Woodbridge while in Europe, visiting especially the institutions of Fellenberg. A very great part of the content of the entire series was quoted, as has been noted, from official reports, and from the French Journal of Education, the London Journal of Education, and the writings of Pestalozzi, Jardine, Wilson, Wilderspin, Johnson, Jacotot, and Jullien.

In any study of educational periodicals the American Journal of Education (1855-1881) by Henry Barnard must be given a high rank. It is unique in character, most nearly comparable with the journal bearing the same name which has just been described. First projected in 1842, at the suspension of the Connecticut Common School Journal, it was designed to be an encyclopedia of education, with no prospect of becoming a popular work.¹ In 1850 Barnard endeavored to interest the American Association for the Advancement of Education in his plan of a central agency for diffusion of knowledge, part of whose work was to be the publication of a journal and library of education. Partly because of lack of funds, neither the American association nor the Smithsonian Institution, to which appeal had been made, could be practically interested in the proposal. Mr. Barnard then undertook the work himself, but after much copy had been prepared learned that Rev. Absalom Peters was entering upon a work of similar scope. The two united their efforts and issued the first two numbers under the title of the "American Journal of Education and College Review." Because of differing conceptions as to the nature of the undertaking, the two editors found it impossible to proceed with their joint efforts. Mr. Barnard continued his work under the name originally proposed, American Journal of Education.

Of the financial support accorded his undertaking the editor is quoted as follows:²

The first year's experience convinced me that but a very small proportion of those engaged in teaching either high or elementary schools, or in administering State or city systems, or of professed friends of popular education, would labor, spend, or even subscribe for a work of this character; and indeed that the regular subscription list would not meet the expense of printing and paper. But in the hope that the completed series would be regarded as a valuable contribution to the permanent educational literature of the country, I have gone forward, notwithstanding a formidable and increasing deficit.

The deficit remained and increased, but with remarkable devotion to his original purpose the editor continued his work, apparently regardless of the direct effect upon his private fortune. In all, 31 volumes were issued. The first series consisted of Volumes I-X, 1855-1861; the New Series of Volumes X-XVI, 1862-1866; the National Series, Volumes XVII-XXV, 1867-1875; and the International Series, Volumes XXVI-XXXI, 1876-1881. It may be remarked that there is much repetition in the later volumes, and that the first 25 include most of the valuable content.

In the study of this remarkable series volumes 18 and 29 are omitted, both being devoted almost entirely to statistics, general and educational. The two main lines of constant interest, each being represented in every volume except the two excluded, are history of education, including educational biography, and description of foreign school systems, conditions, and practices. One-third of the space of the entire series is occupied by historical studies. The teachings of educational theorists from Plato to Spencer and practically all the well-known educational classics now discussed or mentioned in standard histories of education are presented. Many of the historical articles are translations from the German works of Schmid, and especially Von Raumer, from whom thousands of pages are quoted. The biographies include most of the educational leaders in the early history of this country, from Ezekiel Cheever to the men who were prominent in 1870. The most extensive collection of these biographies is found in Volumes IV-VIII; combined they form material for a suggestive if not critical study of education in the United States from the Revolution to the Civil War.

¹ Am. J. of Ed., I, 321; XIX, 337.

² Barnard's Journal, 1860, VIII, 326.

The actual emphasis upon historical studies of education is much greater than is indicated by the statement as to space occupied, for almost every educational institution or movement is considered in its historical development. For example, a comprehensive sketch of all the State teachers' associations is given (XIV, XV), discussing their origin, growth, and present condition; a similar sketch of normal schools occupies a fourth of a volume (XVII). Discussions of foreign education, often historical, occupy one-fourth of all the space in this series, German, British, and French leading in the order named, but Holland, Canada, Sardinia, Norway, Sweden, Belgium, and Greece, as well as less important countries, not being forgotten. These studies derived their actual value from the fact that they were usually translations of standard works or of official reports. Reports of official visitors appointed to study various national systems of education, such as those of Cousin, Stowe, and Bache, are given much attention (Vols. VII, IX). Every phase of education in foreign countries was treated comprehensively by the publication in the same or succeeding volumes of all material which could be collected from all the countries bearing upon the subject under discussion, thus rendering comparisons possible. Examples which may be noted are the treatment of defectives (III, IV); technical schools (VII-X); military and naval schools (XII-XIV); universities (XXIV, XXV, XXVII, XXVIII).

The larger phases of State and national school administration are usually presented with a historical background. Method and management include a long series of extracts from a book for young teachers, model lessons from foreign schools, extended descriptions of the work of Pestalozzi, the Mayos and Wilderspin, and long quotations from Diesterweg's *Wegweiser*; of small devices and ready-to-use material there is little or none. School architecture is given a consistent treatment of several hundred pages; plans, measurements, and drawings being comprised in these articles. A description of playground apparatus (Vols. IX and X) is exceedingly complete, and the excellent accompanying illustrations, but for the dress of the children, might almost be taken for a representative approved equipment of the present day.

The entire content is high-class; less than 10 per cent of it is of the type which journals popular with teachers have made most prominent. Its circulation was always small, among practical teachers negligible, and there is little evidence of direct influence upon more extensively circulated school periodicals, except perhaps in the case of articles upon school architecture. Its influence was exercised through educational leaders; it became, as its editor designed, an encyclopedia of education, or a repository of such educational literature as had lasting value, and especially through its translations made first-hand acquaintance with influential European leaders possible. The following summary by D. C. Gilman characterizes its rank in educational literature:

It now comprises¹ 24 octavo volumes, including in all some 20,000 pages, illustrated by 125 portraits and 800 cuts representing school buildings. Dr. Hodgson, a distinguished professor in the University of Edinburgh, has recently remarked that this publication "really contains, though not in continuous form, a history, and it may be said, an encyclopedia of education." It is the best and only general authority in respect to the progress of American education during the past century. It includes statistical data, personal reminiscences, historical sketches, educational biographies, descriptions of institutions, plans of buildings, reports, speeches, and legislative documents. . . . The comprehensiveness of this work, and its persistent publication under many adverse circumstances, at great expense by private and almost unsupported exertions, entitle the editor to the grateful recognition of all investigators of our systems of

¹ *No. Amer. Rev.*, 1876, Vol. 122, 192.

instruction. He has won a European reputation by this journal, and in our country will always be an indispensable guide and companion to the historian of education.

The original plates of Dr. Barnard's complete works, in danger of being destroyed,¹ were saved by the formation of the Henry Barnard Publishing Co.,² of which Mr. C. W. Bardeen became the publishing agent; thus the American Journal of Education has been continued in print.

Growing importance of secondary education called into being several periodicals devoted wholly or in part to that field and the serious study of general educational problems. College Courant, a college and secondary school magazine, had been published from 1867 to 1874. Such publications were numerous in Germany, but "Education" (1880-)³ in announcing its aims, stated that there was no such journal in England or America, though a demand seemed to exist for such a review of education. The Academy (1886-1892), School and College (1892), and the School Review (1893-), form a series devoted to secondary education. The Educational Review (1891-), "a journal of the philosophy of education," and the Pedagogical Seminary (1891-), "an international record of educational literature, institutions, and progress," complete the list of periodicals established before 1900 which can fairly be grouped with the two earlier series just discussed and together be called "educational periodicals" perhaps, in contrast to "school journals," which is the name usually applied to the multitude of journals designed for more general circulation. Of the 700 or more periodicals devoted to education, this little group includes all which one may with confidence look for either in general or local libraries. No extended discussion of these will be given. The Pedagogical Seminary was highly specialized, devoting two-thirds of its space to scientific child study, contributed by teachers and students of Clark University, or quoted from foreign studies upon similar subjects. To the foregoing group might be added the Journal of Pedagogy (1887), but its content showed no uniformity of interests after the first few years of its career.

The following tabular analysis of content shows the principal fields to which the others of this group devoted attention. Aside from the specializing tendencies of those devoted to secondary education, and the greater emphasis upon principles and philosophy in their general content, the most conspicuous elements present in these, but absent from the usual school journal, were studies of foreign education and of the history of education.

TABLE 5.—Character of the material in the school journals.

Name of periodical.	Secondary education.	Foreign education.	History of education.	Various phases of education not previously included.	Current and miscellaneous.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
American Journal of Education, American Annals (1836-1839).....	3	24	7	43	23
American Journal of Education (Barnard) (1835-1881).....	3	27	33	26	3
Education (1880-1900).....	11	8	10	51	20
Academy (1886-1892).....	60	10	.....	17	4
Educational Review (1891-1900).....	12	7	13	64	4
School Review (1893-1899).....	28	6	10	28	3

¹ Ed. Rev., 1892, III, 409-410.

² W. S. Monroe's Ed., Labors of Henry Barnard, 29.

³ Education, I, 83-89.

TABLE 6.—Method material according to high-school subjects.

Name of periodical.	English.	History.	Latin-Greek.	Modern languages.	Mathematics.	Science.
American Journal of Education, Annals (1826-1839).....	Per cent. 5	Per cent. 22	Per cent. 63	Per cent. 10	Per cent.	Per cent.
Barnard's American Journal of Education (1853-1881).....	42	.....	34	.....	16	8
Education (1880-1899).....	48	12	20	4	4	10
The Academy (1886-1892).....	44	8	18	10	6	14
Educational Review (1891-1899).....	42	15	14	7	8	14
School Review (1893-1899).....	32	9	27	4	8	20

TABLE 7.—Per cents of foreign studies devoted to English, French, and German education, respectively.

Name of periodical.	English.	French.	German.
American Journal and Annals (1826-1839).....	Per cent. 34	Per cent. 18	Per cent. 48
Barnard's American Journal of Education (1853-1881).....	40	17	43
Education (1880-1899).....	49	7	46
Academy (1886-1892).....	8	16	76
Educational Review (1891-1899).....	25	21	54
School Review (1893-1899).....	34	22	44

Two of the characteristic items in the content of these journals are their studies of high-school subjects and of foreign education. A table is given which indicates the comparative emphasis upon each of the high-school subjects, and another table shows the relative importance of studies of English, French, and German education in this group of periodicals.

Periodical substitutes for the school reader, while hardly to be classed as periodicals for teachers, often contained much material for teachers, and so merit brief notice, though no attempt is made to discuss them fully. It has been shown that the earliest school journals apparently developed from something much resembling children's papers, and at no time have the elements of children's papers been entirely absent. Papers for children and youth were early quite numerous in the United States; papers like the *Youths' Companion* and less successful publications of the same class were doubtless used in school, though not classed as school papers. As early at least as 1846 important efforts were made to provide such literature specifically devised for schoolroom use. The "Student and Young Tutor, a Family Magazine and Monthly School Reader," beginning in 1846, uniting with a similar publication called "Schoolmate," and continued as "The Student and Schoolmate," announced itself as "A monthly reader for school and home instruction, containing original dialogues, speeches, biography, history, travels, poetry, music, science, anecdotes, problems, puzzles, etc." The editor deplored the scarcity of good oral readers, and suggested as a cause the necessity of reading over and over the same reading books, and cites the fact that when schoolbooks are changed a month of interesting reading follows. The use of story papers in class, it was said, usually resulted in disorder unless each pupil was supplied. The content of a typical volume¹ is sufficiently indicated in the quotation given, though the following subjects of "original dialogues" give a fairly good suggestion as to their character: "The Study of History," "Getting Lessons by Heart," "The Schoolmaster in Search of a Situation." About 25 pages of each volume are addressed to the teacher.² This periodical had an extensive school circula-

¹ Vol. I, 2.² Vol. I.

tion during several years. N. A. Calkins and R. A. Phippin were its chief editors.

The *School Herald*, Chicago¹ (1881-1895?), devised for use as a school reader, devoted a tenth of its space to book reviews and declamations and the rest to current events, accompanied by questions and sometimes excellent devices to stimulate interest in their geographical and historical aspects. Another of the same class, "*School and Home*"² (St. Louis, 1884-1900), provided reading exercises according to the grades of the public school. This publication, as well as others of the same class, was more or less officially adopted by several school boards.³ The St. Louis city board contracted for 50,000 copies annually during several years, making the superintendent responsible for the character of advertising.⁴

The foregoing may serve to indicate the character of the better supplementary reader periodicals. All were illustrated, often abundantly and well. They seemed to meet a very real need, but difficulties concerning advertising, and the impossibility of furnishing good content in reasonable form at lowest prices, caused them to give place to other forms of supplementary reading.

The supplementary reader school journal in the large cities had something of the nature of a local school organ. Many local school papers have been conducted by superintendents and teachers of city schools. As a statement of the aims of these the following from the *Buffalo School Journal*⁵ is typical: "Devoted to the schools of Buffalo, to foster and extend feeling in favor of education, and a higher plane of intellectual culture . . . to be the medium between pupils and teachers." In the larger cities teachers and associations of teachers have conducted periodicals, with a large local circulation: "*The Teacher*"⁶ and "*School*"⁷ of New York may be cited as examples. In smaller cities the career of such publications was usually brief. The content of such journals varied widely; some in the large cities were excellent; usually in small cities they contained much "gossip" and unimportant material.

The first kindergarten periodical was the *Kindergarten Messenger*, established by Elizabeth Peabody, 1874. *New Education*, edited by W. N. Hallmann; the *American Kindergarten Magazine*, by Emily Coe; the *Kindergarten Magazine* ("*Kindergarten*") of Chicago, and the *Kindergarten Review*, published by the Milton Bradley Co., complete the list of kindergarten periodicals established before 1900. The second of these had as its purpose "Devoted to kindergarten culture and educational hygiene in home and school;" the fourth had as its motto "The kindergarten free to all children." The first two of these are characterized by the large amount of material directly from Froebel's writings. Considering the forty-odd volumes issued before 1900, kindergarten periodicals are in their content extremely if not narrowly true to their cause, no less than 80 per cent of their space being given to kindergarten interests. With one unimportant exception no other educational periodicals have been so completely specialized. W. N. Hallmann apparently wrote about half of the content of the little periodical which he edited; and Dr. Harris and others contributed several articles, but 90 per cent of the material was furnished by women writers; Elizabeth Peabody, Marie Krause-Boelte, Fr. Martenholz-Bülow, Lucy Wheelock, Emilie Poulson, Susan Blow, Mary D. Rogers, Amalie Hofer, and Alice Putnam being among the chief contributors. Many of the articles were well written, and while the kindergarten idea was new they were quoted in nearly all classes of school journals.

¹ *School Herald*, I-X.

² *School and Home*, I-XVI.

³ *Ibid.*, III, 13, 239, 1888.

⁴ *St. Louis City Sch. Rep.*, 1890-97, 25.

⁵ 1877, I, 4.

⁶ *The Teacher*, 1888.

⁷ *School*, 1889.

The first distinctively primary school journal was the *Primary Teacher*,¹ Boston, continued with slightly varying title. Its self-stated aim was to reach the most numerous and hard-working class of teachers with material not "over their heads." The field, it is stated, was unoccupied, a fact which is well confirmed by the enormous circulation of the method and device journals which developed in the same class, while the circulation gains of all other classes of school periodicals little more than kept pace with the increased number of teachers. Established later, but belonging to the same class, are the *Practical Teacher* (Chicago), *Educational Gazette* (Rochester), *Intelligence* (Chicago), *Normal Instructor*, *Primary School*, *Popular Educator*, and *Teachers' Institute*. Taken as a class in which individuals show considerable variation, these journals when analyzed show the following content:

	Per cent.
Method and device in common-school subjects.....	48
Exercises for special days, and stories.....	12
Questions, especially for examination.....	4
Various educational subjects not before included.....	18
Current and miscellaneous (not professional).....	18

With few exceptions reading is given most attention, followed by arithmetic, elementary science, drawing, geography, and language. Shifting emphasis was apparent; during the five years, 1895-1899, spelling and grammar received very little attention, while nature study perhaps occupied as much attention as any other three subjects, though much of what was written under that name could properly be classed elsewhere. A large part of the method and device material was entirely ready to use for "clipped" lessons, stencil drawings, elliptical sentences to be completed, lists of drill examples in arithmetic and ready-made busy work of great diversity of value. The presence of so much dissected and fragmentary material, it has been indicated, aroused no small degree of unfavorable notice from the older journals, which were not ready to recognize the use of such direct though often crude methods of aiding the common-school teacher; the chapter on circulation shows that those were the things apparently which teachers of children called for; and the study of content of the unspecialized journals shows that as a class all increased the amount of such material published.

Educational Notes and Queries (1875-1881), Salem, Ohio, modeled after an English publication of similar name, was not strictly a school journal, but its content represents very well the material found in the query departments of many of the school journals until quite recently. Arithmetic tending toward the catch question type, and grammar usually involving difficult or debatable syntactical points, form half of the content. Among the miscellaneous queries constituting the other half, the peculiar or wonderful, and phenomena or experiments involving elementary science principles, predominate. The following illustrations are typical both of this periodical and the query departments of others:

- What is the possessive form of.....?
 The wind blows cold. Parse cold.
 I am free; he is not so. Parse so.
 Solve the following equation.....
 What animal walks on its head?
 Are geese asleep when they shut their eyes during a rainstorm?
 What is meant by Russian nihilism?
 What is the origin of *Hobson's choice*?
 A man was born in 1800. In what century was he born?
 What were the last words of.....?

¹ *Primary Teacher*, 1877, I, 1.

Several efforts to specialize in the interests of teachers of various subjects may be noted. For school music teachers the Educational Herald and Musical Monthly (1857), School Music Journal (1885), and the School Music Monthly (1900) for supervisors were conducted, the last still being published. The Journal of School Geography (1897), "devoted to the interests of the common-school teacher of geography," was highly specialized, its principal contributors being connected with the universities. The Manual Training Magazine (1899) in its earlier volumes gave approximately four-fifths of its attention to manual training. Mind and Body (1894) and the American Physical Education Review (1896), the former influenced strongly by German gymnastics, the latter giving much attention to athletics, were devoted to physical education.

The Journal of Industrial Education (1886), which gave considerable attention to manual training and household arts; the Directors' Round Table (1894), the School Commissioner (1892), and the County Superintendent (1899), unsupported because of the limited number of probable subscribers and "because county superintendents have never been in the habit of paying for school journals"; and the School Laboratory (1871), whose subscription list extended to "Oxford, Vienna, and Yokohama but with little density," all represent short-lived attempts to specialize in a field which soon proved too small. The American School Board Journal (1890) occupies approximately three-fourths of its space with matters of interest to school boards and superintendents; the remainder is filled with miscellaneous school subjects, school news, school cartoons, and a page of well-selected school anecdotes. The Journal of School Physiology, which began as "Scientific Temperance," contained little but material related to teaching the effect of the use of narcotics, and considerable controversial material upon the same subject. It later resumed its original name, which more truly represented its content. The Child Study Monthly (1895-) and the Journal of Adolescence (1900), the two later united, indicate clearly enough by their titles both their purpose and content as part of the child study movement. Educational Foundations (1889-) stated its purpose as "not a paper of methods and devices, not a newspaper, not a mere review of education," but designed to be "A textbook for the professional teacher, for normal school training classes, reading circles, teachers' institutes, and home study." Its content, in addition to the uniform questions of the New York State department of education, included extracts from many of the educational books used in the reading circles of various States.

The Amerikanische Schulzeitung proposed to advance the interests of German language teaching and the welfare of German teachers, promote German methods of developmental teaching, and "To get rid of prison-like discipline, dry textbook instruction, insufficient salaries of teachers, and the foolish annual elections of the teaching force." A few other journals of restricted circulation were conducted to aid in teaching foreign languages, e. g., Germanfa (1889), Etudiant (1896-). El Educador Popular (1873-) was a typical school journal of the time, differing chiefly from others in being conducted in Spanish.

Between 1880 and 1900, especially in the Central Southern and Western States, a host of school papers were published by normal schools. These varied from mere advertising sheets and papers of the local college type to very effective teachers' periodicals. Most of those the writer has examined were made up chiefly of local or personal items, notes of school contests and "events," commencement addresses, "original" essays or stories by students, and other material of no professional significance. A few, however, specialized to meet the needs of former students, contained excellent articles usually written by

members of the teaching staff; these, circulated among students formerly in attendance, had increased probability at least of being read because of personal acquaintance with the author. No attempt has been made to list such periodicals, but several have been found which compare not unfavorably with their contemporaries among teachers' papers and doubtless for short times performed as good service. (As examples are cited: Normal Journal, Fort Scott, Kans., 1885; Educational Extension, Ypsilanti, 1897-1899.)

It may perhaps be worth while to discuss at this point certain features of German, French, and English educational periodicals as exhibited during the last 10 years of the century; a further treatment of the same subject is given in the chapter on circulation. The rigid distinction between types of schools in the first two of these countries led to earlier and more extensive specialization in the field of secondary education, about 15 journals being devoted to this work in Germany and half as many in France. Some of these were designed to promote the interests of certain types of schools, as *Das Humanistische Gymnasium* and *Zeitschrift für das Gymnasialwesen* for the Gymnasium; *Pädagogische Archiv* for the Realschule; *La Revue Internationale de l'Enseignement*; *Revue Universitaire* containing practical material for teachers in the Lycee and *L'Enseignement Secondaire des Jeunes Filles*. In England may be noted the *Educational Times* and *Journal of the College of Preceptors* and the *Preparatory School Review*.

In general the tendency to specialize according to subjects of the curriculum was most marked in Germany, there being not fewer than 20 such journals during this period. Some of these emphasized especially certain methods, as in the case of *Phonetische Studien*, by Dr. Vietor, which gave much attention to direct methods of teaching foreign language; others were occupied with more varied aspects of the subject of major interest; as the *Zeitschrift für Mathematische und Naturwissenschaftliche Unterricht*. In addition to such specializations there was a periodical devoted to school hygiene (*Archiv für Schulgesundheitspflege*); one for school inspectors (*Der Rektor*); several in the interest of the education of women and girls (e. g., *Zeitschrift für Weibliche Bildung, Die Mädchenschule*); one containing discussions of school law and its changes (*Schulgesetzsammlung*); one devoted to continuation schools (*Die Fortbildungsschule*); one to manual work for boys (*Knabenhandarbeit*); one to gymnastics and play (*Turn und Jugendspiel*); one to the training of teachers in normal schools (*Lehrerbildung*); besides a dozen representing as many other educational interests.

Official periodicals were important in Germany and France. Corresponding to the centralized administration, there were the *Bulletin Administratif* (France) and the *Zentralblatt für die gesamte Unterrichtsverwaltung* (Prussia), representing the ministers in control of education, for which of course no counterparts could be found in the United States. The *Revue Pédagogique*, sent to all who participated in administering elementary education in France, was the organ of the unique *Musée Pédagogique*, of Paris. Local official educational journals, "Bulletins de l'Instruction Primaire," containing news items, method suggestions, and official notes, were issued by the academy inspectors of France for each "department," the administrative unit; German official local journals issued under similar auspices were of like content.

Other striking features in the study of foreign educational periodicals are the large number devoted to religious instruction in Germany; the number in the same country occupied with scientific pedagogy, educational theory, and the history of education, 11 being mentioned by Lexis;¹ the prominence of volun-

¹ Lexis: *Unterrichtswesen*, Vol. III, 189.

tary organizations in maintaining school journals, especially in England; and the general fact that in spite of greater stability of such periodicals in some of these countries, very few have been published longer than have similar periodicals in the United States.

By way of summarizing this discussion of educational periodicals which depart radically from the usual type, it may be noted that a few in this country were conspicuous for their emphasis of serious studies of foreign schools, higher education, and the history of education; since 1880 method and device papers have been an important group; a few served exclusively the interests of the kindergarten; one devoted to school board affairs was able to maintain itself. In addition to these there were many interesting attempts at specialization in fields that were manifestly too small to admit of support. The numerous attempts at specialization of interests near the close of the century showed the tendency, manifested slightly earlier in Germany and to some extent in France, toward the development of an organ devoted to each school subject, each grade and type of school, and each department of the scientific study of education.

Chapter VI.

A STUDY OF CONTENT.

In order to determine the important elements, and the changes in content characteristic of unspecialized school journals, an extensive study was made of the "State group." The specialized, higher, and method and device periodicals have already been considered; the group classed as miscellaneous agrees in the main in its tendencies with contemporary journals of the local group. The method used in arriving at quantitative estimates of the division of content among various fields will be first described.

After examination of about 100 annual volumes representing widely separated periods and diverse interests, it was found that all subjects discussed in educational periodicals could be included under the classifications outlined and explained in the following:

1. Administration:
 - (a) National—Indian education, military, naval education.
 - (b) State and general.
 - (c) The State superintendents, laws.
 - (d) City.
 - (e) School boards.
 - (f) Compulsory attendance, attendance.
 - (g) Religion as a controversial matter in school affairs.
 - (h) School libraries.
 - (i) Textbooks—free, uniform, general except as to use in teaching.
2. Physical relations:
 - (a) School buildings, equipment, sites, decoration.
 - (b) School hygiene—ventilation, heating, lighting, school diseases.
 - (c) Play and playgrounds.
 - (d) Physical education, exercises, drills.
3. School management:
 - (a) General phases.
 - (b) Discipline.
 - (c) The recitation, questioning, examination, and study, as treated upon the plane of school management.
4. Grade method:
 - (a) General, including devices, "busy work," illustrative material.
 - (b) Arithmetic.
 - (c) Drawing.
 - (d) Geography.
 - (e) Grammar.
 - (f) Language.
 - (g) History.
 - (h) Music.
 - (i) Reading.
 - (j) Science, including nature study and physiology.
 - (k) Spelling, simplified or reformed spelling.
 - (l) Writing.
5. Moral and religious instruction:
 - (a) Moral lessons.
 - (b) Temperance instruction.
 - (c) The Bible and religion.
6. The high school (academies):
 - (a) General phases.
 - (b) English.
 - (c) History.

6. The high school (academies)—Continued.
 - (d) Latin and Greek.
 - (e) Modern languages.
 - (f) Mathematics.
 - (g) Science.
7. Foreign education:
 - (a) English.
 - (b) French.
 - (c) German.
 - (d) All others, including brief notices of the foregoing.
8. History or philosophy of education, psychology.
9. Minor classified educational topics.
 - (a) Coeducation, the education of women.
 - (b) Colleges and universities.
 - (c) The curriculum.
 - (d) Defectives, the blind, mutes, feeble-minded, incorrigibles.
 - (e) The education of Negroes.
 - (f) The kindergarten.
 - (g) Infant schools.
 - (h) The rural school, as specifically a problem.
 - (i) Teachers—
 - I. General topics.
 - II. Qualifications.
 - III. Examinations and certificates, except lists of questions.
 - IV. Salaries.
 - (j) Parents' relations to school.
 - (k) Normal schools.
 - (l) Manual or industrial, including manual training and all related to industrial education.
10. General unclassified material upon education. In this list fall a majority of "addresses," much material designed to promote an interest in schools, considerable reminiscently historical content, a priori discussions of the nature of men and the mind, brief quotations from educational philosophers, and such other productions dealing with education as do not lend themselves to the other classifications adopted.
11. Literary material ready for school use, including stories, supplementary reading, exercises for "special day" programs.
12. Questions and answers, including notes and queries, and examination questions.
13. Current educational news and notes:
 - (a) Scrappy book reviews and notices.
 - (b) Editorial news and comments.
 - (c) School news, including general "school intelligence," county notes, personals, and "gossip."
 - (d) Reports of associations—
 - (I) National.
 - (II) State.
 - (III) Others.
 - (e) Local institutes and reading circles.
14. Miscellaneous noneducational items including science notes, court events, brief biographies, jokes, poetry, "scraps," and space devoted to the promotion or discussion of the periodicals' own interests.

It is readily apparent that many articles could reasonably be placed in either of two divisions. The plan adopted with such material was to place it in the group which seemed to include its main purpose. Thus the few items concerning university athletics were placed under "college and university" rather than physical education, as they were usually presented as a college problem. "Teaching primary reading in a rural school" was placed under method rather than "rural school," since rural or urban setting usually had nothing to do with devices proposed. In such a study individual judgment with changing standards is involved to a considerable degree; in order to test the constancy of the divisions as used, many volumes were reclassified at intervals of several months and a year or more; in no important detail was variation apparent, which indicates that the subject divisions employed, whether the most logical

and scientific or not, were at least constant during the time devoted to the estimates.

The study of this group of periodicals involved examination of 700 annual volumes and a critical analysis of 500, from which 224 representative volumes were chosen for tabulation. In selecting these typical volumes great care was exercised to avoid the influence of local or temporary conditions and special editions. As illustrations of such modifying circumstances may be mentioned the near presence of a world's fair, the meeting of the National Education Association in a new State, or an editor in Europe. To eliminate minor tendencies, five-year periods were used, as in the study of circulation found in the next chapter. In counting space the octavo page was used as a unit, allowance being made for width of columns and size of types. A printed form which included principal topics was employed to facilitate the work; minor classifications were written for each volume and each article entered under its proper heading.

The accompanying table indicates by five-year periods the percentage of space given to each of the 14 main topics listed and explained earlier in this chapter. It may be noted that attention to general administration rather steadily declined in this class of periodicals as school systems achieved stability. It appears also that grade method and device and current news items relating to schools or teachers have increased until at the close of the period they constitute more than half of the total content. The space devoted to examination questions, and ready-prepared material for special days and supplementary reading also showed an increase. The four items just named include two-thirds of the content during the last five-year period.

TABLE 8.—*Contents of school journals of the State group, 1840-1899, by five-year periods.*

(The numbers following subjects refer to the paragraphs in succeeding pages which describe the content of each classification. For list of periodicals, see (b) of bibliography.)

Period.	Administration (1).	Physical relations (2).	School management (3).	Grade method (4).	Moral and religious instruction (5).	High schools (6).	Foreign education (7).	History of education, psychology (8).	Minor classified educational topics (9).	General unclassified educational material (10).	Literary material ready for school use (11).	Questions and answers (12).	Current educational news and notes (13).	Miscellaneous, nonprofessional (14).
	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.
1840-1844.....	46	3	6	13	1	.....	1	.....	5	16	1	1	4	7
1845-1849.....	18	2	7	11	1	.....	1	.....	10	17	4	.....	14	13
1850-1854.....	21	1	5	8	3	2	1	1	9	13	5	1	15	17
1855-1859.....	13	1	5	10	3	1	1	1	9	16	1	.....	24	13
1860-1864.....	11	2	6	15	1	3	1	1	9	14	7	4	23	8
1865-1869.....	15	1	7	13	1	1	1	.....	9	13	1	3	23	8
1870-1874.....	14	1	5	13	1	5	1	1	12	11	.....	1	37	8
1875-1879.....	14	2	2	13	1	1	1	.....	6	11	4	.....	31	8
1880-1884.....	10	1	6	12	1	1	.....	.....	8	13	.....	.....	33	11
1885-1889.....	11	1	5	16	1	2	1	.....	7	11	2	4	33	9
1890-1894.....	8	1	5	20	1	2	1	.....	7	10	2	6	38	9
1895-1899.....	5	1	6	21	1	3	.....	5	4	9	8	6	39	6

Attention will now be given to the character of the material inside the different classifications.

1. ADMINISTRATION.

The United States as concerned with schools is chiefly represented by a few articles upon education of the Indians, military education, discussions concerning the Morrill Act, and occasional revivals of the national university project.

Four-fifths of this material relates to State laws and State administration, of which State school officers furnished a very large part. Arguments for free school systems and defense of systems in operation form a large part of the contents in the earlier periods, the work of school officers being creative as well as regulative. Since State departments of education have usually had most to do with rural and village schools, city administration is not an important element of content. Before 1850 reports of city systems in Massachusetts, New York, Pennsylvania, and Ohio constituted the bulk of such material; specific questions of the school board, compulsory education, books, and supplies received consideration, though never to a great extent. The problems of retardation, elimination, and the various defects of the graded system received increasing though limited attention from about 1870. Religion as a cause of controversy in school administration constituted one-fifth of 1 per cent of administrative material, or roughly claimed one ten-thousandth of the attention of readers of this class of journals and showed a decreasing tendency.

2. PHYSICAL RELATIONS.

Discussions of school architecture and school furniture occupy about half of the space devoted to external or physical conditions of education. "Model buildings" accompanied by plans and specifications are common since 1850. Physical education and school hygiene receive about equal attention, the former predominating until about 1870 and tending to disappear since that time. Overwork of school children is the subject of sporadic discussions from the first but shows a reflection of the serious studies of fatigue after 1890. One of the most widely quoted treatises upon any subject was the illustrated series of Dr. Dio Lewis, descriptive of callisthenic drills. The illustrations were excellent for the time and were unusual in that they showed how the drills were conducted. Between 1860 and 1870 these were used, in whole or in part, by practically every school journal published, and it is safe to assert that most of what was known by common-school teachers of that period concerning gymnastic exercises for schools came from this source.

3. SCHOOL MANAGEMENT.

School discipline is the subject of a third of all management discussions. Pupil self-government receives considerable attention as early as 1856 (Indiana School Journal I). Corporal punishment never entirely disappears; a favorite illustration or shocking example being the list of punishments invented or used by the "German Flogging Master" of the eighteenth century. This peculiar gem illustrates the tendency to use old files in seeking new content; it appears in all varieties of school journals since 1834 and has been repeatedly published since 1900.¹ "Motivation" was an important subject before 1890, being approached from the standpoint of "prizes" or "incentives." Management phases of questioning, the recitation, examination, and study became less important as method and device material increased.

4. GRADE METHOD.

In the periods before 1840 grade method had been represented by rather ponderous articles upon all the school subjects, leaning toward philosophy rather

¹ Levane, ch. 156, 793. The original is from Richter, who in turn quoted it from the twenty quarterly number of *Pädagogische Unterhaltungen für Bräuer*, 1817. Chamberlain: *The Child*, 323. Bagley: *Classroom Management*, 125. Hall: *In Pedagogical Seminary*, II, 62.

than device; by brief quotations from newspapers, and by material from Pestalozzi, Lancaster, Jacotot, and writers upon the infant school. The Pestalozzian content declined in importance very perceptibly until its revival in the Oswego movement and object teaching (1860-1880). N. A. Calkins' articles upon the use of objects in teaching were universally quoted. The changing nature of method and device articles is well stated by the following quotation from one of the ablest writers in that field:

As a rule the earlier papers on methods are general and indefinite, with few details, but here and there the reader finds a paper that opens wide windows into what is properly called a natural method of primary teaching—papers that show clear vision and practical knowledge. The more recent papers on methods abound in details, showing on their face that they are not mere theories but are delineations of actual school work.

As compared with earlier material, the greatly expanded method content of the last five-year period may be characterized as eclectic and pragmatic. The former method studies tended toward systems and were always endeavoring to find justification in some a priori principle; in the latter such concepts as "a system of object teaching," the "Grube number work," and the peculiarly uncommunicable principles of Col. Parker tended to disappear. Such logical abstractions after all had little to do with the immediate use of devices by untrained teachers, and it was for immediate utility that device material was created.

The accompanying table makes it possible to note the comparative emphasis in method discussions of common-school subjects, at different times and for the entire period. It may be observed that grammar and spelling showed a tendency to disappear and nature study to occupy an enormous amount of space during the last period. The civic phase of history, which received attention in the periodicals before 1840, increased steadily in importance from the first. Reformed, simplified, and phonetic spelling after 1830 are never long absent from the articles upon teaching spelling; a common lament at nearly all periods is that good spellers are less numerous than formerly.

TABLE 9.—Percentage of method discussion devoted to each common school subject in State group of school journals.

Period.	Arith- metic.	Draw- ing.	Geog- raphy.	Gram- mar.	Lan- guage.	His- tory.	Music.	Read- ing.	Spell- ing.	Sci- ence, nature study.	Writ- ing.
	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.
1840-1844...	5	12	10	26	1	1	5	19	12	1	8
1845-1849...	12	14	13	14	11	.....	3	16	13	2	2
1850-1854...	21	2	8	13	3	3	6	24	18	13	2
1855-1859...	13	2	3	23	2	1	5	19	14	5	3
1860-1864...	23	2	8	18	9	3	2	18	16	6	6
1865-1869...	12	3	19	10	2	4	9	14	6	15	2
1870-1874...	15	4	11	15	4	4	4	15	7	13	3
1875-1879...	14	3	3	16	12	4	3	19	15	9	1
1880-1884...	15	6	9	13	3	5	2	18	7	15	1
1885-1889...	20	5	9	4	12	11	6	15	8	19	1
1890-1894...	17	2	11	7	12	12	2	20	6	8	3
1895-1899...	12	5	9	3	11	6	5	12	2	24	3
1900-1906...	14	6	9	10	9	6	4	18	5	13	3

¹ For list of journals see (b) of bibliography.

Elementary science lessons are given under various names, beginning with natural history, "lessons in common things," and culminating in the nebulous expansion of "nature study" during the last years of the period, during which

² Ohio Ed. Monthly, 1894, XXXIII, 56.

owing to the prevalence of "correlation" ideas, no recognized line separated elementary science from mythology, fable, object lessons, or adventure stories. The undoubted value and recognition of science lessons for children in the elementary school has led to much effort from the first,¹ but results in this field were perhaps least satisfactory of any in the field of method. The poverty of material was indicated by the eagerness with which editors seized upon any clever or "catchy" articles bearing upon the subject. As an example may be mentioned a series by "Adam Stwin" upon "How Johnny burned himself without fire," and went through other experiences which taught him scientific laws. This first appeared in the "Christian Union," and was copied in half the school journals of the country (1870-1880). Aside from the earlier content lessons in physiology, mostly by Alcott, this subject received little attention except in connection with temperance lessons.

5. MORAL AND RELIGIOUS INSTRUCTION.

Much of the general material in the earlier journals² is filled with pointed moral teaching; many stories are almost aggressively moralized. But discussions of specific moral instruction were inconspicuous and of decreasing importance after 1870; the same may be said of articles concerning the teaching of religion, or the Bible in public schools, which practically disappear after 1875. Brief notes upon temperance instruction appeared as early as 1830; nothing of importance is noted until about 1865, after which a few articles were published each year.

6. THE HIGH SCHOOL.

Among the discussions of high-school subjects, Latin and Greek received about as much attention as the combined sciences, mathematics, modern languages, and history, though English became the leading subject near the close of the period, followed by the combined sciences. General problems of the high school were discussed occasionally, but as the tabulation of content indicates, the high school has never occupied much space in this class of periodicals.

7. FOREIGN EDUCATION.

Studies of foreign education at no time received much attention and practically disappeared before 1900. German, English, French indicate the proportion of discussion given to each of these countries, which is the same rank accorded to them in all other educational periodicals studied.

8. HISTORY OF EDUCATION AND PSYCHOLOGY.

Studies in the history of education or psychology and principles of education are given very little attention. Alcuin, perhaps because of his conundrum-like questions, is most often discussed. Socrates, Plato, Vittorino da Feltre, Ascham, Milton, Locke, Comenius, and Rousseau are quoted or briefly studied. Pestalozzi, Froebel, and Herbart are, of course, far more conspicuous, though there is not much direct discussion of their teachings in this class of periodicals. Local educational history is mostly confined to reminiscent studies, the "District School as It Was" being one of the best of this class. With few exceptions articles dealing with local educational history are hastily written and inaccurate. Psychology appeared in occasional articles upon precocity, individual differences, and phrenology. Much empirical psychology may be found in discussions of general educational topics; scientific psychology showed its influence in a considerable increase of "child study" articles after 1890.

¹ Mich. J. of Ed., 1838, I.

9. MINOR CLASSIFIED EDUCATIONAL TOPICS.

The subject of coeducation, or the education of women, steadily declined in importance. The degree of change may be measured by stating that the casual reader, picking up the average school journal before 1875, had about 1 chance in 15 of opening at a page or article in which this subject was discussed, and considering the period since that time about 1 chance to 700. An equally pronounced decline occurred in the number of articles relating to parents, parental education, or the mutual duties of parents and teachers. After Page's essay upon "Parent and Teacher" had been very generally reprinted, it ceased to appear and nothing took its place. The education of defectives, important at first, gradually lost place and survived chiefly in discussions of well-known or unusual cases like that of Laura Bridgman. Monitorial and infant school education received practically no attention after 1845. The kindergarten received its first notices between 1855 and 1859, occupied increasing space while the idea was new, and as an important subject hardly appears after about 1890, though kindergarten principles were still discussed. The qualifications of teachers received great emphasis from 1840 to 1870, moral and personal qualities being stressed; since that time increasing attention to academic qualifications and professional training was evident. The interesting query, "Is teaching a profession?" was asked and answered by 20 of these periodicals between 1858 and 1885. Articles upon the course of study show demands for "practical education" at all periods, but serious studies of the curriculum were increasingly prominent after 1870.

The rural school as a specific problem received little differentiation of treatment until 1870. Literary and reminiscent material, like Rev. Warren Burton's *District School as It Was*, previously referred to, occasionally appeared and of course most of the content of this class of periodicals had about equal value for teachers of rural and of graded schools.² "Grading the rural school," courses of study and daily schedules for the country schools receive increasing attention beginning with about 1870. Manual or industrial education, except from 1880 to 1890, receives practically no discussion, and even during this period very little. There are sporadic suggestions that the school should teach sewing before 1860 and at that time the equipment of schools with machines was strongly advocated.³

10. GENERAL (UNCLASSIFIED) MATERIAL UPON EDUCATION.

Addresses by governors, college heads, presidents of teachers' associations, usually could not be classified in a single field; the same was true of many somewhat philosophical articles and speeches designed to demonstrate the need of public education. The following subjects of articles, many of them from the earliest period, indicate the nature of this material:

The Advantages of Knowledge.
 Improvement of Common Schools.
 I Know But I Can't Tell.
 Whence Arises Aversion to Learning?
 From Teachers' Guide and Parents' Assistant, 1826.

Political Importance of Education.
 Self Improvement for Adults.
 Popular and Liberal Education.
 Errors in Common Education.
 (American Annals and American J. of Educ. (1826-1832.)

² Ill. Teacher, 1870, XVI.

³ New York Teacher, 18, LX, 20.

Education and Crime.
Thoughts on Education.
True Ends of Education.
The Object of Education.
The Education of a Free People.
(District Sch. J. of New York, 1836.)

Universal Education, Popular Education.
(Illinois Common Sch. Advocate, 1837.)

Influence of Education upon National Prosperity.
What is Education?
Speech of Daniel Webster on Education.
(Illinois Common Sch. Advocate, 1841.)

The Twofold Object of Education.
Why Educate?
Thoughts on Popular Education.
The Objects of Education.
(Voice of Iowa, 1857.)

These are typical of the large amount of general material in journals of the pioneer period. Such articles in State school journals were often written by ministers for the community or State in which they were published. In these general articles upon education, which gradually lost their promoting and pioneering spirit, were many prize essays upon education, articles filled with good empirical psychology, and several educational classics such as Huntington's "Unconscious Tuition," quoted very generally (1860). In the association periodicals especially, there was much poor material, printed because the speaker was upon the program, rather than because editors or publishers thought it worth while.

11. LITERARY MATERIAL READY FOR SCHOOL USE.

Supplementary material in the form of selections for declamations, dialogues, "For Friday afternoon" collections and memory gems, was given variable amounts of space, tending to increase and become a regular department of many journals after 1890. School stories, sometimes continued through a long series, were numerous. Mr. Strap and Mr. Gosling (New York Teacher, 1854); the Pigwacket Rebellion, quoted from Holmes; Roderick Hume and Commissioner Hume by Mr. Bardeen (School Bulletin, IV, V); William Hawley Smith's "Walks and Talks" (Public School Journal, XII); and "Persimmons" (School News and Practical Educator, VIII), represent this type of material.

12. QUESTIONS AND ANSWERS.

"Notes and Queries," from which illustrations have been given, represents adequately the general question material of the first half of the period. Teachers' examination questions beginning about 1853 grew increasingly important and gradually superseded the more general queries. If local or State lists proved insufficient, there were the neighboring States; and the lists of New York could always be depended upon, when others failed, with the result that perhaps half of all printed material came from this source. From the standpoint of editorial economy, examination questions possessed a peculiar advantage, in that they could be (and were) republished several times, since none but the wary would notice the repetition.

13. CURRENT EDUCATIONAL NEWS AND NOTES.

Brief book reviews and briefer notices have from the beginning occupied about one-twelfth of the space of local school periodicals. Considering the ad-

vertical nature and lack of positive or critical character of most of these, it may well be doubted whether they, as a class, were worthy of the space given them, except in so far as they represent paid advertising. From 7 to 11 per cent of the space was given to reports of teachers' gatherings. During the period of the association journals most of this related to sessions of the State associations; the national association gradually received increasing notice; but the most prominent type of such material became, after 1870, the notes of county institutes, an important item of which in thousands of cases was the number of subscribers secured, or copies of the resolution in favor of "the Journal."

School news items and notes, which until 1870 usually constituted less than 3 per cent of the content, increased until they averaged twice as large a share of space during the last 30 years of the century. Moreover, this material had become increasingly local and personal, amounting in many cases to the mere gossip which intelligent Europeans find so amusing in our local and village newspapers. A few examples chosen from State school journals of large circulation are given:

Mr. B—— will teach at —— this year. He will receive \$50 a month.

Mr. B—— is teaching a second year at —— . The board thought so well of his services that they added \$5 to his salary. Mr. B—— is a reader of the Journal.

Mr. B—— writes that he has six in his graduating class this year. He is a good teacher, and the Journal hopes his board will recognize the fact.

(I) —— continues in charge of the schools at —— .

(II) —— is superintendent of schools at —— .

(III) —— has been elected at —— .

The first of these by change of names occurs 8 times in one monthly number, the second 20, and the third 5 times in the same number:

On Aug. —— Principal ——, of ——, married Miss —— of ——, preceptress of the same school. A recent number of Xville Times contains an excellent picture and sketch of ——, who will remain at ——, though offered the principalship of —— schools.

Mrs. B—— is a woman who does credit to her sex and the teaching profession. She is an —— graduate and has been for some time the principal of the school at —— . This year her salary was raised to \$900 to prevent her seeking another field of labor.

Principal —— remains at ——, although he is worthy of a much larger place.

—— will dispense with Supt. ——'s services after this term, and Miss ——'s salary has been reduced.

When such items occupied page after page, their value was certainly problematical. In a few cases editors apparently endeavored to work into print as many names of possible subscribers as space would permit. In view of the generally precarious support accorded such publications, this thrifty use of publicity may have helped financially, but the presence of almost innumerable empty or inflated "personals" undoubtedly injured the reputation of school journals as a class.

14. MISCELLANEOUS NONPROFESSIONAL MATERIAL.

Jokes collected by teachers have a school flavor; the same may be said of scientific intelligence, literary notes, and poetry selected for publication in a school journal. But for the most part all the material included in this classifi-

cation would be equally in place in an agricultural journal, a child's paper, or popular magazine. The meteorological reports common in earlier days persist occasionally until almost 1870. (*Minnesota Teacher*, II, 1868.) Excellent articles of general interest occasionally found their way into school journals, especially before they specialized to meet the professional wants of teachers.

Two or three attempts were made to combine the interests of the teacher with those of the farmer. The *Educator* (1838), which aspired to become a State periodical, gave exactly half of its space to a "terraceutical" department in which essays on "butter making" and "how to plant strawberries" were to interest the tiller of the soil, while the teacher, who boarded around and taught the children, or school officers, might read of Fellenberg's work or the relation of ignorance to crime. The *Michigan Journal of Education* of the same year contains articles upon agriculture, and "The *School Journal and Vermont Agriculturist*" represented both in name and content the same endeavor to provide material for farmers. Recipes for baking cakes and household hints are occasionally found as a department, though not given a prominent place (*Kansas Educational Journal*, 1864, I). With the exception of such attempts, few in number, to appeal to specific groups and interests, the miscellaneous material consisted of semiscientific articles descriptive of the race and curious, of brief scientific notes, occasional literary intelligence, news of current events, reports of temperance societies, stoical maxims, proverbs, last words of famous men, and various scraps of cleverness gleaned from general literature. "Letters from Europe," containing only personal gossip or experience, and histories of various States, "by the editor," were sometimes given considerable prominence. As has just been remarked, the better types of miscellaneous articles showed a tendency to disappear; the unrelated and fragmentary content continued.

Poetry (verse) formed a definite, if not very large part of this miscellaneous content. The earliest educational periodical contains "To Education," "The Old Oaken Bucket," and an "Ode to Terror."¹ Much of the verse was original and sometimes brought into what seems rather unexpected professional service. A resolution of the New York State Teachers' Association was in verse, 1845;² an address of 12 pages length was read at a county association in Massachusetts (1858), of which the following are representative lines:³

You who will listen to my rhymes to-night,
May vainly hope for some poetic flight!
No poet I; the "faculty divine"
Has never been and never will be mine.

Just as I saw her, when on lowly stool
I sat before the mistress of our school,
I see her now; for through the mists of years,
That awful vision of the past appears!
In years well-stricken; lame, but not so much
But she into a cane could turn her crutch,
Which o'er the victim's cranium she laid
In hopes to beat some knowledge in his head.
With a long nose, hooked like a vulture's beak
Thin, pursed-up lips, and chin of sharpest peak,
And eyes for idlers ever on the seek,
With rod beside her—tickler for dull wits,
Terror of trembling pupils—there she sits.

¹ *Academician*, 1818.

² *Mass. Teacher*, VIII, 65.

³ *Teachers' Advocate*, 1845, I, 19.

Further insight into the character of such verse may be gained from the following examples:¹

Friends of learning, love and labor,
 Friends of knowledge, truth and freedom,
 Would you do mankind a favor,
 Would you live by virtue's rules,
 Would you seek to foster wisdom,
 Then rally round the public schools.

The district school is often taught,
 By some stern, robust man,
 Who thinks all virtue must be sought,
 In his coercive plan;
 Who, like a power none can evade,
 Would but command and be obeyed.²

And thus "to rule" consumes the day,
 "To learn" receives the second thought,
 The scholars from restraint, obey
 The teacher's code, but love him not.
 And should he stay a 12-month through,
 They almost welcome his adieu.

The subjects of other selections are:

Song of the Delaware County Institute.
 Farewell Ode of the Delaware County Institute.
 The Sabbath Bell.
 The Rainbow.
 No Time for Dying.
 (Teachers' Advocate, 1845.)

The Teachers' Record.
 The Dying Teacher.
 The New York Teacher.
 (New York Teacher, 1854.)

"Smile, When You Can."
 "Do Take the Old School House Away."
 (Arkansas Journal of Education, 1872.)

The original and pedagogical verse period passed among most journals before the close of the Civil War, and by far the most of that published at any time had literary rather than professional characteristics.

The 2 per cent of their space which school journals have devoted to themselves is classed as miscellaneous, since it is not educational. The character of this material has changed with that of the status of the periodicals. While closely connected with the teachers' associations pleas for better support of the official organ, long statements of aims and financial condition, editorial difficulties of committees not in agreement, and favorable comment from exchanges form the bulk of the self-related content. Self reference in the more recent period was usually confined to favorable resolutions of county institutes, letters from subscribers telling what benefit they had derived from reading the periodical or expressing unwillingness to miss a single issue, and exhortations to subscribe or pay subscriptions. School journals as a class have been accused of too much self-discussion, perhaps a just charge to which there are exceptions. It is probable, too, that discussions of internal ideals and troubles of the earlier days, necessary as they sometimes were, had no better effect upon the esteem in which these papers were held than the more direct and scrappily presented pleas and self-directed praise of more recent times.

¹ N. Y. Teacher, 1856, V, 301.

² Ibid, 66.

In the foregoing the endeavor has been to show the character of content and changes in its nature. The great evolution has been toward specialization upon affairs of the schoolroom and school news tending strongly in the direction of the personal and unimportant. Reading of some hundreds of annual volumes shows of course much material of poor quality, hastily written, and dogmatically expressed. It shows also very earnest, serious, and well-directed efforts to solve most of the problems upon which educators are still engaged. The impression which grows strong as one reads extensively is well characterized by E. E. White in "A Few Hours with Educational Journals."¹

Those who suppose that any method of primary instruction has been evolved and perfected within the past 15 or 20 years are commended to the pages of the educational journals. Here they will find evidence that what they suppose to be a very recent discovery is very much older than the supposed discoverers—older not merely as a theory but as a method successfully used in many schools. An acquaintance with the literature of education would open the eyes of many of the most ardent advocates of the "New Education" (whatever this may mean). This is illustrated by the "new" idea of teaching spelling without a spelling book, which was both advocated and opposed as a Quincy idea.

The writer then says he could name a score of cities where the "no book" plan had been in use for 20 years or more, especially in the lower grades. A few illustrations of measures early advocated will be given. Some of these in a peculiar degree show the tendency to be rediscovered and proclaimed as new; among such may be noted the fear that children will be overworked and, the accompanying proposal that home study should be abolished, discussed in the *American Annals*,² 1837; the use of newspapers in schools advocated in 1837, 1840,³ 1859,⁴ 1867,⁵ 1870,⁶ and discovered or invented as a good device many times since; the problem method of securing proper motivation by making children's lessons an outgrowth of home environment and activity, described in a series of model lessons before 1840.⁷ Compulsory education in the Mississippi Valley was discussed in 1837;⁸ a thoroughgoing school survey was outlined 1846;⁹ and a system of rural school consolidation with central intermediate and high schools was completely worked out with charts and arguments, 1857.¹⁰ The constancy of the educational problem is also indicated by negative criticisms of schools.¹¹ Principal defects named before 1840 were poor teachers with short tenure; little apparatus for teaching purposes; the overcrowded curriculum and the fact that the education of the 5 per cent who continued in school beyond the elementary stage was unduly influential in determining what the other 95 per cent should study, thus resulting in an "impractical" training for the majority. These remained important elements of unfavorable comment and, of course, for most sections of the country, still form the basis of many valid criticisms of schools.

¹ E. E. White, *Ohio Ed. Monthly*, 1884, XXXIII, 58.

² *Am. Annals*, 1837.

³ *Dist. Sch. Jr.*, 1840.

⁴ *Southern Teacher*, 1859.

⁵ *Ill. Teacher*, 1867.

⁶ *Ed. Jl. of Va.*, 1870.

⁷ *School Master and Advocate*, 1836, I, 80-100.

⁸ *Ill. Com. Sch. Adv.*, I.

⁹ *Jl. of R. I. Institute*, I, 184.

¹⁰ *R. I. Ed. Mag.*, I.

¹¹ *Pg. Sch. J.*, V, 50.

Chapter VII.

A STUDY OF CIRCULATION.

The principal source of information concerning circulation before 1870 is internal evidence in the form of editorial statements; publishers' and editors' reports presented to State teachers' associations; official documents and State laws in the case of those supported or subsidized by the State; and occasional comments by persons variously responsible for financial matters connected with these periodicals.

It has already been shown that the earlier journals were devised quite as much for school committees as for teachers; the references cited also indicate that these officers frequently manifested little interest, even when such papers cost them nothing. The *Maine Journal of Education*¹ states that "there is little to hope from school committees, from the fact that a pretty large part of them are, on the subject of education, as dead men," and because "what is everybody's business is nobody's." Occasional quotations like the preceding may be regarded as evidence that circulation among school officers was not looked upon as very promising from the first; and when appeal was made to teachers to subscribe, the response was often so meager as to cause a later writer to declare that the educational journal is an orphan, since ordinary teachers were "too indifferent to support it, teachers of a higher grade were too conceited to support it, and great educators expected to get it for nothing." The *Vermont School Journal*,² in explaining why educational journals are not read, thus characterized the attitude of most teachers: "Most country teachers suppose themselves well furnished for this work if they pass an examination and receive their certificates." Since they are not better esteemed in the community for studying, "they think it better to knit or study law; meanwhile they have no conception of what a school might become." The *Common-School Journal of Massachusetts*³ went, for the most part, to private schools and clergymen rather than to teachers in public schools; the *Massachusetts Teacher*⁴ was subscribed for by less than one-fourth of the teachers, and the same journal⁵ cites the case of a meeting of 70 teachers not one of whom subscribed for any journal. The *Michigan Journal of Education*⁶ (1854) says that it would be prosperous if a third of the teachers of that State were its subscribers. In the "best" Wisconsin county in 1861 a third of the teachers were subscribers to the State organ.⁷ Contrary to the usual complaints of indifference among common-school teachers, the editor of *Southern School of Georgia*⁸ says that his best support comes from the "old field" teachers, while not one-tenth of the "professors" ever read his paper. It is stated that, of 21,000 teachers in Ohio (1863), about 18,000 never looked at the *Ohio Educational Monthly*,⁹ which was practically equivalent to saying they read no school jour-

¹ 1850, I, 52.

² *Vt. Sch. J.*, 1862, V, 67.

³ *Common Sch. J.*, 1845, VII, 1, 2.

⁴ *Mass. Teacher*, 1855, VIII, 353.

⁵ *Ibid.*, XXI, 457.

⁶ *Mich. J. of Ed.*, I, 312.

⁷ *Wis. J. of Ed.*, VI, 387.

⁸ *So. Sch. of Ga.*, 1858, I, 185.

⁹ *Ohio Ed. Mo.*, 1863, XII, 122.

nals, owing to the fact, to which abundant testimony is given, that the "State" journals had little circulation except in the State where they were published and that there were no other journals of any considerable circulation at this time.

Considering, along with a very great number of such bits of evidence, the general situation and the character of the content of early State journals, it is the opinion of the writer that in reply to the question "Who read these school journals?" the answer should be in most cases, at least until the State associations relinquished all but nominal control, that the circulation among teachers, relatively small, included preeminently those leaders who attended the associations, read addresses, and were active in such meetings, and who thus had a peculiar interest in the published proceedings, which occupied so large a space in this class of publications. To these as directly connected with the meeting of the association should be added such teachers of the local community as came under the spell of the State gathering for a year, and then forgot to renew subscriptions when the meeting of the teachers was held in some other part of the State. The teacher who stayed at home, if he considered the matter at all, weighed the school journal in terms of its practical relation to his daily work, found little he could use and so did not subscribe. And if, at the solicitation of some enthusiastic teacher or State agent, he subscribed, there was less than one chance in three that his subscription would be renewed at its expiration.¹ The remarkable fluctuations of circulation, according to lists giving subscribers by counties, reflect the shifting and transient nature of the teaching population, and indicate as well that subscribing for a school journal showed much the character of a revival following in the wake of the State meeting of teachers, visits of the State agent, or some other agitating force. Not regarded as a necessary part of professional equipment of the teacher whose professional career was very short, it is easy to see why renewals could not be depended upon. Proof of the unfavorable effect of State subsidies upon circulation among teachers has already been given.

From such statements as those just quoted, and from the newspaper directories since 1869, the circulation tables given in this chapter have been prepared. The statistics of the number of teachers were taken from the reports of State superintendents prior to 1870, and from the reports of the United States Commissioner of Education after that time. As none of these sources is unassailable from the standpoint of reliability, the method of using such data will be briefly explained.

In estimating the value of a circulation report, the circumstances under which it was given have been considered. A retiring resident editor in making a report to the State teachers' association would be less willing to report a decrease of circulation during the period of his control than an increase. Likewise in making any statement of circulation at the time he took charge, there would be no incentive for giving higher than the actual figures. In case of essential disagreement between newspaper directories, the lower figure has been taken except in a few cases where there were excellent reasons for varying this method of procedure, since the tendency in reporting circulation to a directory would be to overestimate in case of doubt, to report special editions rather than average issues, or to allow seasonal fluctuations to exercise undue influence. As in the study of content, five-year periods have been used; it is believed that the average circulation during a five-year period is a much more reliable indication of actual tendencies than any single-year estimates could be, since it is possible to eliminate erratic figures by using for the five-year period the average

¹ Pa. Sch. J., 1862, X, 355.

of what appear more likely to be accurate reports; or if the unusual (and probably untrue) statement is used, the error resulting is reduced when spread over a five-year period. It may thus be seen that annual circulation figures used in the tables are in few cases those given for any single year in the directories or published reports, but may be verified by finding averages for the five-year period.

A similar method was followed in determining approximately the number of teachers in each State, with the same advantages in the use of five-year periods. The report of the United States Commissioner of Education for 1886-87 gives the number of teachers in Maine as 2,801, although for many years preceding this date the number reported is never less than 5,000, and for the succeeding five years is always 7,000 or more. All such errors are eliminated in considering five-year periods.

A few sources of unavoidable inaccuracy should be noted. In many State documents and in the data furnished to the United States Commissioner, the number of teachers in "winter" and in "summer" is reported separately or added and reported together; except in cases of reports which also give the lists according to sex, it is not possible to determine how many are reported twice. Partly compensating for this error is the fact that teachers in private schools are usually not reported. In spite of this and the attempts at correction by several State superintendents, the number of teachers reported is probably too large, though tending toward correctness after 1890. The writer also believes that the circulation figures are too high. In no absolute sense can the items of the circulation tables be regarded as accurate, for the most logically derived averages of inaccurate data are still inaccurate. The factors causing whatever inaccuracy there may be were, however, always present in some degree, and it is believed that the tables represent the general tendencies truly, which is all that is claimed for them.

In all tables, periodicals not continued longer than one year have been omitted, except those for which reliable data could be obtained. The total amount of circulation thus omitted is insignificant. As previously noted, county school journals and supplementary reading papers for "teachers and children" are also omitted.

In considering the tables of circulation, a clear distinction should be made between "circulation," which usually meant the entire number of copies printed, and "subscribers," frequently a very much smaller number. The following illustrate extreme cases of the difference between circulation and subscription:

TABLE 10.—*Circulation of periodicals.*

Name of periodical.	Year.	Circulation.	Subscribers.
Connecticut Common School Journal.....	1840	1,500	392
Ohio School Journal.....	1853	1,900	1,200
Illinois Teacher.....	1856	2,384	400
California Teacher.....	1864	1,700	650

Part of such discrepancies is accounted for by the fact that until 1875 exchanges were given free postage and exchange lists often included a large part of the local press of the State as well as all the school journals of the country. The Illinois Teacher, perhaps typical, had 230 exchanges during its second

* North: History and Present Condition of the Press, 136.

* Ill. Teacher, 1856, II, 376.

year; the California Teacher (1865) had 200. The free exchange list shrank after the change in postal laws, but as advertising increased in importance, ways remained, in spite of stricter laws, of keeping gross circulation considerably in advance of the number of actual subscribers.

A further distinction should be made between subscribers and paying subscribers. Delinquency was very general at all times, perhaps most troublesome in the early period, and increasing with every financial disturbance and of course not confined to this class of periodicals. Niles Weekly Register had set the encouraging example of acquiring a delinquent indebtedness of ten or twelve thousand dollars in less than two years. The American Annals, with its usual dignity states on the last page of its closing issue that "the number whose subscription is due is very large." More than half the subscriptions to the Connecticut Common School Manual were unpaid at the close of its second number. The Massachusetts Common School Journal complains (1850) that many are slow in paying and many never pay at all; a year later it suspended, alleging delinquents as the cause of its failure, and disposing of its uncollected bills for half their face value. Of the third volume of the Iowa Instructor, 700 copies were circulated; 200 of these were exchanged or donated; of the remaining 500, about half were not paid for. The Massachusetts Teacher estimated its annual loss from delinquent subscribers at from \$500 to \$600. These illustrations, chosen mostly from the first half of the period, doubtless represent extreme cases. Of course delinquent subscribers continued to be the bane of publishers, but with the increased value of advertising and changes in postal laws, loss from this source became less important.

Table 11 needs little explanation. A word should be offered concerning the ratios given in connection with circulation. To say that the gross annual circulation of all school journals in the period 1855-1859 was equal to twenty-two hundredths of the number of teachers does not mean that 22 per cent of the teachers were subscribers. From what has been said previously it is probable that not more than half of the copies circulated went to teachers at this time. With each succeeding period, however, these ratios more nearly indicate the percentage of teachers who were subscribers, and after 1880 the number of subscribers other than teachers was insignificant. Making allowances for the facts that teachers probably read copies sent to school officers, and for the general factors of exchanges, and of uncirculated copies, the ratios may be taken as fairly indicative of the extent to which teachers made use of school journals at different periods. It should be noted that not until some time between 1885 and 1890 was the gross annual circulation of all school journals combined equal to the numbers of teachers in the country. It should also be remarked that the method device papers and the miscellaneous group, for the most part of similar content, constituted three-fourths of the circulation at the close of the century.

During every 10-year period from 1850 to 1890 the increase of circulation of school journals showed a much greater ratio over that of the preceding period than did the general circulation of all newspapers and periodicals combined. During the last 10-year period of the century, in common with nearly all class

* Calif. Teacher, 1865, III, 89.

* North, 54, 138, 140.

* Niles Wkly. Reg., 1818, IV, 230.

* Am. Annals, 1839.

* Conn. Common Sch. Manual, 1848, II, 285.

* Mass. Common Sch. J., 1850, XIII, 327, xiv, 38.

* Iowa Instr., 1842, IV, 58.

* Mass. Teacher, 1870, XXXIII, 400.

* Cf. Hudson: Journalism in U. S., 772.

* U. S. Census Rep., 1900, Vol. IX, part II, pp. 1040-1043, 1044.

Journals and specialized journals as a class, there was a marked decline in proportionate growth. This, aside from its evident emphasis upon daily newspaper circulation, may be interpreted to mean that school journals, beginning as a specialization in an unoccupied and growing field, had gradually expanded until quantitatively this field was preempted. If this be true, subsequent development will probably be found to keep pace quantitatively with increase of the teaching population, and qualitative adjustments may be looked for rather than any such rapid expansion of circulation as characterized the period from 1870 to 1900.

TABLE 11.—Total annual circulation of educational periodicals, 1840-1899.

Five-year periods.	Teachers in the United States.	Local (State) journals.		Method papers.	Higher education, science-like study of education.	Minor specialized interests.	Other school journals.	Gross circulation.	
		Average circulation.	Ratio of circulation to number of teachers.					Total.	Ratio to number of teachers.
1840-1844		12,400					1,000	13,400	
1845-1849		14,600					11,200	25,800	
1850-1854	122,282	9,500	8				1,800	11,000	9
1855-1859	143,299	27,200	19		500		4,000	31,700	22
1860-1864	164,600	14,500	9		600		1,000	16,100	10
1865-1869	199,100	24,400	13		600		27,600	52,500	23
1870-1874	230,900	37,900	16		1,000		49,000	87,500	32
1875-1879	259,900	25,000	10		1,100		37,600	64,600	25
1880-1884	294,600	42,900	14	33,800	2,900	4,500	51,000	128,200	43
1885-1889	345,000	67,000	20	67,200	3,800	7,000	128,200	264,200	77
1890-1894	382,100	89,900	24	117,800	12,100	16,000	185,800	335,700	88
1895-1899	409,800	122,800	30	202,600	11,500	29,000	199,800	714,600	177

¹ In these periods it was necessary to estimate the number of teachers in a few States where official reports were lacking.
² Estimates.

Table 12 is a more accurate measure of the circulation of the State school journal group, since it includes only the States in which such periodicals were conducted. It may be seen that the great increase of gross circulation of all school journals indicated in Table 11 is but slightly due to this class of local publications. As several of this group showed a tendency to decline during the last five-year period, the circulation of such as were still published in 1915 was noted. Their gross circulation showed a slight increase, but as compared with the number of teachers, a decrease. A few comparisons of the circulation of school journals in the United States with those of other countries may contribute to an understanding of the situation. Germany, as a group of States, each having its own school system, offers the best field for a comparative study, though the official character of many German periodicals, the strict divisions between different classes of schools and the importance of religion in the curriculum make close comparison impossible. It should also be remembered that names are subject to interpretation, and as a consequence periodicals falling into the same general group may nevertheless represent rather unlike purposes and content. In securing all data concerning foreign periodicals, the plan of using reports extending over periods of several years was employed, though in Germany and France at least much less variation from year to year seems to exist than in the case of American school journals.

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TABLE 12.—Circulation of local (State) school journals, 1850-1899.¹

Five-year periods.	Number of States.	Number of teachers.	Circulation.		States included.
			Total.	Ratio to number of teachers.	
1850-1854....	6	55,800	9,500	Per cent. 17	Conn., Mass., N. Y., Ohio, Pa., Wis.
1855-1859....	13	96,479	26,200	27	Conn., Ga., Ill., Ind., Mass., Mich., N. H., N. Y., Ohio, Pa., R. I., Wis.
1860-1864....	8	73,800	15,700	21	Conn., Ill., Ind., Iowa, Mass., N. Y., Pa., R. I.
1865-1869....	11	98,000	24,400	25	Calif., Ill., Ind., Iowa, Kans., Me., Mass., Mich., Ohio, Pa., R. I.
1870-1874....	16	157,300	37,800	24	Ark., Calif., Conn., Ill., Ind., Iowa, Kans., Me., Mass., Mich., Minn., N. Y., Ohio, Pa., R. I., Va.
1875-1879....	10	124,600	25,600	21	Calif., Ind., Iowa, Ky., Md., N. Y., Ohio, Pa., Tenn., Va.
1880-1884....	19	209,600	42,000	20	Ark., Calif., Ill., Ind., Iowa, Kans., Ky., La., Mich., Minn., N. Y., N. C., Ohio, Pa., Tenn., Tex., Va., W. Va., Wis.
1885-1890....	24	272,900	67,100	25	Ala., Calif., Colo., Ga., Ill., Ind., Iowa, Kans., Ky., La., Mich., Minn., Mo., N. Y., N. C., Ohio, Pa., S. C., S. Dak., Tenn., Tex., Va., W. Va., Wis.
1890-1894....	25	275,600	72,400	26	Ala., Ark., Calif., Colo., Fla., Ga., Ind., Iowa, Kans., Ky., Mich., Minn., Mo., N. Y., N. Dak., Ohio, Okla., Pa., S. Dak., Tenn., Tex., Va., Wash., W. Va., Wis.
1895-1899....	27	307,800	94,800	31	Ala., Ark., Calif., Colo., Fla., Ga., Ind., Iowa, Kans., Ky., Mich., Minn., Miss., Mo., N. Y., N. Dak., Ohio, Okla., Pa., S. C., S. Dak., Tenn., Tex., Va., Wash., W. Va., Wis.

¹ Including only States in which these were published.
² Illinois is omitted, 1890-1900, because the two periodicals devoted to State interests circulated to a considerable degree in other States.

From Table 14 it may be noted that the per cent of German local periodicals is large, that the entire number of school journals is larger than in the United States, and that the majority of all classes have a small circulation. Aside from the presence in the German list of periodicals devoted to religion and the larger number concerned with higher education, the most notable feature of the comparison is the almost entire absence in Germany of method-device papers, which account for most of those having large circulation in the United States. It has been suggested that the well-trained teachers of Germany do not need such "helps." This seems a reasonable inference, but would need for complete proof a careful study showing that untrained or poorly trained teachers in this country furnished the only market for these papers.

To make possible a more direct comparison of German and American periodicals the statistics of gross circulation are given for the five-year period, 1895-1899.

TABLE 13.—Total circulation of German periodicals for teachers, 1895-1899.

Local (State or Province).....	109,800
Miscellaneous, for the most part not highly specialized.....	71,600
Specialized, representing various minor interests.....	6,100
Religious, confessional interests.....	81,100
Higher education, study of education.....	20,800
Total.....	289,400

TABLE 14.—Character of school periodicals in the United States and Germany, as measured by gross annual circulation, five-year period, 1895-1899.

Gross circulation.	Local.		Method.		Higher education, studies of education.		Minor specialized interests.		Religion.		Other school journals.		Total.	
	U. S.	Ger.	U. S.	Ger.	U. S.	Ger.	U. S.	Ger.	U. S.	Ger.	U. S.	Ger.	U. S.	Ger.
	Less than 1,000.....	2	38				16		6		2	3	3	5	66
1,000-1,999.....	9	19				5		1			2	14	13	46
2,000-2,999.....	2	11			2	2				2	6	8	14	23
3,000-3,999.....	2	4									6	4	8	8
4,000-4,999.....	4	1					1			1	5	1	10	3
5,000-9,999.....	7	2			1		2				6	1	16	3
10,000-19,999.....	2	1	2							1	6		10	2
More than 20,000.....			7								1		8	
Total.....	30	76	9		4	23	5	7		13	36	31	84	150

The number of teachers in Germany for the same period was approximately 163,000. The ratio of gross circulation to the number of teachers was thus 147 to 100 (122 to 100 if religious periodicals are omitted), as compared with 177 to 100 for the United States (Table 14), indicating a somewhat less general circulation of such papers than in the United States. It has already been shown that this difference is more than fully accounted for by the prevalence of method-device papers in this country. Frequency of issue must be considered in interpreting estimates of circulation. In this there has been little variation; at least 95 per cent of all school journals established in the United States have been issued monthly, very often during 10 months or the "school year." Horace Mann's Common School Journal and a few others have been published semi-monthly; Barnard's American Journal of Education, irregularly issued, usually appeared four or five times a year, and others of limited circulation could be named which were issued less often than 10 times annually. Of weeklies there have been few, the most worthy of note being the School Journal of New York (1871-); New England Journal of Education (1875-); the Educational Weekly of Chicago (1877-1881); the Educational Weekly of Indianapolis (1883-1885); and the Educational News of Pennsylvania (published weekly at different places, 1885-1898). Only four of importance were published during the last five-year period of the century; two were semi-monthly, two were quarterly or bimonthly, and about 80, including all the rest of any significance, were monthly. At the same time there were in Germany 3 daily, about 50 weekly, 30 semi-monthly, 50 monthly, and 15 quarterly or bimonthly educational periodicals. Both France and England also show a greater per cent of school journals which appear weekly. Evidently the magazine rather than the newspaper type has dominated in the development of American educational journalism, though the study of content has shown the very great and increasing share of attention given to news items for many years. Just why periodicals carrying so large a per cent of news material have not adopted the plan of more frequent issue might be difficult to understand were it not for the very evident great difficulty of finding content which is worth while even when issued but 10 or 12 times annually. Corresponding with the great uniformity of monthly issue, the subscription price of American school journals was very generally from the first \$1 a year. Similar periodicals in England, France, and Germany showed no such uniformity, though the average was probably not very different. In considering

the growth of circulation this practical constancy of subscription price at all times except for a brief period when war prices had their effect should be kept in mind. A dollar each year to a teacher with a salary of \$40 or \$50 a month would represent a less serious investment than to a teacher receiving \$2 a week and board, or even \$15 or \$20 a month. Possibly teachers were more inclined to weigh carefully the value received from an expenditure which looked so large; more discerning judgment would no doubt have been used toward the close of the period studied, if subscribing for a school journal had meant the outlay of so large a per cent of the week's earnings. In other words, great increase in circulation was not proof of a proportionate increase of adaptation to teachers' needs.

Summarizing the discussion, it may be said that the very limited circulation of the earlier school journals was almost entirely among school officers, ministers, persons prominent in various other professions and among teachers holding the more important positions. The problem of providing material sufficiently general to appeal to the laity and of enough professional content to prove of practical value to teachers was gradually given up as impossible of solution and the appeal made more and more to the typical teacher, whose limitations in training, experience, and opportunities for the development of initiative, resourcefulness, and taste have been the subject of careful studies as well as matters of common observation.¹ It has been shown that circulation among teachers has gradually increased until the probability that a teacher was provided with some sort of school journal was perhaps 50 times as great in 1900 as in 1850. This estimate assumes that less than half of the gross circulation in 1850 was among teachers and that the number who subscribed for more than one would not be proportionately greater at one time than at another. It should be observed that this great circulation is a measure also of the needs and tastes of those who teach; if ample support is accorded to inferior periodicals, the real inferiority is that of the teachers; if higher class journals are most adequately supported, this is an equally valid index of superior taste. Facts have also been cited which indicate that the period of most rapid growth of circulation among school journals as a class had passed, and that further development would probably be in the direction of further specialization and improvement in the quality of such publications. The problem of furnishing teachers with at least some kind of school journal having been solved, emphasis upon the character and value of those in circulation may be expected to assume greater importance.

¹ Coffman: *The Social Composition of the Teaching Population*, 81.

Chapter VIII.

SOURCES AND CHARACTER OF SUPPORT.

Income from subscriptions and from advertising constitutes the chief source of revenue for periodicals. Before considering these in relation to school journals, several minor aids to their financial support will be noted, some of which, having been treated elsewhere, need but to be recalled at this point. As the first of these may be named State subsidies, quite common before 1875 and continued much later in a few cases. The entire sum appropriated for this purpose is estimated at a little less than \$300,000, in addition to comparatively small sums used by local school officers out of district funds.

Collections taken at the State teachers' associations were a form of philanthropy which yielded an amount of which no accurate estimate can be made, but it is quite safe to assert that it was much less than that given by the States officially.

A third means of support, quite common in the earlier periods, was the philanthropic effort of well-to-do persons deeply interested in education. The sacrifices of some of the editors themselves were not inconsiderable, and were made with the full recognition of the fact that consciousness of service rather than tangible reward would probably be the return for efforts put forth.

The Connecticut State Board of Education, in recommending State aid in circulating the Connecticut Common School Journal, is quoted: "Thus far its publication has been sustained by individual liberality and principally by the sacrifices of the secretary of the board" (Barnard). The sacrifices of the same editor in maintaining his greater work, the American Journal of Education, have been mentioned, and less remarkable cases of editorial zeal were not unusual. But in the passion for free education and its promotion by all available means before taxation for public schools was well developed, contributions of money by public-spirited citizens became a fairly well recognized form of charity, depended upon to some extent by editors of educational journals. The editor of the American Annals of Education quotes the Eclectic Institute Journal of Education: "The Journal will be published semimonthly without charge. For any sums, however, that may be forwarded as contributions to the cause of education a suitable number of additional copies shall be furnished to the donor for distribution." After this quotation the editor continues:

We owe it to justice to state that a sum more than sufficient to circulate such a work gratuitously was paid the last year in providing for and publishing the Annals of Education and circulating gratuitous copies, and that our subscription the present year is not likely to do more than discharge this arrear, leaving all the labor which has been bestowed to be compensated by that richest of rewards * * * the hope of doing good.

The Common School Assistant* (1830) had been helped by "a number of philanthropic gentlemen," one of whom sent his check for \$100, and the Common

* Rep. of Conn. Bd. of Ed., 1841, 5.

* Amer. Annals of Ed., 1832, 301.

* Vol. I, 4, 20.

School Advocate of Illinois¹ cites these precedents in making its own appeal, as follows:

Perhaps some will feel so warm an interest in the Advocate that they will furnish us the means for the gratuitous circulation of a number of copies. A few philanthropic gentlemen, feeling the necessity of a cheap paper for the improvement of common schools, generously contributed the means of publishing 50,000 copies of the Common School Assistant, and a single individual ordered 20,000 copies of a subsequent number circulated at his own expense.

Later the editor mentions an Illinois citizen who had paid for sending the 'Common School Assistant' to every postmaster, in Illinois. "A generous benefactor" sent the Massachusetts Common School Journal² to 500 committees, requiring only that they pay postage. The "public" contributed one-third enough to pay expenses of the Rhode Island Educational Magazine.³ A "liberal citizen" supplied all the districts of Polk County with the Voice of Iowa.⁴ The book and supply house of William B. Smith & Co., of Cincinnati, sent the School Friend for two years free to all teachers, school officers, or clergymen who asked for it,⁵ the purpose being "not wholly benevolent." The circulation reached 12,000, and the periodical was by no means a mere advertising sheet. The same company donated \$200 to aid the Indiana School Journal.⁶

Such examples of private benevolence were not rare, and though the advertising of books and supplies, private schools, and other commercial motives were frequently evident, much of the money privately contributed toward the circulation of educational periodicals came as the result of genuine faith in education showing itself in unattached philanthropy.

As an organized philanthropic enterprise, the Peabody Fund lent financial aid to several school journals in the South during the period of restoration and revival of educational institutions after the Civil War. A hundred dollars annually was thus used to circulate the Ohio Educational Monthly⁷ in Tennessee; the same journal was sent to West Virginia for a short time. The usual plan was to furnish \$200 a year to a local State school journal. Between 1870 and 1884 such aid was continued in Virginia 14 years; West Virginia, 10; Alabama and Louisiana, 6; Arkansas and North Carolina, 4; Tennessee and Texas, 2; and Georgia, 1 year. The total amount thus expended by the Peabody Fund was about \$10,000.⁸

The general facts of circulation have already been presented. In relation to financial support, delinquency, large exchange lists, and uncirculated copies, and the adverse effect of State support upon general circulation should be recalled. In addition, it should be noted that every financial stringency reflected itself in increase of delinquency and decrease of renewals and new subscriptions.⁹ The stress of the Civil War stopped the publication of all such periodicals in the South; the increased cost of paper and supplies, 100 to 200 per cent, caused most of the surviving journals in the North to increase subscription prices, which, with no corresponding change in teachers' salaries, affected circulation most unfavorably.¹⁰

¹ Common School Advocate, 1837, I, 2.

² 1857, I, 16.

³ Mass. Com. Sch. J., 1852, XIV, 80.

⁴ R. I. Ed. Mag., 1833, II, 4.

⁵ Voice, 1857, I, 89.

⁶ Sch. Friend, 1848, II, 98, 130.

⁷ Ind. Sch. J., 1856, I, 9.

⁸ Ohio Ed. Mo., 1869, XVIII, 75, 141.

⁹ Peabody Ed. Fund Proceed., 1870-81, 1885.

¹⁰ Ind. Sch. J., 1842, VII, 62, IX, 374.

¹¹ Ohio Ed. Monthly, 1864, XIII, 152.

Editorial work was usually performed with little or no remuneration among the State association journals and the periodicals officially edited, but aside from the cost of publication there were many items of expense. Paid contributors have been mentioned in connection with the Connecticut Common School Journal, and occasionally State periodicals note the cost of their leading articles.¹ State associations sometimes employed State agents, part of whose task it was to secure subscriptions for the official organ.² Lectures by the editor, free copies, books, and other rewards were given for new subscribers, lists of names, or settlement of arrears; free copies were very generally sent to leaders in order to secure their good will.³ Finally, most subscriptions were at minimum general rates, and very often even lower in combinations or at club rates. With these facts in mind it is not difficult to accept the statement so frequently made that only advertising could promise financial remuneration to editors and publishers, and that without advertising all school journals would have been conducted at a great loss.

With the exception of a very small number of educational periodicals like the *School Review*,⁴ which announced in its opening number that it was supported by the publication fund of the Sage School of Philosophy of Cornell University and "unhampered by financial problems," or Dr. Barnard's *American Journal of Education*,⁵ which is said to have cost its editor \$50,000 more than any and all receipts from it, all educational periodicals have depended upon advertising for a large part of their support.

Two important problems presented themselves in connection with advertising—what character of advertisements to admit and how to preserve an independent and unsuspected attitude in relations with great advertising companies, upon whose patronage all profit of even the life of a periodical depended.⁶ Before making an estimate of the amount of support derived from advertising, these will be considered. The question of what should be admitted to advertising columns apparently caused little room for difference of opinion until after the Civil War period. Books and school supplies occupied most of the space, and it was clearly out of the question for a school journal to advertise anything of doubtful moral influence. But in the great expansion of circulation among teachers noted in the preceding chapter, and the general growth of the advertising business, all this changed. Young or inexperienced teachers offered a much better field for advertising in crude and flagrant style all manner of rascals' frauds. Lottery tickets, mushroom teachers' insurance schemes, estate speculations, and mining bonanzas, fortune tellers and medical quacks, lying statements with regard to irresponsible private schools, and miscellaneous "free" advertisements characteristic of the poorest farm or story papers, are some of the numerous questionable forms of advertising which found their way into many school journals. The following quotation calls attention to the situation:⁷

There are many fakers who prey upon the public through newspaper advertising, and some of the worst rascals get into reputable periodicals by paying cash in advance for their advertisements. * * * It has been said by persons in a position to know whereof they speak that disreputable advertisers can more easily gain access to the columns of school journals and religious periodicals than to any other class of publications. In our opinion, the educational press can do a good thing for its members and for the teaching fraternity by taking a firm stand against fraudulent and other objectionable advertisements.

¹ Ohio Ed. Mo., 1874, XXIII, 146.

² Ind. Sch. J., 1866, I, 269; II, 126.

³ Mo. J. of Ed., 1887, I, 13.

⁴ Sch. Rev., 1893, I.

⁵ W. S. Monroes: Ed., *Laborers of Henry Barnard*, 16-29.

⁶ Sch. News and Practical Ed., 1899, XIII, 65.

The worst phase of the matter was, perhaps, not so much that many absolute frauds or charlatans were advertised, as that the somewhat helpless character of much of the teaching population led to misunderstanding and loss upon the part of those who read such advertisements and had so little intelligence as to take them literally. Consider the possible effect upon an ignorant child, who wished to secure a certificate at once and begin teaching, of the following which was part of a full-page advertisement of a widely circulated school journal:

"We have the largest normal school in the world and have graduated over 10,000 teachers during the past five years. We guarantee satisfaction."

This followed a statement that if time and money were of no importance, a regular normal school might be considered, but the cheapest and quickest way to secure a "normal education" was to send \$3.25 to enroll. The institution advertised was a correspondence concern of short life. While there were fortunately several school journals which were as careful about the kind of advertising matter admitted as the average magazine, it can not be said that as a class the character of the advertising pages from 1880-1900 was a matter to be proud of, though signs of improvement were in evidence.

The maintenance of an independent and unsuspected attitude in relation to school-book advertising became a problem with the growth of the large publishing houses. It is not difficult to discover that a large per cent, perhaps a majority of those interested in the early school journals, were authors or publishers of textbooks, and both the advertising pages and reviews of "books by the editor" often show their leaning. Competition of rival companies soon gave commercial value to such preferences and accordingly made the editors' problem more that of neutrality. The *Teacher and Western Educational Magazine* states the case as follows:

These advertisements go largely toward sustaining the expense of publication, perhaps one-half or more; if a decided preference be given (to certain books) then the publishers of those works which are not commended withdraw their advertising. The journal is therefore muzzled, and it dare not speak out, however meritorious and superior a work may be that appears, and however advantageous its introduction into the schools might be.

The same difficulty is shown more graphically by the editor of the *Michigan Teacher*:

In the criticism of educational works it is our purpose to pursue an independent course, discussing with candor . . . the merits of such books as seem worthy of notice. It is certainly a matter of profound regret that so little discrimination is used in the criticisms which usually appear in our educational journals. It has seemed to us that such notices were written when spectral booksellers were peering over editors' shoulders, dictating terms of commendation and threatening displeasure and consequent loss of patronage whenever their manhood prompts an adverse though honest expression of opinion. We fully understand that in these days when printers make large bills without compunction, advertising patronage is not to be despised; yet we hope this will never tempt us to withhold our honest opinion of every work under consideration.

It is not impossible to realize the position of editors with such advertising. Without it, no unsubsidized school journal at any time could long maintain itself. It was perhaps due to this necessity for caution in book reviews that they almost universally lost all semblance of value as estimates of books under consideration.

The independent and unsuspected attitude was even more difficult in the few cases of educational journals published by large book publishing houses. The editor of an ordinary State association or independent periodical, if the author

of a few textbooks, might be prejudiced in their favor; the large publishing house encountered the same problem with regard to a large list of books. And no matter how nearly neutral all book references might be, rivals were still suspicious. The editor of the *American Annals*¹ in commenting upon school papers says:

These are becoming quite numerous. Ohio has three, and another is proposed. Illinois has one. . . . We can scarcely have too many of these journals provided they are conducted in the right spirit, by judicious men, and for right purposes. But if they are designed, as we fear some of them are, such, for example, as the *Common School Advocate*, of Cincinnati, chiefly to "puff" or sell certain books or accomplish certain local purposes, they will be of little service and in the end perhaps a nuisance.

The first school journal published by one of the large book companies, the *American Educational Monthly*,² devoted more than 100 pages to a defense of one of the company's books, and drew largely upon its textbooks for its articles upon method. Its successor, the *National Teachers Monthly*,³ deemed it necessary in its opening number to proclaim its independence, stating that:

Although issued by a book publishing house, the *National Teachers Monthly* will rise above all private interests; will have strong convictions and express them.

Nevertheless a very great per cent of the pages of this periodical during most of its existence was filled with quotations from books issued and sold by its publishers, who also occupied more than half of the advertising space. The public's keen suspicion of anything having corporate interests as its moving force and the discriminating sense of editors made these periodicals the subject of much unfriendly notice by rival "independent" publications. So long as they were issued free and frankly for advertising purposes less adverse criticism occurred.

The proportion of support derived from advertising increased from the first until in many instances it ceased to be the case of an educational journal devoting part of its space to advertising and became that of an advertising sheet carrying a few columns of school news or petty schoolroom devices. In the former circulation was an important source of revenue; in the latter money received from circulation was almost a negligible quantity when compared with the added advertising value of a large subscription list.⁴ Newspapers and periodicals in general secured a little less than half of their support from advertising in 1880, and considerably more than half in 1900,⁵ and a study of advertising pages and published rates indicates that school journals depended no less upon this source of income. In relation to advertising as well as circulation, the local journal was at a disadvantage. The competition of successful journals of wide circulation is mentioned as a serious problem as early as 1870,⁶ before any educational periodicals of very large circulation were in the field. The advantage of a large subscription list showed itself both in higher rates and in the increased amount of space. Journals of the method-device type from 1880-1900 averaged about 20 per cent larger proportion of advertising material than those of the local group, and some others carried an even greater amount.

From the discussion of support it may be seen that school journals as a class have been close to the poverty line. Even ordinary advertising was not sufficient to keep many alive and render a few prosperous. Two auxiliary enterprises associated themselves with educational periodicals very early and very

¹ 1838, VIII, 285.

² 1864-1874, I, XI.

³ 1874, I, 29.

⁴ North, 85.

⁵ U. S. 12th Census, IX, Part III, 1040.

⁶ Ohio Ed. Mo., 1870, XIX, 468.

naturally—the school-supply business and the teachers' agency. No specific mention has been made of either of these, for with few exceptions all the more prosperous journals since 1870 were connected with one or both of these. The writer has been unable to find more than a few in general or local circulation among teachers during a period of five or more years since 1870 not partly dependent upon these for support. And in the case of these few, especially in the State or local group, it was usually State aid in the form of a direct appropriation or substantial clerical assistance or office quarters furnished at State expense that kept these periodicals alive.

A summary of all that has been indicated in this and preceding chapters concerning support would show that the problem has seldom been satisfactorily solved. Philanthropy, no matter how disinterested and commendable, has not been sufficient in extent to constitute a large element. The theory involved in State subsidies is plausible enough; it would seem to make possible placing before teachers or officers a better periodical than they were willing to pay for, but it would be difficult indeed to prove the superiority of subsidized journals. And though the great dependence upon advertising and auxiliary undertakings of commercial nature has often proved a deleterious influence, and ambitious editors have found that their high ideals of content have carried them above the paying level, it is the belief of the writer that independent editorship, when united with reasonable business ability, has produced the best periodicals. A few superior editors, however, might have achieved a higher degree of leadership and wrought more effectively had they been aided by some fund or endowment which exercised no trammeling influence upon their activities. Such an endowment should yield large returns to education in the improvement of educational periodicals.

Chapter IX.

SUMMARY AND PRESENT TENDENCIES.

The development of educational periodicals has been sketched from remote and general European origins. Broadly speaking, after pioneer efforts, three stages may be marked—the official, State teachers' association, and independent or commercial, though official connections have not entirely disappeared and commercial motives were always strongly in evidence. Originally circulated among school officers and among the more influential classes of the general public, rather than among the rank and file of those who taught, their content has gradually been made more professional until few except teachers would be expected to find value in the pages of 95 per cent of them. A brief summarizing statement of the more important tendencies of this study will be given.

Specialization, in addition to being responsible for the State periodicals and the short-lived county journals, showed itself in many efforts to meet the needs of grade teachers, high-school teachers, kindergartners, and minor interests and groups. Nearly every educational fad or fashion develops its special organ. Such minor educational movements, as a rule, being short-lived, but zealously advocated by a few, their periodicals have usually been intensely devoted to their one ideal, and decline or disappear when interest in the "reform" wanes. Such ventures, it may be noted, were increasingly numerous toward the close of the century, and may be expected to continue to be launched. Their chances of surviving as long as five years are certainly not greater than 1 in 5, if the period from 1870-1900 may be taken as a general indication of their probable success.

The local school journals, originally designed to promote State systems of education to constitute an official medium between State and local school officers, or to contain the reports and addresses of State teachers' associations, performed an unmeasured but very large service. No one can read extensively among the volumes issued before 1870 without being impressed with the great zeal for public education displayed by their editors and supporters, and when the character of their content and circulation is considered, there can be no doubt of their having exercised considerable influence in creating and shaping school systems, and in diffusing liberal views of what public education should become. They have, however, encountered limitations in nearly every direction. Financially, they have never been independent; when not openly subsidized by the State they have leaned upon official patronage of various kinds—advertising advantages, printing contracts, or clerical assistance due to connection with the educational department of State governments, or associated themselves with commercial teachers' agencies and the school supply business. They have seldom been able to support editors of ability who could profitably spend much time in conducting them, with the result that, as a class, it may be said that State school journals have been poorly edited. By name and nature the circulation of such periodicals was limited to a single State. With the growing importance of method content they were unable to compete with the widely

circulated method journals which had greater advertising patronage and better facilities for securing the services of regular contributors. Question books made lists of examination questions available without subscribing for a school journal. School laws, less subject to change and better understood, ceased to be dependent upon school periodicals for explanations and comments; improved office facilities, especially the use of such machines as the mimeograph and multigraph, have made possible more prompt and extensive circular letter correspondence, thus further supplanting the local journal as an official medium or even the bearer of official news. State teachers' associations have, in general, much larger membership than formerly, which increases the distribution of copies of their reports, and this largely removes addresses delivered or papers read at the annual meeting from the legitimate content of the local journal, since few care to pay for material which will, a little later, be received without expense. Papers read at local gatherings, or teachers' institutes, which have often taken the space formerly occupied by State association discussions, may be considered as a class to have much greater value for their writers than for subscribers at large, who are apparently expected to read them. Still further tending to reduce the field once occupied by the local journal, State departments of education have recently shown a tendency to publish an increased number of bulletins, directories, and special reports, some of these issued periodically; and a number of the State associations and the National Education Association are publishing their proceedings quarterly or monthly, which lends them something of the nature of a periodical. In consideration of the foregoing, it would seem that local journals have preeminence only in the field of local school news. The general purpose ideal of the local journal seems to be impossible of realization when all the factors are considered. As a smaller and less inclusive type of publication, frankly finding its function in giving school news, the local journal would have a field of its own. And adopting the educational newspaper ideal would probably result, as in England, France, and Germany, in greater frequency of issue for this class of periodicals.

The method and device journals began and continued as a specialization to meet the needs of teachers actually engaged in the work of instructing children in common school subjects. It would seem that with the growth of departmental teaching, such journals might be expected to develop for each branch in the curriculum, and pioneers in this newly specialized field of single subject publications show a tendency to give less attention to devices of presentation and more to securing good supplementary content. While their problems are different, there seems to be no final reason why grade teachers should not have as serious studies of the subjects they teach as are available for their colleagues in high schools, instead of so much of what has been named "method-chasing" as has usually been characteristic of their professional papers. But the largest single field for publishers of school journals to supply, is that of grade and rural teachers who give instruction in many subjects. So long as the majority of these want ready-made devices and lesson plans fully elaborated, with questions and material assembled, so long will such material be characteristic of the most generally circulated school journal. It should also be noted that the better method papers have developed many exceedingly helpful aids for which the epithet of "ready made" should carry no adverse significance. These neither recognize nor violate important educational principles, but free teachers from the routine or even manual efforts of much mechanical work, which would be slighted, if any better, for being original or executed to meet expressly a local situation. It has by no means universally been the most ignorant or incapable teachers who have asked for practical help for schoolroom work, and the con-

ception of what is practical may be expected to change with general improvement of the teaching force.

The group of periodicals devoted to higher education and to serious studies of education has, of course, been of many times greater importance than their inconsiderable circulation would seem to indicate; and the number of these showed a tendency to increase much more evident if the catalogue of those in existence in 1916 be compared with the list of those published in 1885 or 1900. The value of this class of periodicals consists not alone in the quality and plane of the studies they contain, but in the fact that these almost alone among educational periodicals give us a considerable point of contact with educational movements of the past, or in other countries. They are seriously concerned with principles and the philosophy which must underlie any sane or large views of education, rather than the ephemeral expedients of educational machinery, and they make possible worthy comparisons of our methods of solving school problems by occasional discussions of the means used in other times and by other peoples. It is not too much, perhaps, to say that the tendency to over-emphasize the external phases of education, illustrated by our magnificent school buildings filled too often with mediocre or inferior teachers, and the general readiness of the educational public to seize upon and advocate superficial remedies for school situations of fundamental social importance, are due to lack of acquaintance with the experience of the educational world of which we form a part. This small group of journals performs the important service of connecting us with this world by furnishing educational thought detached from the immediate problems of how to teach, or manage, or finance, or regulate our schools. As the general intelligence of teachers rises, there will doubtless be a greatly increased demand for such periodicals.

The proper function of the school journal can be definitely stated only when due regard is given to diverse interests and varying intellectual levels among teachers. In addition to educational news, which in itself is worth while, it should contain vital general content of interest to all students of education. Ideally this should include all who teach; practically only a small per cent of teachers devote much attention to educational matters not closely connected with their own work. The only means by which a teachers' periodical can realize its purpose widely is to approximate the plane of the multitude; in doing this it will meet disapproval from many able minds which do not need specific helps and to some extent from educational leaders who naturally would prefer a greater amount of material of less mechanical nature. But the educational journal which does not furnish a large amount of directly applicable content finds itself isolated—read by a select class, important but not large. It is not a question of expense; the best high-grade educational periodicals would not be widely read if circulated gratuitously, owing to the fact that their intellectual level and that of the majority of teachers do not coincide. It is a sign of a better culture level among teachers that the character of the specific material in school journals is improving; when all such periodicals reach the plane of furnishing a considerable amount of serious general material upon education, along with valuable specific helps based upon sound principles, it will be possible to aver that they are realizing their proper function in the fullest degree.

LIST OF EDUCATIONAL PERIODICALS.

The accompanying list includes, in most cases, dates of establishment and last issue; auspices, if other than private, under which the periodical was conducted, and mention of other important features, prior to 1900, such as long terms of editorship. Unless specifically stated as otherwise, monthly publication is indicated. For convenience the list is divided into three groups. The first includes all educational periodicals established before the close of 1875; the second, all of importance whose first appearance was since that time; the third embraces a miscellaneous collection of unimportant or short-lived publications since 1875, but excludes county papers.

The following abbreviations are employed: Those conventionally used to indicate States; S. T. A. for State Teachers' Association; and \pm for date of last issue. The name Barnard in parentheses following that of a periodical indicates that the only information concerning it was taken from Dr. Barnard's list.

A. EDUCATIONAL PERIODICALS ESTABLISHED BEFORE 1876.

1811.

Jan. Juvenile Monitor or Educational Magazine. New York.

Henry Barnard states that this was the earliest serial publication in this country devoted to education and names Albert Pickett as its editor. (Barnard's American Journal of Education, 1875, Vol. XXV, p. 942.)

1818.

Feb. The Academician. New York.

Semimonthly. Conducted by Albert and John Pickett, president and corresponding secretary, respectively, of the "Incorporated Society of Teachers." Twenty-five numbers issued. \pm January 29, 1820.

1826.

Jan. American Journal of Education. Boston.

William Russell, editor. Became bimonthly, 1829; called American Journal of Education and American Lyceum, 1830; \pm July, 1830, continued in American Annals of Education.

Nov. Teachers' Guide and Parents' Assistant. Portland, Me.

Semimonthly. J. L. Parkhurst, editor. \pm 1828. Incorporated with American Journal of Education, March, 1828. Infant school, Pestalozzian method; quotations from Neef, Griscom, Jardine, Edgeworth, and local papers.

1829.

Apr. The School Magazine. Boston.

W. C. Woodbridge, editor. \pm 1829. (Barnard.)

American Quarterly Register and Journal of the American Education Society. Andover, Mass.

Conducted by secretary of the society. \pm 1843. (Not a school periodical primarily.) Concerned chiefly with higher education and the education of theological students; part of each number devoted to educational intelligence; one or two comprehensive surveys of public education based upon official reports, personal observation, and correspondence of the editor.

1830.

June. Education Reporter and Weekly Lyceum. Boston.

Published by Willis and Rand at office of Boston Recorder. Rev. A. Rand, editor. Infant schools, Lancaster, Fellenberg. Wide range of educational topics—teachers, method, discipline, books and apparatus, course of study. \pm January, 1831.

July. The Schoolmaster. Hempstead, L. I.

Semimonthly. Timothy Clowes, editor. Mentioned as devoted to the interest of teachers and scholars especially of common schools. Probably only one or two numbers issued.

1830.
Aug. American Annals of Education and Instruction and Journal of Literary Institutions. Boston.
 W. C. Woodbridge, editor, 1831-1838; M. F. Hubbard, editor, 1839. Conducted by William Alcott during 1837. ± December, 1839.
1831.
July. Academic Pioneer. Cincinnati.
 By Western Academic Institute. ± 1831; only few numbers issued.
- Dec.* Reporter and Journal of Education. Boston.
 W. C. Woodbridge, editor. ± 1831. (Barnard.)
1832.
Jan. Journal of Instruction of the Philadelphia Association of Teachers. Philadelphia.
 Semi-monthly. ± March, 1832. (Barnard.)
1832.
Apr. Eclectic Institute Journal of Education. Lexington, Ky.
 B. O. Peers, editor.
- July.* Family Lyceum. Boston.
 J. Holbrook, editor. ± 1832. (Self-Instructor and Journal of the Universal Lyceum, New York, 1842-43, by the same editor.)
1833.
June. Southern Journal of Education. Georgia.
 (Barnard.)
1834.
 Inciter. Lancaster, Pa.
 Schoolmaster and Academic Journal. Oxford, Ohio. ± 1834.
1835.
Jan. Monthly Journal of Education. Princeton, N. J. (Philadelphia).
 E. C. Wines, editor of first six numbers; removed to Philadelphia and called Monthly Advocate of Education; but no more numbers issued until January, 1836; then called Schoolmaster and Advocate of Education. J. Frost, editor. ± 1836. Much quotation from Cousin's report and London Journal of Education.
1836.
Jan. Common School Assistant. Albany, N. Y.
 J. Orville Taylor, editor. Nearly 40,000 copies monthly circulated during first year, to a great extent gratis, through the efforts of "a number of philanthropic gentlemen." ± April, 1840. Cousin's report, short articles on method. Fellenberg, Pestalozzi.
1837.
Jan. Common School Advocate. Madison, Ind.
 William Twining, editor. ± 1837.
- Jan.* Common School Advocate. Jacksonville, Ill.
 Published for one year by E. T. and C. Gowdy; edited by Rev. Theron Baldwin. ± November or December, 1837. Cousin's reports, extracts from State reports.
- Jan.* Common School Advocate. Cincinnati.
 ± 1841. (Barnard.)
- Jan.* Universal Educator. Cincinnati.
 Nathaniel Holly, editor.
- Mar.* Western Academician and Journal of Education and Science. Cincinnati.
 John W. Pickett, editor. Organ of Western Literary Institute. ± February, 1838. Female education. Stowe's report, Lancaster, Pestalozzi; chief contributors, Pickett, McGuffey, and various ministers.
1838.
Mar. Journal of Education. Detroit.
 Last two numbers of Vol. I and all of Vol. II issued from Marshall, Ill. John D. Pierce, State superintendent, editor. Sent to all school boards at State expense. ± at end of second volume, February, 1840. Cousin's (Prussian) report in full; Stowe's report, comments of superintendent.
- Mar.* Ohio Common School Director.
 Samuel Lewis, State superintendent, editor. Circulated at State expense. Stowe's report, addresses of State superintendent, Cousin's reports. Circulated a year.
- Apr.* Pestalozzian. Akron, Ohio.
 Sawtell and Smith, editors. ± 1838.

1838.

Apr. The Educator. Easton, Pa.Semimonthly. Edited by teachers of Lafayette College. \pm August 15, 1838. Quotations from State reports, Stowe's report, German, English, and Dutch education, Fellenberg.**July. Educational Disseminator.** Cincinnati.A. and J. W. Pickett, editors. \pm 1838.**Aug. Connecticut Common School Journal.** Hartford.Published under direction of Board of Commissioners of Common Schools; Henry Barnard, secretary of board, editor. Suspended, 1842; revived by Barnard in 1851 as Connecticut Common School Journal and Annals of Education, and edited by him, 1851-1854; continued (new series) as organ of C. S. T. A., 1854-1868, under management of committee of editors. Sent to all school visitors at expense of State during most of the time. A few volumes published at New Britain. \pm December, 1860.

1839.

Jan. Common School Journal. Boston.Semimonthly. Horace Mann, secretary Massachusetts Board of Education, editor, 1839-1848; William B. Fowle, editor, 1849-1862. \pm December, 1852.**Jan. Family and School Visitor.** Bangor and Portland, Me.

Cyril Pearl, editor.

1840.

Mar. District School Journal for the State of New York. Albany.First volume issued from Geneva. Francis Dwight, editor, 1840-1845; S. S. Randall, 1846-1847, 1850; Rev. W. H. Campbell and Edward Cooper each editor for a year or more. State subscribed for more than 10,000 copies annually, 1841-1850. United with New York Journal of Education as District School Journal of Education of the State of New York, May, 1851. \pm April, 1852.

1841.

Jan. Mirror and Students' Repository. Newbury, Vt."Devoted to the interests of common school education, science, and literature." \pm December, 1841.**May. Illinois Common School Advocate.** Springfield.

Published under auspices of Illinois State Teachers' Society; F. R. Wiley and A. T. Bledsoe, publishing committee. Only five numbers issued, May-September.

Nov. Mental Cultivator. Poughkeepsie.Isaac Harrington, editor. \pm October, 1842.

1842.

Apr. Western School Journal. Louisville, Ky. (or Covington?).O. S. Leavitt, editor. \pm 1842.

1843.

Oct. Southern Educational Journal. Mobile, Ala.

F. H. Brooks, editor. (Barnard.)

1844.

Jan. Common School Journal of the State of Pennsylvania, Philadelphia."Published under supervision of the Superintendent of Common Schools of the Commonwealth." John S. Hart, editor. \pm December, 1844. Pennsylvania laws and reports, quotations from Mann and Barnard.**Feb. Teachers' and Pupils' Advocate.** Philadelphia.

E. Rea, editor. (Barnard.)

1845.

Sept. Teachers' Advocate. Syracuse, N. Y.Edward Cooper, editor, 1845-1847. Removed to New York, united with American Journal of Education, 1847. \pm May, 1847.**Nov. Journal of Rhode Island Institute of Instruction.**Edited by Henry Barnard and committee of editors. First volume included 14 numbers and 13 extras; second and third volumes even larger. \pm January, 1846.

1846.

Jan. Practical Educator and Journal of Health, Boston.William W. Corwell, M. D., editor. \pm 1846.**July. Essex County Constellation.** Newburyport, Mass.Weekly. John S. Foster, editor. With 26 contributors, four being ministers, the rest chiefly schoolmen. \pm Jan., 1847.

- 1846.**
July. Ohio School Journal. Kirtland.
 A. D. Lord, editor. Removed to Columbus after first year. ± January, 1850, united with School Friend of Cincinnati.
- Oct.* Common School Advocate. Indianapolis.
 H. F. West, editor. One number published.
- Oct.* School Friend. Cincinnati.
 W. B. Smith & Co. publishers. Gratuitous circulation during first two years; united with Ohio School Journal, January, 1850, and called School Friend and Ohio Journal of Education. ± September, 1851.
- Nov.* Free School Clarion. Massillon, Ohio.
 Conducted by Dr. W. Bowen until 1848; then by Lorin Andrews and M. D. Leggett. ± 1849.
- 1847.**
Jan. Connecticut Common School Manual. Hartford.
 Rev. Merrill Richardson, editor. Two annual volumes issued; was then taken over by Connecticut S. T. A. ± December, 1848.
- Jan.* Educational Magazine and Review. Boston.
 J. W. Ingraham, editor. Only one number issued. (Barnard.)
- Jan.* Northwestern Educator and Magazine of Literature and Science. Chicago.
 J. I. Enos and associate editors in 1847; later Enos became editor and publisher. ± 1849. The object stated to be the exposure of the dangers of fallacious theories of education and setting forth and defense of true principles.
- Feb.* American Journal of Education. New York.
 Joseph McKeen, editor. May, 1847, united with Teachers' Advocate and continued as New York Journal of Education. ± May, 1851, consolidated with District School Journal.
- Feb.* Public School Advocate. Houston, Tex.
 Conducted by Texas Literary Institute. J. W. Miller, P. W. Gray, H. H. Allen, editors. ± 1847; only one or two numbers issued.
- May.* The School Journal and Vermont Agriculturist. Windsor.
 Bishop and Tracy, editors. Approved by State school commissioner and V. S. T. A. ± April, 1850.
- July.* Monthly Educator. Rochester, N. Y.
 Parsons E. Day, editor. ± 1848. (Barnard.)
- Nov.* The Radix or Virginia Public School Advocate. Richmond.
 S. A. Jewett, editor. ± December, 1847; continued as Southwestern Journal of Education, Knoxville, Tenn.
- Western School Journal. Cincinnati.
 W. H. Moore & Co., publishers. Gratuitous circulation. ± 1849.
- 1848.**
Jan. Massachusetts Teacher. Boston.
 Semimonthly during first year. The first monthly periodical conducted by a State teachers' association and edited by board of editors. ± December, 1874, consolidated in New England Journal of Education.
- Jan.* Southwestern Journal of Education. Knoxville, Tenn.
 Formerly the Radix of Virginia. S. A. Jewett, editor. ± 1849. (Barnard.)
- May.* Common School Advocate. Belfast, Me.
 Semimonthly. Edited by secretary of State board of education (Crosby). ± August, 1849.
- Oct.* Southwestern School Journal. Tennessee.
 Rev. D. R. McAnally and Rev. Thomas MacIntire, the first principal of female academy, the second of East Tennessee Deaf and Dumb Institution, were editors. ± 1849.
- 1849.**
Jan. Practical Teacher. Providence, R. I.
 W. S. Baker, editor. ± 1849. (Barnard.)
- 1850.**
Jan. Ohio Teacher and Western Review. Cincinnati.
 Thomas Rainey, editor. ± 1851.

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1850.

June. Eclectic Journal of Education and Literary Review. Chicago.
O. F. Bartlett, editor; succeeded by Dr. N. S. Davis, April, 1851. editor of one number. ± April, 1851.

July. Free School Clarion. Syracuse.
W. I. Crandall, editor. A campaign paper in the interest of the free school law thought to be in danger at the poll. ± 1850.

Oct. Journal of Education. Bath, Me.
Semimonthly. J. T. Houston, editor. ± 1853.

Nov. Teachers' Magazine. Pittsburgh.
J. J. Buchanan, editor. ± 1850. (Barnard.)

Northwestern Journal of Education. Madison, Wis.
O. M. Conover, editor. ± 1850. (Barnard.)

1852.

Jan. Ohio Journal of Education. Columbus.
(Published at Salem, 1876-1881; Akron, 1882-1895.) Established under auspices of O. S. T. A., conducted by resident editor and committee until 1858; called Ohio Educational Monthly beginning with 1860; E. E. White, editor, 1861-1875; W. D. Henkle, 1875-1881; Samuel Findley, 1882-1895; O. T. Corson, 1895- Continued, 1910-

Jan. Rhode Island Educational Magazine. Providence.
Conducted by E. R. Potter, State commissioner of public schools. Sent gratuitously to school officers by means of public contributions. ± December, 1853.

Feb. American Educationist and Western School Journal.
A. D. Wright, editor for first three numbers, issued from Indianapolis; B. K. Maltby, editor of remaining three numbers, issued from Cleveland, Ohio. ± 1852.

July. Pennsylvania School Journal. Lancaster.
A continuation of a Lancaster County educational journal begun six months earlier; the official school journal of the State, sent at State expense to school boards, except for short intervals, from 1855 to the present. State superintendents have been the editors; Burrows, 1852-1871; Wickersham, 1871-1882; Higbee, 1882-1889; Waller, 1889-1893; Schaeffer, 1893- J. R. McCaskey was associate editor in 1860- Continued, 1918.

1853.

Jan. District School Journal of Education of the State of Iowa. Dubuque.
R. R. Gilbert, editor. Name became Iowa Journal of Education at beginning of second volume. ± At close of Vol. II, 1854.

Jan. Southern School Journal.
Established at Columbus; Vol. II published at Madison. Published as private venture by Rev. T. E. Scott; in November, 1853, O. S. T. A. adopted it as official organ and appointed committee of editors, most of them ministers. ± January, 1855.

Jan. The Teacher and Western Educational Magazine. St. Louis.
John H. Tice, superintendent of St. Louis schools, editor. ± December, 1853.

Oct. New York Teacher. Albany.
Established as organ of N. Y. S. T. A., edited by board appointed by association. T. W. Valentine, first resident editor; J. Cruikshank, resident editor, 1850-1866; large subscription at expense of State, 1855-1865. ± September, 1867- subscribers received American Educational Monthly which for two years added New York Teacher to its title.

1854.

Jan. Michigan Journal of Education.
(Detroit, 1854-1858; 1861; Ann Arbor, 1859-1860.) Established by M. S. T. A., Rev. J. M. Gregory, first resident editor, assisted by board of editors; circulated at State expense, 1857-1861. ± September, 1861.

Jan. Western Teachers' Advocate. Louisville, Ky.
Edward A. Cooper, editor. ± 1854.

Delaware School Journal.
A. H. Grimshaw and others, editors. Only a few numbers issued.

Indiana Journal of Education.
J. H. Gilkey, editor. (Barnard.)

Teachers' Voice and Vermont Monthly Magazine.
Under sanction of V. S. T. A., E. E. Fangborn, editor. ± 1855.

1855.

Jan. Journal of Education. New Orleans.*Jan.* Journal of Education. Washington, D. C.

D. B. De Bow, editor. ± 1855. (Barnard.)

Jan. Teachers' Institute. Brownsville, Pa.

L. F. Parker, editor. ± 1855. (Barnard.)

Feb. Illinois Teacher.

(Bloomington, 1855; Peoria, 1850-1872.) Established as organ of State Teachers' Institute and conducted by board of editors until 1850; represented State superintendent more or less officially most of the time until sold to the Schoolmaster, Normal, February, 1873.

Mar. Rhode Island Schoolmaster. Providence.

First two volumes edited by Rev. Robert Allyn, State school commissioner; W. A. Mowry, editor, 1857-1860; edited by committee of E. I. Institute of Instruction, 1860-1869; after lapsing from March to October it was revived by T. W. Bicknell, commissioner of Rhode Island, and chiefly edited by him until 1874. ± December, 1874; consolidated in New England Journal of Education.

Aug. American Journal of Education. Hartford, Conn.

Quarterly. First two numbers issued as American Journal of Education and College Review, with Henry Barnard and Rev. Absalom Peters as editors. After this Henry Barnard, editor. ± 1881.

Wisconsin Educational Journal. Janesville.

James Sutherland and George S. Dodge, editors. ± 1856. Transferred to Wis. S. T. A.

1856.

Jan. American Journal of Education and College Review. New York.

Rev. Absalom Peters, editor. ± 1857.

Jan. Indiana School Journal. Indianapolis.

Established as organ of I. S. T. A.; W. D. Henkle, first resident editor; association elected editors, including the State superintendent, exercising decreasing control until 1870, when the journal was sold to G. W. Hoos and W. A. Bell; Bell became sole editor August, 1871, remaining editor until June, 1890. Continued as Educator Journal, 1916.

Jan. Southwestern School Journal. Louisville, Ky.

J. Heywood and N. Butler, editors. ± 1857.

Mar. Wisconsin Journal of Education. Madison.

(Racine, 1856-1857.) Conducted by Wis. S. T. A., with resident editor and board until 1865; received State aid, 1857-1864; suspended, 1865; revived, 1881, by State superintendent. Continued, 1916.

Sept. North Carolina Common School Journal.

± 1857.

Northwestern Home and School Journal. Chicago.

J. T. Eberhart, editor in 1859. ± 1862.

1857.

Jan. Educational Journal. Forsyth, Ga.

Weekly. G. T. Wilburn, editor. Devoted to education, with attention also to "arts, science, and news." ± 1861.

Jan. Educational Journal. Montgomery, Ala.

William F. Perry, State superintendent, editor. ± 1858.

Jan. Journal of Education. Manchester. (Concord.)

Established by Rev. N. E. Gage; conducted by N. H. S. T. A., after first year; published at Concord; H. E. Sawyer, resident editor. ± December, 1862.

Jan. School Visitor. Knoxville, Ohio.

A. Clarke, editor. ± 1857. (Barnard.)

Jan. The Voice of Iowa. Cedar Rapids.

Organ of State superintendent of schools, I. S. T. A. and Iowa Phonetic Association. J. L. Enos, editor, assisted by 15 others elected by I. S. T. A. ± October, 1858.

Mar. Educational Herald and Musical Monthly. New York.

O. St. John, editor. Conducted until 1864.

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1857.

July. Missouri Journal of Education. St. Louis.

Established as organ of M. S. T. A. Ira Divoll, local editor. Only one full number issued.

July. School Journal. Philadelphia.

G. N. Townsend, editor. ± 1859. (Barnard.)

Sept. The Normal. Lebanon, Ohio.

J. Holbrook, editor. ± 1857. (Barnard.)

Our Schoolday Visitor. Philadelphia.

1858.

Jan. North Carolina Journal of Education. Greensboro.

Established by N. C. S. T. A. and conducted by board of editors, J. D. Campbell, resident editor. ± May, 1861.

Jan. Sargent's School Monthly. Boston.

B. Sargent, editor. ± December, 1858.

May. Missouri Educator. Jefferson City.

Thomas J. Henderson, first editor, assisted by board selected by M. S. T. A. ± October, 1860.

June. Maine Teacher. Portland, Me.

Edited by State superintendents; M. H. Dunnell, 1858-1860; E. P. Weston, 1861-1864, assisted part of the time by a dozen associates appointed by M. S. T. A. Title is Maine Journal of Education and School Officer, 1862. ± 1864.

Oct. Alabama Educational Journal. Montgomery.

Conducted by S. T. A. Noah K. Davis, resident editor, with 12 associates and State superintendent, ex officio. ± 1859.

* Nov. Teachers' Journal. Allentown, Pa.

E. W. McAlpine, editor. ± June, 1859.

Journal of Progress. Cincinnati.

John Hancock, editor. Advocate of phonography; contributions from prominent Ohio teachers; partly printed in phonetic alphabet. Same publishers, Longley Bros., conducted similar journal, Type of the Times, preceding this.

1859.

Feb. Kentucky Family Journal (Educational Monthly). Louisville, Ky.

Weekly. Established under K. S. T. A., discontinued by resolution, 1859; succeeded by Educational Monthly, November, 1859, with E. A. Holyoke as resident editor, aided by board of nine editors. ± August, 1860.

Apr. Vermont School Journal and Family Visitor. Montpelier.

Established through efforts of V. S. T. A. ± 1865.

May. Literary Advertiser and Public School Advocate. Mount Pleasant, Iowa.

Rev. S. S. Howe, editor. ± October, 1860.

May. The Educator. Pittsburgh.

Under auspices of the West Pa. T. A. Rev. Samuel Findley, editor. April, 1861, became Pennsylvania Teacher; issued simultaneously from Philadelphia and Pittsburgh.

July. Iowa School Journal. Des Moines.

T. H. Barton, secretary, State board of education, editor. ± September, 1862, united with Iowa Instructor.

July. Southern Teacher. Montgomery, Ala.

Bimonthly; later became monthly. W. S. Barton, editor. Suspended in summer of 1861.

Aug. Tennessee Journal of Education. Richmond.

C. L. Randolph, editor. (Barnard.)

Oct. Iowa Instructor. Davenport.

(Vol. II published at Tipton.) Published by committee of I. S. T. A., consolidated September, 1862, with Iowa School Journal, the resulting periodical carrying both names for several years; published at Des Moines after 1862; edited by committee of I. S. T. A. until August, 1870; name changed to Iowa School Journal, then to Common School. ± 1877.

Nov. The Educator. Baltimore.

J. N. McGilton, editor. ± 1859.

1860. National Educator. Pittsburgh.
E. Curry, editor.
- National Educator.
Quakertown, Pa., 1860-1863; Williamsport, 1863-1872; Kutztown, 1872-1877; Allentown, 1877-1905. Issued semimonthly most of the time. A. R. Horne, editor, 1860-1905. ± 1905.
1867.
Jan. Home and School. St. Louis.
J. L. Tracy, editor. Conducted a few months; the editor had been in charge of the Missouri Educator until its suspension. ± May, 1861.
1863.
July. California Teacher. San Francisco.
Established by State Education Society; edited by State superintendents and supported by State, the society electing editors until 1872; removed to Sacramento, 1873. ± April, 1876.
1864.
Jan. American Educational Monthly. New York.
Schermerhorn, Bancroft & Co., publishers. ± December, 1874.
- Jan. Kansas Educational Journal.
Leavenworth, 1864-1865; and 1872-1874; Grasshopper Falls, 1866; Topeka, 1867 and 1871; Emporia, 1868-1870. Established by K. S. T. A., H. D. McCarty and 12 associate editors in charge. Sent at State expense to school officers, suspended when appropriation ceased. ± April, 1874.
- Apr. School and Family Visitor. Louisville.
W. N. Hallmann, editor. Official organ of State superintendent. ± September, 1864.
- July. Maryland School Journal. Hagerstown.
J. P. Harman, publisher. ± June, 1865.
- * 1864. News and Educator. Cincinnati.
John Hancock, editor until February, 1867. Name became Educational Times, January, 1867. ± May, 1867.
1865.
Aug. Teacher and Pupil. Maysville, Ky.
H. Turner, editor. "Commended" by K. S. T. A. to which considerable space is given. ± Near close of 1865.
1866.
Jan. Michigan Teacher.
Niles, 1866; 1871-1874; Ypsilanti, 1867-1868; Adrian, 1869-1870. Official organ of M. S. T. A. and State superintendent of schools during first several years though independent. W. H. Payne, editor, 1866-1870; H. A. Ford, 1871-1876.
- Nov. Maine Normal (Maine Journal of Education).
Farmington to August, 1868; Portland. Edited by George M. Coge of State Normal School during first two volumes; January, 1869, became Maine Journal of Education, organ of M. S. T. A.; edited by board appointed by association. ± 1874, becoming part of New England Journal of Education.
- New Orleans Advocate and Journal of Education. New Orleans.
State superintendent of schools, editor. ± 1871. Political as well as educational.
1867.
May. Maryland Educational Journal. Baltimore.
E. S. Zevety, editor. ± April, 1868.
- June. Minnesota Teacher and Journal of Education. St. Paul.
First volume and most of second issued from Mantorville. Established at Mantorville by county superintendent as a local journal. ± Merged with Chicago Teacher, June, 1875.
- Sept. School Monthly. Milwaukee.
Published by Milwaukee teachers. ± 1867.
- Teachers' Advocate. Johnstown, Pa.
School and Fireside. Louisville, Ky.
Bradley and Gilbert, publishers. ± 1867.

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1868.

Sept. Journal of Education (American Journal of Education) called "American" Journal of Education after December, 1871. St. Louis.

J. B. Merwin, editor, 1868-1893; associate editors at various times were the State superintendent of Missouri, the presidents of three Missouri State normal schools; represented officially several western State departments of education for short periods; published from the first in connection with school supply house; cooperative, with editions in most of the southwestern States. Continued, 1916, at Milwaukee.

Oct. National Normal. Cincinnati.

R. H. Holbrook, editor. Merged with Ohio Educational Monthly, November, 1874; revived under name Normal Exponent, November, 1882. Again united with Ohio Educational Monthly, 1893.

Schoolmaster (Chicago Schoolmaster, Illinois Schoolmaster).

Bloomington, 1868, to July 1870; published at Chicago and Normal and called Chicago Schoolmaster, 1871-January, 1873. Combined with Illinois Teacher as Illinois Schoolmaster, January, 1873. Conducted largely by teachers of Illinois Normal University. ± December, 1870.

Southern Journal of Education. Shelbyville, Ky.

J. T. Hearn, editor.

1869.

Jan. Indiana Teacher. Indianapolis.

A. C. Shortridge, G. P. Brown, W. A. Bell, editors. ± June, 1869. Consolidated with Indiana School Journal, Bell becoming editor.

Nov. Educational Journal of Virginia. Richmond.

Organ of educational association, edited by their committee; official department maintained by State superintendent, 1870-1891; received State appropriations, 1870-1891. ± December, 1891, continued as Virginia School Journal. Continued, 1916.

Western Educational Review. St. Louis.

Mentioned as organ of State board of education. O. H. Feather, editor.

(Yale) College Courant. New Haven, Conn.

C. C. Chatfield, editor. Devoted to secondary and collegiate education. ± 1874. One of the periodicals consolidated in the New England Journal of Education.

Educational Gazette. Philadelphia.

C. H. Turner, publisher. ± '1870.

1870.

Jan. Arkansas Journal of Education. Little Rock.

Established by Thomas Smith, State superintendent. Issued as newspaper, 1870; magazine monthly, 1871, 1872, as organ of State superintendent. ± January, 1873.

Oct. National Teacher. Columbus, Ohio.

E. E. White, editor. Issued as a "national edition" of Ohio Educational Monthly. ± 1876 at close of Vol. V.

Amerikanische Schulzeitung. Milwaukee.

Organ of German-American Teachers' Association. Published at Louisville, Ky., until 1874; W. N. Hallmann, editor, 1870-1880 with various associates. Became Erziehungsblaetter, June, 1875; continued, '1900-

School Chronicle. Pittsburg.

± '1870.

1871.

Jan. Public School Journal (School Journal). New York.

Weekly. Published by E. L. Kellogg & Co. Continued, 1916.

Feb. Mississippi Education Journal. Jackson.

H. T. Fisher, editor, succeeded July, 1872, by H. R. Pease, State superintendent of schools. ± '1872.

Mar. School Laboratory. Iowa City.

Quarterly. Gustave Hinrichs, editor. Devoted to laboratory, instruction. ± December, 1872.

Apr. Alabama Journal of Education. Montgomery.

Joseph Hodgson, State superintendent, editor. Succeeded after a few months by the *Advanca*, a political weekly.

1871.

Aug. The Manual. Keokuk.

Edited by C. M. Greene. ± Combined with Iowa School Journal, June, 1872.

Connecticut School Journal. New Haven.

Conducted by board of editors under direction of C. B. T. A. ± December, 1874. Merged in New England Journal of Education.

School Recorder. Russellville, Ark.

M. H. Baird, editor.

1872.

Jan. Home and School. Louisville, Ky.

J. P. Morton, publisher. ± December, 1876, consolidated with Educational Weekly, Chicago.

Jan. The School. Ypsilanti.

± 1876, combined with Educational Weekly.

Oct. West Virginia Educational Monthly. Parkersburg.

J. G. Blair, editor. ± 1870.

Nov. New York State Educational Journal. Buffalo.

O. R. Burchard, editor. An endeavor to unite the educational interests of the State in a periodical with one responsible editor assisted by six corresponding editors, appointed by N. Y. S. T. A., so chosen as to represent the six important school groups—public schools, high schools and academies, colleges, institutes, and school supervision. ± 1874, sold to School Bulletin.

1873.

Jan. Chicago Teacher. Chicago.

Several Chicago principals connected with its editorship. ± June, 1875; united with Minnesota Teacher to form Western Journal of Education.

Apr. The Educationist. Indianapolis.

A. C. Shortridge, G. P. Brown, editors. ± December, 1874, united with Indiana School Journal.

May. El Educador Popular. New York.

Semimonthly. Devoted to elementary and secondary education. Published under patronage of president of Peru. Editor, N. Ponce de Leon. ± 1879.

May. Kindergarten Messenger. Cambridge, Mass.

Edited by Elizabeth Peabody, 1873-1875; continued as page in New England Journal of Education, 1876; original editor in charge, 1877. ± December, 1877; united with New Education, 1878.

July. Nebraska Teacher. Beatrice.

C. B. Palmer, editor. Organ of State superintendent and N. S. T. A. ± 1877.

1874.

Jan. Northern Indiana Teacher. South Bend.

Henry A. Ford, editor. ± June, 1876.

Jan. Tennessee School Journal. Nashville.

Official organ of State superintendent, who was editor, assisted by four associates appointed by T. B. T. A. ± 1875.

Sept. School Bulletin and New York State Educational Journal. Syracuse.

C. W. Bardeen, editor, 1874—School Room published as adjunct, 1881-1886. Continued, 1916.

Nov. National Teachers' Monthly. New York.

Called Barnes Teachers' Monthly after third volume. A. S. Barnes & Co., publishers. ± October, 1881.

North Carolina Journal of Education. Raleigh.

Stephen D. Pool, editor.

Journal of Education. Selma, Ala.

E. H. Sattiel, editor. ± 1874.

Maryland School Journal. Baltimore.

M. A. Newell, editor. ± 1870.

1875.

Jan. Educational Notes and Queries. Salem, Ohio.

W. D. Henkle, editor. ± December, 1881.

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1875.
Jan. New England Journal of Education. Boston.
 Weekly. Formed as union of Maine Journal of Education, Massachusetts Teacher, Rhode Island Schoolmaster, Connecticut School Journal, and College Courant. T. W. Ricknell, editor to 1886; A. E. Winship, 1886- Continued, 1916.
- Mar.** Brooklyn Journal of Education. Brooklyn.
 John Y. Culyer, editor. After January, 1876, called Journal of Education of New York. ± March, 1876.
- July.** Utah Educational Journal. Salt Lake City.
 J. M. Coyner, editor. The only educational journal in 10 territories, whose interests it was planned to serve through correspondents in each. ± June, 1874.
- July.** Western Journal of Education. Chicago.
 Formed by union of Minnesota Teacher and Chicago Teacher. ± 1876.
 Public School Record. Milwaukee.
 Winchell and Whitaker, editors. ± 1876; to some extent continued for brief period as Western edition of School Bulletin of Syracuse, N. Y., called School Bulletin and Northwestern Educational Journal.
 American Educator. Lockport, Ill.
 Cooperative periodical, with several editors, ± 1881.

B. LIST INCLUDING THE MORE IMPORTANT EDUCATIONAL PERIODICALS ESTABLISHED 1876-1900.

1876.
July. Eclectic Teacher and Kentucky School Journal. Carlisle, Ky.
 Louisville, 1879-1880; Lexington, 1881- Associate editors in several southern States. "The only educational journal south of the Ohio River." (1877.) ± February, 1888.
 Public School Journal. Cincinnati.
 Began as grangers and teachers' paper called Harvest Home Magazine; educational and called Public School Journal, 1880- F. E. Wilson, editor, 1876-1895.
- 1876. Educational Voice. Pittsburg.
 Became Educational Review, 1881, consolidating several local publications. Published by an association of teachers. ± 1883.
1877.
Jan. Educational Weekly. Chicago.
 Formed by union of School Bulletin and Northwestern Journal of Education, Michigan Teacher, Illinois Schoolmaster, Nebraska Teacher, Home and School, School Reporter, and School of Ypsilanti. Western Educational Journal conducted as monthly edition. ± 1881, changed to Present Age and Educational Weekly.
- Jan.** New Education.
 Milwaukee, 1877-1880; Syracuse, N. Y., 1881-1882. W. N. Hallmann, editor. Called Kindergarten Messenger and New Education after first year. ± December, 1882.
- Mar.** Pacific School and Home Journal. San Francisco, Cal.
 Albert Lyser, editor, 1877-1886. Official organ, 1879-1883. ± 1887.
- Aug.** Iowa Normal Monthly. Dubuque.
 Established at request of State Institute conductors; official organ of State department of education during first 10 or more years. ± 1912.
- Oct.** Primary Teacher (American Teacher, American Primary Teacher). Boston.
 New England Publishing Co. Continued, 1916.
- Dec.** Central School Journal. Keokuk, Ia.
 W. J. Medea, editor and publisher. ± 1886.
- Practical Teacher. Chicago.
 Klein and Kimball, publishers until 1882; continued by the Teacher Publishing Company. Col. F. W. Parker became editor with September number, 1884. ± 1886. Name revived by E. L. Kellogg, at New York. "continuing a paper of same name begun by Col. Parker." New series, 1898- dated at Chicago and New York.

1878.

Nov. West Virginia Journal of Education. Morgantown.

Weekly. J. B. Thompson, editor. ± * 1879.

American Kindergarten Magazine. New York.Called *American Kindergarten* and *Primary Teacher*, 1886-1887; *Child Culture*, April, 1887. ± August, 1887, continued as part of *Phrenological Journal*.*Literary Notes (School Work).* Kearney, Fairmount, Crete, Nebr.Conducted as literary, college, educational paper, with precarious support; J. N. Davidson, first editor; name changed to *School Work*, 1883. ± 1885.*Teachers' Institute.* New York.E. L. Kellogg, publisher. Continued to 1906. Same publisher also conducted other method and supplementary journals, e. g., *Scholars' Companion*, 1877-; *First Teaching*, 1882-; *Professional Teacher*, 1889-

1879.

Jan. Educationalist. Emporia, Kans.Successor of *The Hatchet*, a local school journal (December, 1877-November, 1878); became *Educationalist*, 1880, in charge of G. W. Hoss, formerly editor of *Indiana School Journal*; removed to Topeka; made official organ of K. S. T. A. ± January, 1885. Interest transferred to *Western School Journal*.*Apr.* Journal of Education. New Orleans.

Established and conducted five years by Robert M. Lusher, State superintendent of schools, and William O. Rogers, city superintendent of New Orleans schools; and circulated chiefly among New Orleans teachers; continued by Rogers and associates, 1884-1888.

Journal of Education. Portland, Ore.

Semimonthly. A. A. Bynon, editor. ± * 1881.

1880.

Jan. School Visitor.

Ansonia, O., 1880-1884; Gettysburg, 1884-1892; Versailles, 1892-1894. John S. Royer, editor. Devoted to notes, queries, arithmetic, grammar, and examination questions. ± December, 1894.

Aug. Texas Journal of Education. Austin.Conducted by the secretary of State board of education. ± December, 1882. Consolidated with *Texas School Journal*.*Sept.* Education. Boston.

Bimonthly, 1880-1884; monthly, 1885- T. W. Bicknell, editor, 1880-1885; W. A. Mowry, 1886-1891; Revs. F. H. Kasson and F. H. Palmer, 1891-1900. Continued, 1916.

Nov. Arkansas School Journal. Little Rock.Established as private venture; J. L. Denton, State superintendent, became editor during first year; 1882 called *Kellogg's Eclectic Monthly*. ± July, 1883.*Michigan School Moderator.*Grand Rapids until 1886; Lansing, weekly, 1886-1884. Semimonthly. Called *Moderator Topics*, 1903- Henry R. Pattengill, editor, 1889- Continued.*Ohio Teacher.* Cambridge, O.Established as *Guernsey County Teacher*; called successively *East Ohio Teacher*, 1883, and *Ohio Teacher*; John McBurney, editor, 1880- Continued, 1916.*1880.* Our Country and Village Schools. Decatur.± November, 1887, consolidated with *County School Council*.

1881.

Jan. (Illinois) Schoolmaster (Intelligence). Chicago and Oak Park.Called *Schoolmaster* after first number; called *Intelligence* after May, 1884. Semimonthly. E. O. Valle, editor, 1881-1905. Includes many supplementary leaflets. ± 1905.*North Carolina Educational Journal.* Chapel Hill.

Established by N. C. S. T. A., but edited by Rev. J. F. Heitman. Issued at Trinity College, 1883-1885. ± December, 1885.

May. Illinois School Journal (Public School Journal, School and Home Education)."A vigorous Educational Magazine." Published at Normal, 1881-1880; Bloomington, 1880- Editors, Vols. I, II, E. J. James, Charles De Garmo; III, IV, V, various teachers in Illinois Normal University; Dr. George P. Brown, editor, 1886-1900, with various associates. Name changed to *Public School Journal* with Vol. IX, 1889; and again to *School and Home Education* with Vol. XVII, 1894. Continued, 1916.

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1881.

Aug. Educational Record. Nashville and Tusculum.

Removed to Maryville, 1882. Official organ of State superintendent.
± January, 1883.

Nov. West Virginia School Journal. Wheeling.

Edited several years by superintendent and principals of Wheeling; after
this chiefly by State superintendents. Continued, 1916.

Dec. Minnesota Journal of Education (Journal of School Education, School
Education).

Published for time at St. Paul; Rochester; Minneapolis, 1887. Sanford
Niles, editor, 1885-1895. Continued, 1916.

Public School. Boston.

± 1883, united with Primary Teacher; continued as American Teacher.

1882.

School World. Farnington, Me.

D. H. Knowlton, publisher, school supplies and supplementary material,
publishing a pupils' edition; less supplementary and more professional material
after 1900.

1883.

Jan. Texas School Journal. Houston.

Established by Texas Association of School Superintendents, edited by State
superintendents several years; published at Dallas, 1887-1895; Austin, 1895.
Continued, 1916.

Feb. California Teacher and Journal of Home Education, San Francisco.

Official organ, receiving State appropriation. ± February, 1887.

June. North Carolina Teacher. Raleigh.

Eugene Harrell, editor. ± September, 1895.

July. Educational Weekly. Indianapolis.

Published by J. M. Olcott, with about a dozen contributing editors.
± November 7, 1885, united with Journal of Education, Boston.

Oct. Missouri School Journal. Jefferson City.

First editors, W. T. Carrington and J. L. Holloway; H. A. Gass, editor,
1891-1916; unofficially conducted by officers of State department of education.
Continued, 1916.

Southwestern Journal of Education. Nashville.

Combined with Progressive Teacher of New Orleans and published under
that name at Nashville. Continued, 1916.

1884.

Jan. Lehrer-Post. Milwaukee.

Official organ of German-American Teachers' Association, after September,
1889; used as supplementary reading before this time.

Jan. Educational Courant. Louisville, Ky.

Official organ of Kentucky State Teachers' Association and of State board
of education. R. H. Carothers editor, except of first few numbers. ± July,
1894, became part of Southern School.

Arkansas Teacher. Little Rock.

First numbers issued from Russellville. J. H. Shinn, editor. Continued two
years.

1885.

Jan. Dakota School Journal. Blunt, S. Dak.

Began as weekly; monthly. Henry Hoffman, editor.

Jan. Educational Gazette. Rochester, N. Y.

A. P. Chapin, editor. ± 1910.

Jan. Educational News. Harrisburg, Pa.

Weekly, 1885-1898; semi-monthly. A. N. Raub, editor. Removed to Phila-
delphia, 1891; to Newark, Del., 1897. ± 1900.

Feb. Western School Journal. Topeka, Kans.

H. C. Speer, editor, 1885-1887; R. W. Turner, 1887-88; John MacDonald,
1888-1916. Continued, 1916.

May. Colorado School Journal. Denver.

Aaron Gove, superintendent of Denver schools, editor, 1885-1908. Con-
tinued, 1916.

1885.
 May. *Carolina Teacher*. Columbia, S. C.
 W. L. Bell, editor. Official organ of State department of education.
 ± 1889.
- *Alabama Teachers' Journal*. Montgomery.
 Official organ of State superintendent and Alabama State Teachers' Association. Resident editor and 12 associates. ± March, 1890, consolidated with Educational Exchange.
- * 1885. *Popular Educator*. Boston.
 Educational Publishing Co. Continued, 1916.
1886.
 Feb. *Academy*.
 Syracuse, N. Y., 1886-1890; Boston, 1890-1892. Published under the auspices of the Associated Academic Principals of the State of New York. George A. Bacon, editor. ± June, 1892.
- Feb. *Progressive Teacher*. New Orleans.
 H. E. Chambers, editor. ± June, 1889, sold to Southwestern Journal of Education of Nashville, but continued as *Progressive Teacher* at Nashville, 1900 and 1916.
- Nov. *Science and Education*. New York.
 ± 1887.
- *Georgia Teacher*. Atlanta.
 V. E. Orr, editor and publisher most of the time. Conducted in connection with school supply house. Contents of Volumes III, IV, and V identical with those of Florida School Journal of same years, except for a few local notes.
 ± 1895.
- Iowa School Journal* (Iowa Schools, Midland Schools). Des Moines.
 Closely identified with work of State superintendent, * 1890-1900. Name became Iowa Schools, March, 1898, at the same time several local journals were united with Iowa Schools. Name became Midland Schools, April, 1898. Continued, 1916.
- Iowa Teacher*. Charles City.
 A cooperative publication with many county editions. ± 1910.
- Journal of Industrial Education*. Chicago.
 Mrs. Frances E. Owens, editor. Continued about five years.
- Northwest Teacher*. Olympia, Wash.
 L. E. Kollansbee, editor. ± 1890.
- School Gazette*. Harrisburg, Pa.
 Weekly for a short time, 1886-1890. ± 1910.
- * 1886. *Midland School Journal*. Madison, Wis.
 ± December, 1890, united with Wisconsin Journal of Education.
1887.
 Jan. *Common School Education*. Boston.
 William A. Mowry, editor. ± June, 1891, merged with *Teachers' World* of New York.
- Feb. *Pacific Educational Journal*. San Francisco.
 Oakland, 1892-1896. Official organ receiving State appropriation. J. B. McChesney, principal of Oakland High School, editor, 1887-1891; P. M. Fisher, editor, 1891-1896. ± June, 1896.
- June. *School News and Practical Educator*. Taylorville, Ill.
 Began as *Christian County School News*; soon changed name as circulation expanded. C. M. Parker, editor, 1887-1916. Continued, 1916.
- July. *County School Council*. Chicago.
 "Devoted to supervision and general interests of common schools." November, 1887, absorbed *Our Country and Village Schools*, adding this name to its title. ± Combined with *Public School Journal* of Bloomington, September, 1889.
- Nov. *Mississippi Teacher*. (Meridian) Oxford.
 Organ of M. S. T. A. ± 1890.
- Florida School Journal*.
 Established at Lake City by H. Merk. More or less under direction of F. S. T. A. until 1899; after this published by V. E. Orr of an Atlanta school supply house. ± 1896.

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1887.

Nov. Journal of Pedagogy. Athens, Ohio.

Quarterly. Edited by college and university men in early volumes. Albert Leonard, editor, with associates. Continued at Syracuse, N. Y., Binghamton, N. Y., and Ypsilanti, Mich., in succession. ± 1907.

School Teacher. Winston, N. C.

Became Southern Educator, Durham, August, 1890. ± November, 1892.

* 1887. Southern Teacher. Chattanooga.

± July, 1894; consolidated with Southern School, Lexington, Ky.

1888.

Jan. Southern Illinois Teacher.

Carbondale, Metropolis and Collinsville. Established as the Normal Gazette, a college paper; changed name to represent its field. ± 1894.

May. The Kindergarten. Chicago.

Called Kindergarten Magazine after September, 1891. First editors, Cora L. Stockham and Emily A. Kellogg. ± 1910.

June. Dakota Educator. Scotland, S. D.

George A. McFarland, first editor; official organ of S. D. S. T. A., 1890; removed to Madison, 1890; continued as South Dakota Educator at Mitchell. H. L. Bras, editor, 1891- Continued, 1916.

Sept. Georgia Educational Journal. Atlanta.

± December, 1891, consolidated with Educational Monthly.

Louisiana Educator. Baton Rouge.

Organized in connection with Chautauqua movement, and approved by L. S. T. A. T. Sambola Jones, editor, 1888, aided by 10 associates, 1889-1890. ± 1890.

The Teacher (New Education). New York.

Edited by Mary H. Simpson and nine associates. December, 1892, succeeded by New Education. ± 1909.

1889.

Apr. Alabama Educational Exchange.

Birmingham, 1889-1890, 1895- Published at Montgomery, 1890-1895. J. H. Phillips and J. M. Dewberry, editors most of the time. Continued, 1916.

Sept. School. New York.

Weekly. H. S. Fuller, editor. Continued, 1916.

Sept. Texas Journal of Education. Galveston.

± May, 1891, united with Texas School Journal.

Common School. Grafton, N. D.

A. L. Woods, W. L. Stockwell, editors. ± December, 1898.

Educational Foundations. New York.

E. L. Kellogg, publisher. Continued, 1916.

Germania.

Manchester, N. H., 1889-1894; Boston, 1894. A. W. and E. Spanhoofd, editors and publishers. (Same publishers also conducted Student, 1896-) ± 1900.

Home and School. Louisville Ky.

± December, 1893, united with Southern School of Lexington, Ky.

Northwest Journal of Education. Seattle, Wash.

First volumes dated also at Helena, Mont. Published, 1895, at Olympia. Continued, 1916 at Seattle.

Teachers' World. New York.

Began as local journal in Ohio; combined with Common School Education, 1891; became, June, 1892, Teachers' World, "A Journal of Methods, Aids, and Devices." ± 1902, united with Normal Instructor.

* 1889. Southern School. Lexington, Ky.

Weekly, 1896-1900. Continued, 1916.

1889. Oregon School Journal (continued as Western Pedagogue), Corvallis,

Oreg.
± 1892.

1890.

American School Board Journal. Milwaukee.
W. G. Bruce, publisher. Continued, 1916.

Northwestern Journal of Education. Lincoln.

J. H. Miller, editor. ± September, 1898, Nebraska edition sold to Nebraska Teacher, continued as Northwestern Monthly, 1900.

Primary School. New York.

E. L. Kellogg, publisher. ± ° 1905.

Southern School Journal. Little Rock, Ark.

Weekly during 1891. Established as successor of Popular Educator and Arkansas Educational Journal, local publications. Edited by J. H. Shinn, State superintendent, 1890-1894, aided by his successor in office, 1894-1896, assisted by local school men.

1891.

Jan. Pedagogical Seminary. Worcester, Mass.

Quarterly. G. Stanley Hall, editor, 1891- Continued, 1916.

May. Oklahoma School Journal. Guthrie.

Frank Terry, editor. Designed as official organ by territorial superintendent. Eight numbers issued. ± January, 1892.

May. Wyoming School Journal. Laramie.

Henry Merz, editor. ± June, 1893.

Sept. Interstate School Review. Danville, Ill.

Weekly, 1896-1900. A cooperative paper with numerous county editions. Several Chicago principals named as editors at different times. ± ° 1911.

Sept. Pacific Coast Teacher. San Jose, Cal.

John Jury and Franklin Barthol, editors. After absorbing the San Jose Normal Index was official alumni organ of that school. ± August, 1893.

Nov. Normal Instructor. Dansville, N. Y.

F. A. Owen, publisher. Continued, 1916.

Dec. Educational Monthly. Atlanta, Ga.

Established as consolidation of Georgia Educational Journal and Piedmont Educator (local). First volume numbered V. ± February, 1893, continued as Southern Educational Journal, q. v.

American School and College Journal. St. Louis.

J. B. Merwin, editor. Continued, 1900.

Educational Review. New York.

Nicholas Murray Butler with associates, editor, 1891-1896; Nicholas Murray Butler, editor, 1897- Continued, 1916.

Kindergarten Review. Springfield, Mass.

Milton Bradley Co. Continued, 1916.

1892.

Jan. Primary Education. Boston.

Eva D. Kellogg, editor. Educational Publishing Co. Continued, 1916.

Jan. Scientific Temperance. Boston.

Issued by the Scientific Temperance Instruction Department, Woman's Christian Temperance Union. Mary H. Hunt, first editor. Called School Physiology Journal, 1893-1911; continued 1916 as Scientific Temperance.

Mar. School Commissioner. Saginaw, Mich.

Changed name and content several times; American School Commissioner, 1893; American Illustrated School Commissioner, 1895; American Schools, 1896; American Illustrated, 1896. ± ° 1896.

Nov. Oklahoma School Herald.

Norman, 1892-1897; Oklahoma City, 1897- W. N. Rice, editor, 1892- except for short intervals. Continued, 1916.

Dec. Cabinet. Detroit.

Began as official organ of Michigan Music Teachers' Association. Called School Record after 1893 and ceased to give special attention to music.

School and College. Boston.

"Devoted to Secondary and Higher Education." E. G. Huling, editor. ± Its general plan continued in School Review.

Western Teacher. Milwaukee.

S. T. Gilman, editor, 1892- Continued, 1916.

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1893.

Jan. Southern Educational Journal. Atlanta.

Semi-monthly (1893-1896). Consolidation of several periodicals already united in the Educational Monthly. First volume in V. Edited by State superintendent of schools or under his direction. ± * 1907.

School Forum. Dallas.

± 1895, united with Texas School Journal.

School Review. Hamilton, N. Y.

J. G. Schurman, president of Cornell University, and C. H. Thurber, principal of Colgate Academy, first editors. Removed to Chicago, 1896. Continued, 1916.

1894.

Feb. Mississippi Journal of Education. Aberdeen.

M. Rose, editor. ± * Close of 1895, united with Dixie School Journal to form Mississippi School Journal.

Mar. Florida School Exponent.

Published at Tallahassee two years; continued at Jacksonville. Official organ of State superintendent and F. S. T. A. Continued, 1916.

June. The Dixie School Journal. Waldo, Miss.

C. L. McKay, editor. Last four numbers issued from Philadelphia, Miss. ± * February, 1896, united with Mississippi Journal of Education to form Mississippi School Journal.

Journal of Pedagogy. Provo, Utah.

Published under auspices of the department of experimental pedagogy of Brigham Young Academy. ± 1895.

Mind and Body. Milwaukee.

Continued, 1916.

1895.

Mar. Utah University Quarterly. Salt Lake City.

Official organ of the university, the State superintendent of schools, and the Natural History Association. ± 1897.

Apr. Louisiana School Review. New Orleans.

Conducted as a cooperative feature of Louisiana Public School T. A. H. E. Chambers, editor. ± 1907.

Aug. Inland Educator. Terre Haute.

Many contributors were teachers in Indiana State Normal School. ± August, 1900, consolidated with Indiana School Journal as Educator Journal. Continued, 1916.

Child Study Monthly. Chicago.

± * 1903.

Tennessee School Journal. Waverly.

± 1896, continued in Southwestern School Journal. Published 1897 at Birmingham, Ala., 1898-, Nashville. ± * 1902.

Western Journal of Education. San Francisco.

Harr Wagner, editor. Official organ sent to all school clerks, 1898. Continued, 1916.

* 1895. Philadelphia Teacher. Philadelphia.

Continued, 1916.

1896.

Apr. Connecticut School Journal. Meriden.

Weekly. Official organ of State Teachers' Annuity Guild. ± * 1903.

Nov. Arkansas School Journal. Little Rock.

Conducted by State superintendent, 1897-98; continued by E. L. Gatewood, and W. J. McElwain, the latter employed by the State superintendent. ± * 1913.

American Physical Education Review. Cambridge, Mass.

Boston, 1897-. Quarterly. Continued, 1916.

Mississippi School Journal. Jackson.

Official organ of State department of education, State board of examiners, and organization of county superintendents. ± * 1913.

1897.
Apr. New York Teachers' Quarterly. New York.
 Conducted by several teachers of New York City. ± December, 1898.
- **Apr.* Mississippi Teacher. Jackson.
 ± 1905.
- Sept.* New York Education. Albany, N. Y.
 C. E. Franklin, editor. "Devoted to New York State educational interests."
 Changed, 1901, to American Education. Continued, 1916.
- Inland Journal. Lewiston, Idaho.
 Edited by George E. and C. O. Knepper. ± 1899.
- Journal of School Geography. Lancaster, Pa.
 "Devoted to the interests of geography teachers." R. E. Dodge, editor.
 Continued, 1900.
- Modern Methods. Boston.
 New England Publishing Co. A. E. Winship, editor. ± 1902.
- North Carolina Journal of Education. Greensboro.
 P. P. Claxton, editor. Continued, 1901.
- Oregon Teachers' Monthly. Salem, Oreg.
 Charles H. Jones, editor, 1897. Continued, 1916.
- Teachers' Gazette. Milford, N. Y.
 Continued, 1916.
1898.
Feb. Texas School Magazine. Dallas, Tex.
 Continued, 1916.
- Sept.* Nebraska Teacher. Lincoln.
 Official organ of N. S. T. A. Continued, 1916.
- New York Teachers' Monographs. New York.
 Quarterly. Conducted by New York City teachers. Continued, 1916.
1899.
Jan. New York Teachers' Magazine. New York.
 Conducted by a group of teachers of New York City. Continued, 1900.
- Apr.* County Superintendents' Monthly. Fremont, Nebr.
 For county superintendents. ± 1900.
- May.* Westland Educator. Fargo, N. Dak.
 W. G. Crocker, editor, 1899- Continued, 1916.
- Chicago Teacher. Chicago.
 S. R. Winchen, publisher. ± 1910.
- Manual Training Magazine. Peoria, Ill.
 Quarterly. Continued, 1916.
1900.
Apr. School Music Monthly. Keokuk, Iowa.
 Vol. I published at Quincy, Ill. Continued, 1916.
- Sept.* Journal of Adolescence. (Chicago.) Oak Park, Ill.
 A. H. Yoder, editor. United with Child Study Monthly. ± 1908. De-
 signed to aid in the study of children between the ages of 12 and 18.

**C. THE PERIODICALS IN THIS LIST WERE, AS A RULE, SHORT
 LIVED AND OF LOCAL CIRCULATION.**

1875. School World. Chicago.
 W. H. Gardner, editor and publisher.
1876.
Nov. The Educator. Muscoda, Wis.
 Oregon Educational Journal. Salem.
- * 1876. Carolina Teacher. Columbia, S. C.
 ± 1876.
- * 1876. Rural Educationist. Pierce City, Mo.
 W. M. Simpson, publisher.

110 EDUCATIONAL PERIODICALS IN NINETEENTH CENTURY.

- * 1876. School Record. Oak Ridge, Mo.
Stanley, editor.
1877. New Jersey Public School Journal. Bloomfield.
C. J. Majory, editor.
1879. Educator. New Haven, Conn.
Parents' and Teachers' Monthly. Lexington, Ky.
C. C. Cline, C. P. Williamson, G. W. Yancey, editors.
Public School Record. San Francisco.
Weekly. Georges Francfort, editor.
School World. St. Louis.
C. H. Evans, editor.
Teachers' Journal. Wilkes-Barre.
A. H. Berlin and F. C. Geyer, editors.
Western Educational Journal. Chicago.
J. Fred Waggoner editor. ± 1883. Chiefly a school supply journal.
1880. Journal of Didactics. Paola, Kans.
W. J. Groat, editor. Prof. John Wherrell, associate editor. ± 1880.
Missouri Teacher. Kirksville, Mo.
J. U. Barnard, editor and publisher. ± 1882.
- * 1881. School Register. Everett, Pa.
± August, 1882.
1882. Educational Journal. Jackson (Durant), Miss.
Semimonthly. P. W. Corr, editor. ± 1882.
Iowa Teacher. Marshalltown.
Marvin, Morrissey, publishers. ± 1886.
1883. Educator. Effingham, Ill.
J. A. Arnold, editor and publisher. ± 1883.
1884. Educational Herald. Louisville, Ky.
School Messenger. Ada, Ia.
G. H. Harvill, editor and publisher.
True Educator. South Lancaster, Mass.
Charles E. Ramsey, editor.
- * 1884. Northwestern School Journal. Council Bluffs, Iowa.
Weekly. George D. Osborn, editor. ± May, 1886.
- * 1884. Western Educator. Parker, S. Dak.
C. H. Smith, editor. Edition also at Lincoln, Nebr.
1885. American School. Henderson, Ky.
National Educator. Springfield, Peoria, Ill.
New Jersey Public School Journal. Flemington.
Leigh, editor.
Normal Educator. Moamouth, Oreg.
School Music Journal. Boston.
The Educational Gleaner. Unionville, Mo.
J. W. Jones, editor.
- * 1885. Dakota Teacher. Huron, S. Dak.
Bishop and Patterson, editors.
1886.
Nebraska Teacher. Salem.
± 1887, absorbed by Western School Journal of Kansas.
Our Schools. Mayfield, Ky.
Texas Public Schools. Fort Worth.
Semimonthly.

1887.
 Educational Advocate. Collinsville, Ala.
 Educational Advocate. Dublin, Ga.
 ± 1891.
 Normal Instructor. Rome, N. Y.
 ± 1889.
 Practical Educator. Oskaloosa, Iowa.
 Fred A. Wightman, editor.
 Southern School Journal. Walnut Grove, Miss.
 ± 1894.
 The School. Springfield, Mass.
 ± 1890.
 Western North Carolina Journal of Education. Glenwood.
 ± 1890.
1887. School Journal. Elkhorn, Wis.
 A. O. Wright, editor. ± 1888, united with Midland Schools.
1888.
 Jan. Nebraska Teacher. Carleton.
 W. H. Sublette, editor. ± 1888.
 Nebraska School Journal. Schuyler.
 A. B. Hughes and W. F. Howard, editors.
 New Education. Daleville, Miss.
 Thomas F. McBeath, editor. ± 1889.
- * 1888. Piedmont Educator. Georgia.
 * 1888. Teacher at Work. Huntsville, Ala.
1889. Arkansas Educational Journal. Searcy.
 ± 1890.
 Mountain Educator. Marshall, Ark.
 J. W. Blankinship, editor and publisher.
 Popular Educator. Little Rock.
 ± 1890.
 School Bulletin. Birmingham, Ala.
 Weekly. ± 1889.
 Teachers' Guide. Haynesville, Ala.
 ± 1890.
1890.
 Kentucky State Journal of Education. Falmouth, Ky.
 Teachers' Journal. Springfield, Vt.
 ± 1891.
 Western Reserve School Journal. Geneva, Ohio.
 ± 1893.
- * 1890. Palmetto Teacher. Greenwood, S. C.
 P. E. Rowell, editor.
1891.
 Jan. California Educational Review. San Francisco.
 Campbell and Lyser, editors. ± June, 1891.
 June. California Public School Journal.
 ± June, 1891, the editor becoming editor of Pacific Educational Journal.
 Inter-Mountain Educator. Salt Lake, Utah.
 W. A. Corey, editor.
 North Carolina Journal of Education. Fairview.
 D. W. Furman, editor.
 Progressive School. Alliance, Ohio.
 ± 1892.

112 EDUCATIONAL PERIODICALS IN NINETEENTH CENTURY.

1891.
June. Public School Mirror. Morgantown, W. Va.
 Published at Huntington, 1890. ± ° 1897.
 Schoolmaster. Des Moines.
 School News. Norwich, Conn.
 Dixon, editor.
1892.
Jan. Southern Education. Florence, Ala.
 J. K. Powers, editor. Sold to Educational Exchange. ± December, 1892.
Apr. West Virginia Educational News. Charleston,
 ± ° 1892.
 American Educator. (York) Lincoln, Nebr.
 G. H. Graham, editor. ± 1897. united with Midland Schools, Iowa.
 Educational Worker. Springville, Ala.
 ± 1892.
 Florida Teacher. Dade City.
 A. E. Booth, editor.
 Missouri Teacher (Central Teacher) Sedalia.
 B. M. Scotten, editor and publisher. ± ° 1895.
1893.
 Looking Ahead. Mansfield, La.
 Official organ of L. S. T. A. G. D. Pickels, editor. ± ° 1894.
 School Courant. Freeport, Ill.
1894.
 Washington Educational Review. Tacoma.
 W. N. Allen, Herbert Rashford, editors.
 Western School News. North Yakima, Wash.
 Clark, editor and publisher.
1895.
 Arizona Educator. Jerome.
 Later published for short time at Kingman. ± ° 1896.
 Directors' Round Table. Iowa Falls, Iowa.
 Primary Teacher. Litchfield, Ill.
 Eme C. Holbrook, editor.
1896.
 School Register. Worcester, Mass.
 ± ° 1911.
 Teacher and Student. Chicago.
 S. R. Winchell, editor.
1897.
 Educational Courier. Poplarville, Miss.
 Progressive School. Wooster, Ohio.
 School Economy. Chicago.
 Orville Brewer, editor.
 Teacher. Brooklyn, N. Y.
 I. N. Smith & Co., editors and publishers.
1898.
 Carolina Teachers' Journal. Greenwood, S. C.
 ° 1900.
 School Weekly. Chicago.
 James J. Sager, editor. Chicago School Publishing Co., publishers.
1899.
Jan. Home and School. Lexington, Ky.
 Formerly Southern School.
Mar. Georgia Education. Atlanta.
 Semi-monthly. Miss S. Y. Jewett, editor.
- ° 1899. Teachers' Outlook. New York.

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Alabama Educational Journal. Montgomery. Vol. I, 1858.
Alabama Journal of Education. Montgomery. Vol. I, 1871.
American Educational Monthly. New York. Vols. I-XI, 1864-1874.
American Educationist and Western School Journal. Cleveland. Vol. I, 1852.
American Journal of Education and College Review. New York. Vols. II-III, 1856-1857.
American Quarterly Register. Andover, Mass. Vols. I-XV, 1829-1843.
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Brooklyn Journal of Education. Brooklyn. Vol. I, 1875.
Buffalo School Journal. Buffalo. Vol. I, 1877.
Cabinet. Detroit. Vols. I-V, 1892-1897.
California Educational Review. San Francisco. Vol. I, 1891.
Central School Journal. Keokuk, Iowa. Vols. III-VII, Vols. VIII-XV, 1870-1893.
Chicago Teacher. Chicago. Vols. I-III, 1873-1875.
Common School. Grafton, N. D. Vols. V-X, 1893-1898.
Common School Advocate. Jacksonville, Ill. Vol. I, 1837.
Common School Assistant. Albany. Vols. I-II, 1836-1837.
Common School Education. Boston. Vols. III-V, 1889-1891.
Connecticut School Journal. Meriden. Vols. I-V, 1896-1900.
Country School Journal. Maynard, Ark. Vol. I, 1899.
County Superintendents' Monthly. Fremont, Neb. Vol. I, 1899.
County School Council. Chicago. Vols. I-II, 1887-1888.
Dakota School Journal. Blunt, S. D. Vol. I, 1885.
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Eclectic Teacher and Kentucky School Journal. Carlisle, Ky. Vols. I-V, 1876-1881.
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Educational Notes and Queries. Salem, Ohio. Vols. I-VII, 1875-1881.
Educational Record. Nashville. Vols. I-II, 1881-1882.
Educational Voice. Pittsburgh. Vols. V-VI, 1879-1880.
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Educationist. Indianapolis. Vols. I-II, 1873-1874.
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Educator. Pittsburgh, Pa. Vols. I-III, 1859-1862.
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Georgia Education. Atlanta. Vols. I-II, 1899-1900.
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Home and School. Lexington, Ky. Vol. I, 1899.
Home and School. Louisville, Ky. Vols. I-IV, 1889-1893.
Home and School. Louisville, Ky. Vols. I-V, 1872-1876.

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- Indiana Teacher. Indianapolis. Vol. I, 1869.
- Inland Educator. Terre Haute. Vols. I-X, 1895-1900.
- Intelligence (Schoolmaster). Oak Park. Vols. I-IV, 1881-1884; XVII-XX,
XXV, 1905.
- Interstate School Review. Danville, Ill. Vols. I-II, VI-IX, 1891-1899.
- Iowa Teacher. Charles City. Vols. X-XIV, 1896-1900.
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XXXII-XXXIII, 1868-1900.
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- Preceded by Type of Times. Vols. XI-XII, 1858-1859.
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- Maryland School Journal. Hagerstown. Vol. I, 1864.
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LI, 1875-1900.
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- Western School Journal. Topeka. Vols. I-XVI, 1885-1899.
- West Virginia School Journal. Wheeling. Vols. I-III, XVI-XX, 1891-1901.
- Wisconsin Journal of Education. Madison. Vols. I-IX, 1856-1865; Vols. XI, XVIII-XXX, 1881-1900.

C. EDUCATIONAL JOURNALS DEVOTED TO VARIOUS SPECIAL INTERESTS.

- American Kindergarten Magazine. New York. Vols. II-VIII, 1879-1886.
 ——— New series. Vol. I, 1886.
 ——— Continued as Child Culture. Vol. I, 1887.
 American Physical Education Review. Cambridge. Vols. II, V, 1897, 1900.
 Amerikanische Schulzeitung. Milwaukee. Vols. IV, XII, 1873, 1881.
 Child Study Monthly. Chicago. Vols. I-III, 1895-1898.
 Journal of Adolescence. Oak Park, Ill. Vols. I-III, 1900-1903.
 Journal of Industrial Education. Chicago. Vol. V, 1890.
 Journal of School Geography. Lancaster, Pa. Vols. III-V, 1899-1901.
 Kindergarten. Chicago. Vols. I-XVII, 1888-1903.
 Kindergarten Messenger. Cambridge, Mass. Vols. II, IV, 1874-1875.
 ——— New series. Vol. I, 1877.
 Kindergarten Review. Springfield, Mass. Vols. VIII-X, 1897-1900.
 Manual Training Magazine. Peoria, Ill. Vols. I-II, 1899-1901.
 Mind and Body. Milwaukee. Vols. I-VI, 1894-1900.
 School Laboratory. Iowa City. Vols. I-II, 1871-1872.
 School Music Monthly. Keokuk. Vols. I-II, 1900-1901.
 Scientific Temperance. Boston. Vols. I-IX, 1892-1900.

D. EDUCATIONAL PERIODICALS DEVOTED TO HIGHER EDUCATION OR STUDIES OF EDUCATIONAL PROBLEMS.

- Academy. Syracuse, N. Y. Vols. I-VII, 1886-1892.
 American Annals of Education. Boston. Vols. I-IX, 1830-1839.
 American Journal of Education. Boston. Vols. I-V, 1826-1830.
 American Journal of Education. Hartford, Conn. Vols. I-XXXI, 1835-1881.
 Education. Boston. Vols. I-XX, 1880-1900.
 Educational Review. New York. Vols. I-XX, 1891-1900.
 Pedagogical Seminary. Worcester, Mass. Vols. I-IV, 1891-1896.
 School and College. Boston. Vol. I, 1892.
 School Review. Hamilton, N. Y. Vols. I-VII, 1893-1899.

E. OTHER PERIODICALS.

- American Journal of Science (Silliman's). Vols. I-IX, 1818-1825.
 Boston Recorder. Boston. Vols. I-VIII, 1816-1823.
 Edinburgh Review. Edinburgh. Vols. I-XLV, 1802-1826.
 Journal des Enfants. Paris. Vols. I-V, 1790.
 Monthly Preceptor, or Juvenile Library. London. Vol. I, 1800.
 New York Magazine. New York. Vols. I-II, 1796-1798.
 Niles Weekly Register. Baltimore. Vols. I-VIII, 1811-1845.
 North American Review. Vols. I-XXV, 1815-1826.
 Port Folio. Philadelphia. Vols. I-XIII, 1801-1811.
 ——— New series. Vols. I-VII, 1816-1819.
 Quarterly Journal of Education. London. Vols. I-II, 1831-1832.
 Select Reviews and Spirit of Foreign Magazines. Philadelphia. Vols. I-II, 1800-1810.

F. LAWS, OFFICIAL REPORTS, AND PROCEEDINGS OF TEACHERS' ORGANIZATIONS.

- American Institute of Instruction. Annual Reports:
 1831-1835, 1837-1839, 1847, 1849, 1851, 1856-1862, 1864-1897.
 Annual Reports of State Superintendents of Instruction or Commissioners of
 Schools: California, 1864, 1866-1869, 1871-1872, 1891-1899; Connecticut,
 1841, 1842, 1855-1867; Michigan, 1857; Pennsylvania, 1876-1888; Rhode
 Island, 1855-1874.
 Cousin, Victor. Report on State of Public Instruction in Prussia. Translated
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 England. Education Department Reports: 1870 to 1899-1900.
 Ireland. Reports of Commissioner of National Education: 1862, 1890-1894,
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Peabody Education Fund. Proceedings (Cambridge): 1870-1884.
Reports of Massachusetts State Teachers' Association: 1845-1881.
Reports of Missouri State Teachers' Association: 1856-1867.
School Laws: California, 1866, 1901; Iowa, 1911; Pennsylvania, 1855; 1873, 1909, 1911.
St. Louis. City School Report: 1896-1897.
United States Census. Report: 1900, Vol. IX, Part III, pp. 1040-1100.
United States Commissioner of Education. Annual Reports: 1870-1900.
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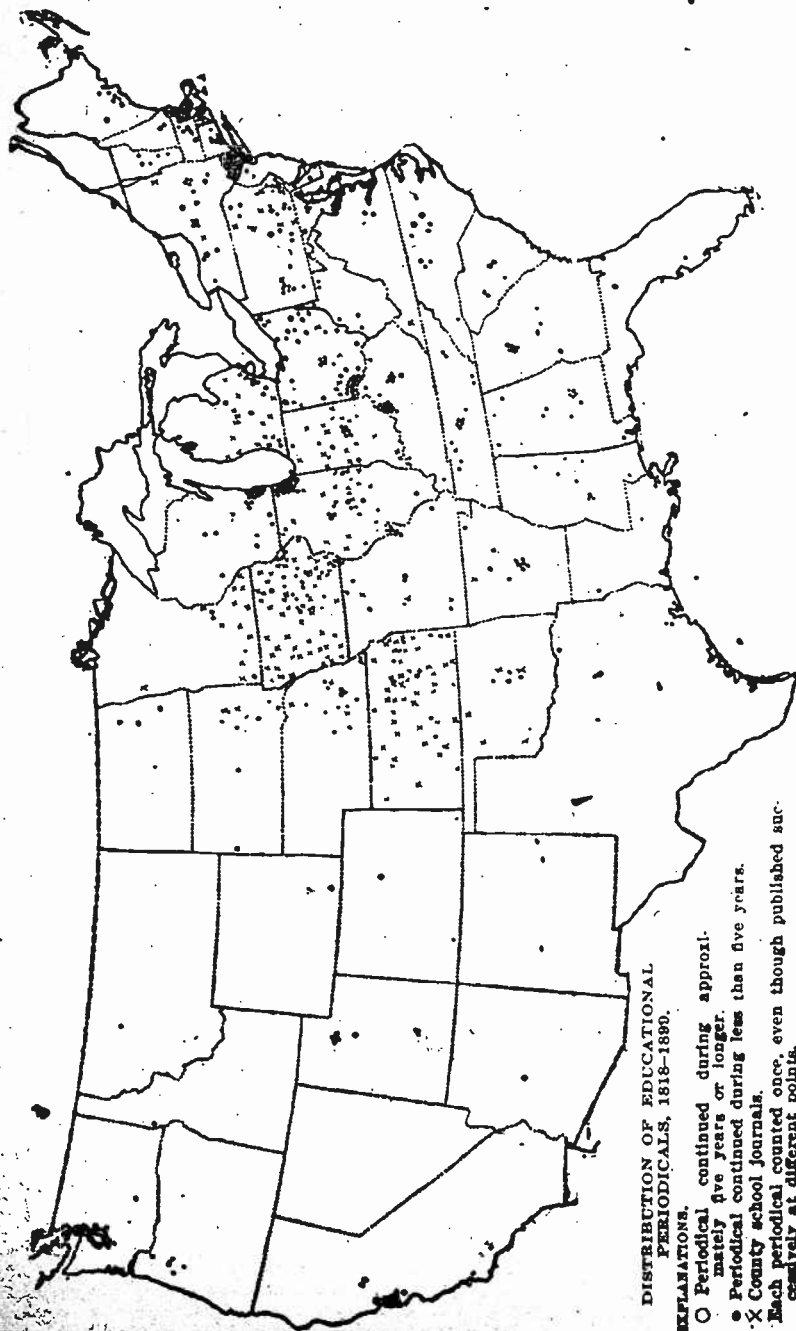
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May, F. British and Irish Press Guide. London, 1871, 1879, 1883. Cont. as Willings' Press Guide, 1894, 1897, 1899. Title varies.
Mermet, E. Annuaire de la Presse Française. Paris, 1881, 1884, 1885, and the same by H. Avenel, 1889, 1892.
Mitchell, C. Newspaper Press Directory. London, 1896, 1900.
Rowell, George P. American Newspaper Directory. New York, 1869-1900.
Sells. Dictionary of the World's Press. London, 1886, 1894.
Sperling, H. Adressbuch der deutschen zeitschriften, 1898.

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— Educational Journalism. N. E. A. Report, 1908, pp. 500-514. N. E. A. Report, 1898, p. 810.
Barnard, Henry. American Journal of Education, 1855, Vol. II, pp. 465-561; 1865, Vol. XV, pp. 383-384 (list of periodicals); 1870, Vol. XIX, p. 401 et seq.
— Normal Schools and Other Institutions and Agencies Designed for the Professional Education of Teachers. Hartford, 1851.
Boone, R. G. Education in the United States. 1903.
Chamberlain, A. F. The Child, A Study in Evolution. London, 1900.
Coffman, L. D. Social Composition of the Teaching Population. New York, 1911.
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Hatlin, Eugene. Bibliographie Historique et Critique de la Presse Periodique Française. Paris, 1866, pp. 558-562.
Hoyt, C. O., and Ford, R. C. John D. Pierce, Founder of the Michigan School System. A Study of Education in the Northwest. Ypsilanti, 1905.
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Lehman, Oskar. Die deutschen moralischen Wochenschriften des achtzehnten Jahrhunderts als pädagogische Reformschriften. Leipzig, 1893.
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 ——— Educational Labors of Henry Barnard. Syracuse, 1893.
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 New England Magazine, Boston, 1891, Vol. IV, p. 134.
 Editorial upon educational journals.
- Palfrey, Periodical Literature of the United States. *North American Review*, 1834, Vol. XXXIX, pp. 277-301.
- Public School Journal, Bloomington, Ill., 1889, Vol. IX, pp. 302-303; 549.
 Editorial: "The Mission of School Journals."
- Richter, Jean Paul. *Levana, oder Erziehungslehre*. Stuttgart, 1814. Chap. 156.
- Russell, John. Educational Periodicals in England. *Educational Review*, 1901, Vol. XXII, pp. 472-497.
- Rounds, C. C. Educational Journalism. Report of American Institute of Instruction, 1879, pp. 67-83.
- Sabin, Henry. Educational Journalism in Iowa. *Schools*, 1893, Vol. VIII, No. 1, pp. 9-13.
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 ——— Newspapers and Periodicals of Illinois. Springfield, 1910.
- Smith, W. L. Historical Sketches of Education in Michigan. Lansing, 1880.
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- Thomas, Isaiiah. History of Printing. 2 vols. Worcester, Mass., 1810. Vol. II, pp. 520-530.
- Weeks, S. B. History of Public Education in Arkansas. Washington, 1912. (U. S. Bureau of Education. Bulletin, 1912, No. 27.)
- White, E. E. A Few Hours with Educational Journals. *Ohio Educational Monthly*, 1884, Vol. XXXIII, pp. 58-62.
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DISTRIBUTION OF EDUCATIONAL PERIODICALS, 1818-1890.

EXPLANATIONS.

- Periodical continued during approximately five years or longer.
 - Periodical continued during less than five years.
 - × County school journals.
- Each periodical counted once, even though published successively at different points.

LIST OF EDUCATIONAL PERIODICALS PUBLISHED IN MAY, 1917.

The following descriptive list includes the educational periodicals published in May, 1917. It is arranged in two groups, the first including those of local or chiefly local interest and circulation; the second, those which are specialized to a considerable extent. The complete list thus divided shows a continuation of the specializing tendency noted before 1900. As to frequency of issue, more than half are published in 10 monthly numbers. Most statements of auspices or official relationships are quoted; in many cases these amount to little more than the name; in others actual ownership or control is indicated, examples being the journals published by the Illinois, Kansas, and Colorado State teachers' associations. Reports of State teachers' associations, issued quarterly or monthly, and the periodical form of the reports of the National Education Association have not been included, since their content is almost entirely confined to the affairs of the associations. Periodical bulletins conducted by State departments of education have also been omitted. In general, the basis of selection stated in the introduction to the study has been used in preparing this supplementary list.

The journals in the local list usually represent varied interests—school news, State laws and decisions relating to schools, reports of educational gatherings, discussions of method and teaching problems by local contributors, and many articles quoted from the bulletins of the United States Commissioner of Education or from State reports. Some emphasize method and device material of value to grade or rural teachers; others contain little except current educational news and miscellaneous comment and reprints from other journals. Usually the names of those in the specialized group sufficiently suggest their major interest. In the case of a few whose character is not thus indicated, parenthetic expressions such as "method," "school news," or similar notes have been used. A small number of county school journals has been found, but they are not given a place in the lists.

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(A) LOCAL AND STATE EDUCATIONAL PERIODICALS.

Periodical and place of publication.	Editor and publisher.	Issues per year.	Price per year.	Auspices.
Educational Exchange, Birmingham, Ala.	N. R. Baker.....	12	\$1.00	
Arizona Teacher, Tucson, Ariz.	I. Colodny.....	10	1.00	"Official organ of Arizona S. T. A."
Arkansas Teacher, Conway Ark.	J. J. Doyne: Arkansas Teacher Publishing Co.	10	1.00	
Sierra Educational News, San Francisco, Calif.	Arthur Chamberlain: California Teachers' Association.	10	1.50	"Official organ of California Teachers' Association."
Western Journal of Education, San Francisco, Calif.	Harr Wagner.....	12	1.50	
Colorado School Journal, Denver, Colo.	D. R. Hatch: Colorado State Teachers' Association.	12	1.00	"Owned by Colorado Educational Association."
Public Schools, Denver, Colo.	William Ruffer.....	10	1.00	
Florida Schoolroom, Dade City, Fla.	Alys M. Corr: P. W. Corr.	12	1.00	"Official organ of Florida Educational Association, State dept. of education."
School and Home, Atlanta, Ga.	E. C. Merry: School and Home Publishing Co.	12	.75	
Illinois Teacher, Bloomington, Ill.	Illinois S. T. A.....	10		"Organ of Illinois S. T. A."
Practical School Journal, Litchfield, Ill.	E. B. Lewis.....	10	1.10	
School and Home Education, Bloomington, Ill.	W. C. Bagler: Public School Publishing Co.	10	2.00	
School Century, Oak Park, Ill.	George W. Jones.....	10	1.25	(Method.)
School News and Practical Educator, Taylorville, Ill.	—; C. M. Parker Estate.	11	1.25	Do.
Educator Journal, Indianapolis, Ind.	Geo. L. Roberts: Educator-Journal Publishing Co.	12	1.00	
Home and School Visitor, Greenfield, Ind.	James N. Goble: D. H. Goble Printing Co.	12	.75	
Indiana Instructor, Indianapolis, Ind.	D. T. Frazer: Instructor Publishing Co.	12	1.00	
Teachers' Journal, Marion, Ind.	A. Jones: Teachers' Journal Co.	12	1.00	
Midland Schools, Des Moines, Iowa.	C. R. Scroggie: Midland Schools.	10	1.00	
Kansas Teacher, Topeka, Kans.	F. L. Pinet (secretary): Kansas S. T. A.	12	1.00	"Official organ of Kansas S. T. A."
Southern School Journal, Lexington, Ky.	R. B. Eubank.....	12	1.00	"Official organ of State board of education and Kentucky Educational Association."
Louisiana School Work, Zachary, La.	E. I. Stephens; C. R. Reagan.	10	1.00	"Official organ of State board of education and Louisiana S. T. A."
Atlantic Educational Journal, Baltimore, Md.	H. E. Buchholz: Maryland Educational Publishing Co.	10	1.25	
Elementary Teacher, Baltimore, Md.	Mollie R. Hobbs: Elementary Teachers' Association.	10	.50	"Official organ of the League of Teachers' Associations."
American Schoolmaster, Ypsilanti, Mich.	Horace Z. Wilbur: Michigan State Normal College.	10	1.00	
Moderator-Topics, Lansing, Mich.	H. B. Pattengill.....	10	1.50	
School Education, Minneapolis, Minn.	Herbert U. Nelson: School Education Publishing Co.	9	1.25	
Mississippi Educational Advance, Jackson, Miss.	H. L. McClesky: Educational Advance Co.	10	1.00	"Official organ of the State department of education and Mississippi Teachers' Association."
Missouri Journal of Education, Kansas City, Mo.	Foster W. Gary: Missouri Journal of Education.	28	1.00	
Missouri School Journal, Jefferson City, Mo.	T. J. Walker: Missouri School Journal Publishing Co.	10	1.00	"Official organ of State department of education."
Inter-Mountain Educator, Missoula, Mont.	Morton J. Elrod: Inter-Mountain Educator Co.	10	1.00	"Official organ of Montana S. T. A. and Montana Library Association."
Middle West School Review, Omaha, Nebr.	H. M. Eaton: Middle West School Review.	10	1.25	

(A) LOCAL AND STATE EDUCATIONAL PERIODICALS—Continued.

Periodical and place of publication.	Editor and publisher.	Issues per year.	Price per year.	Auspices.
Nebraska Teacher, Lincoln, Nebr.	George L. Towne.....	12	1.25	
School News of New Jersey, New Egypt, N. J.	W. H. Conners and Clement Moore; School News Publishing Co.	12	1.00	
New Mexico Journal of Education, Santa Fe, N. Mex.	Rupert F. Asplund.....	10	1.00	"Official organ of the State department of education and New Mexico Educational Association."
American Education, Albany, N. Y.	H. M. Pollock and C. W. Blessing; New York Education Co.	10	1.25	
Educational Foundations, New York, N. Y.	Wm. Charles O'Donnell; Educational Magazine Publishing Co.	10	1.50	
McEvoy's Magazine, New York, N. Y.	Thomas J. McEvoy.....	4	1.00	
School Bulletin, Syracuse, N. Y.	.....Bardeen.....	12	1.00	
School Weekly, New York, N. Y.	Hamlin and Fuller; School News Co.	.....	2.00	
Teachers' Gazette, Milford, N. Y.	F. C. Carpenter; John Wilcox estate.	10	.50	
North Carolina Education, Raleigh, N. C.	E. C. Brooks; W. F. Marshall.	10	1.00	
Westland Educator, Lisbon, N. Dak.	W. G. Crocker.....	10	1.25	
Better Schools, Painesville, Ohio.	K. A. Nesbitt; Educational Supply Co.	12	1.00	
Ohio Educational Monthly, Columbus, Ohio.	O. T. Corson.....	12	1.00	
Ohio Teacher, Columbus, Ohio.	Henry G. Williams; Ohio Teacher Publishing Co.	12	1.00	
Oklahoma Home and School Herald, Oklahoma City, Okla.	Sibyl Dunn Warden; Warden Co.	10	1.00	
Oregon Teachers' Monthly, Salem, Oreg.	Charles H. Jones.....	10	1.00	
Current Education, Philadelphia, Pa.	W. G. McMullens and W. H. Welsh; Teacher Publishing Co.	10	1.25	
Pennsylvania School Journal, Lancaster, Pa.	N. C. Schaeffer; J. P. McKaskey.	12	1.60	"Organ of the department of public instruction and the Pennsylvania S. T. A."
Southern School News, Columbia, S. C.	W. H. Jones.....	10	1.00	"Official organ of S. C. S. T. A.," etc.
Associate Teacher, Pierre, S. Dak.	M. M. Ramer; Capital Supply Co.	10	1.25	"Official organ of South Dakota Educational Association," etc.
South Dakota Educator, Mitchell, S. Dak.	F. L. Ransom; Educator School supply Co.	10	1.25	"Official organ of South Dakota Educational Association," etc.
Progressive Teacher, Nashville, Tenn.	Claude J. Bell.....	10	1.00	
Utah Educational Review, Salt Lake City, Utah.	F. W. Reynolds; University of Utah.	10	1.00	"University of Utah." "Official organ of Utah Educational Association."
Virginia Journal of Education, Richmond, Va.	Joseph W. Everett.....	10	1.00	"By authority of the State board of education," etc.
Northwest Journal of Education, Seattle, Wash.	C. C. Bras; School Journal Publishing Co.	10	1.00	"Official organ of the teachers of Washington."
West Virginia School Journal and Educator, Charleston, W. Va.	Whitman Barbo; Educator Publishing Co.	12	1.00	
American Journal of Education, Milwaukee, Wis.	S. Y. Gillan; S. Y. Gillan & Co.	10	1.00	
Western Teacher, Milwaukee, Wis.	S. Y. Gillan.....	10	1.00	
Wisconsin Journal of Education, Madison, Wis.	Willard N. Parker; Parker Educational Publishing Co.	10	1.50	
Wyoming School Journal, Laramie, Wyo.	J. O. Creager; Wyoming, S. T. I.	10	1.00	"Official organ of the Wyoming State Teachers' Institute."

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(B) EDUCATIONAL PERIODICALS DEVOTED TO SPECIAL FIELDS.

Periodical and place of publication.	Editor and publisher.	Issues per year.	Price per year.	Auspices
American Journal of School Hygiene, Worcester, Mass.	L. E. Averill.....	10	\$1.50	
American Penman, New York, N. Y.	A. N. Palmer Co.....	12	1.00	
American Physical Education Review, Springfield, Mass.	J. H. McCurdy; American Physical Education Association.	9	3.00	"Official organ of American Physical Education Association."
American School, Milwaukee, Wis.	Carroll G. Pease; American School Publishing Co.	12	1.50	
American School Board Journal, Milwaukee, Wis.	Wm. C. Bruce; Bruce Publishing Co.	12	1.50	
Aus Nah und Fern, Chicago, Ill.	Arthur G. Merrill; Francis W. Parker School Press.	4	.70	
Bird Lore, New York, N. Y.	Frank M. Chapman; D. Appleton.	6	1.00	"Official organ of Audubon Societies" (contains school department).
Business Educator, Columbus, Ohio.	C. P. Zaner; Zaner and Bloer.	10	1.00	
Child Welfare Magazine, Philadelphia, Pa.	Mrs. Frederic Schoff; Child Welfare Co.	12	1.00	"Official organ of the National Congress of Mothers and Parent-Teacher Associations."
Classical Journal, Chicago, Ill.	Committee of editors for the Classical Association.	9	2.50	"Classical Association of the Middle West and South with the Cooperation of the Classical Associations of New England and the Pacific States."
Choix et Autres, Philadelphia, Pa.	A. Estoclet; Philadelphus Publishing Co.	6	.50	
Correct English: How to Use It, Evanston, Ill.	Josephine Turck Baker; Correct English Publishing Co.	12	2.00	Contains "helps for pupils and teachers."
Education, Boston, Mass...	F. H. Palmer; Palmer Publishing Co.	10	3.00	
Educational Administration and Supervision, Baltimore, Md.	C. H. Johnston and associates; Warwick and York.	10	2.00	
Educational Review, New York, N. Y.	Nicholas M. Butler; Educational Review.	10	3.00	
Elementary School Journal, Chicago, Ill.	Faculty of School of Education and faculty of Francis W. Parker School; University of Chicago Press.	10	1.50	"School of Education, Chicago University."
English Journal, Chicago, Ill.	J. F. Hest; University of Chicago Press.	10	2.50	"Official organ of the National Council of Teachers of English."
General Science Quarterly, Salem, Mass.	W. G. Whitman.....	4	1.25	
History Teachers' Magazine, Philadelphia, Pa.	Albert E. McKinley and Henry Johnson, for American Historical Association.	10	2.00	"American Historical Association."
Industrial Arts Magazine, Milwaukee, Wis.	Wm. C. Bruce and associates; Bruce Publishing Co.	12	1.50	
Journal of Education, Boston, Mass.	A. E. Winship; New England Publishing Co.	60	2.80	
Journal of Educational Psychology, Baltimore, Md.	J. Carleton Bell and associates; Warwick and York.	10	3.00	
Journal of Geography, Madison, Wis.	Ray H. Whitbeck; Journal of Geography.	10	1.00	
Journal of Home Economics, Baltimore, Md.	Alice P. Norton; American Home Economics Association.	12	2.00	"American Home Economics Association."
Kindergarten and First Grade, Springfield, Mass.	May Murray; Milton Bradley Co.	10	1.25	
Kindergarten-Primary Magazine, Manistee, Mich.	J. H. Shultz; Kindergarten Magazine Co.	10	1.00	
Manual Arts Bulletin, Emporia, Kans.	Geo. K. Wells; Kansas Manual Arts Association.	10	1.00	"Official paper of the Kansas Manual Arts Association."
Manual Training and Vocational Education, Peoria, Ill.	Charles A. Bennett and William T. Bawden; Manual Arts Press.	10	1.25	
Mathematics Teacher, Lancaster, Pa.	W. H. Metzler, for Association of Teachers of Mathematics.	4	1.00	"Association of Teachers of Mathematics, for the Middle States and Maryland."
Mind and Body, Minneapolis, Minn.	W. A. Stecher; Turner Publishing Co.	10	1.00	

(B) EDUCATIONAL PERIODICALS DEVOTED TO SPECIAL FIELDS—
Continued.

Periodical and place of publication.	Editor and publisher.	Issues per year.	Price per year.	Auspices.
Modern Language Journal, New York, N. Y.	E. W. Bagster-Collins; Federation of Modern Language Teachers.	8	1.50	"Federation of Modern Language Teachers' Associations and by the Associations of Modern Language Teachers of the Central West and South."
Modern Language Notes, Baltimore, Md.	James W. Bright; Johns Hopkins Press.	8	2.00	
Monatshefte für deutsche Sprache und Pädagogik, Milwaukee, Wis.	Max Griebisch et al.	10	1.50	"Organ of the National German American Teachers' Association."
Music Supervisors' Journal, Madison, Wis.	P. W. Dykema; National Conference of Music Supervisors.	4	1.50	(Free to members) National Conference of Music Supervisors.
Nature Study Review, Ithaca, N. Y.	Anna B. Comstock; Comstock Publishing Co.	9	1.00	"Official organ of the American Nature Study Society."
Normal Instructor-Primary Plans, Dansville, N. Y.	W. J. Beecher and associates; F. A. Owen Publishing Co.	10	1.25	(Method.)
Pedagogical Seminary, Worcester, Mass.	O. S. Hall; Florence Chandler.	4	5.00	
Playground, Cooperstown, N. Y.	Playground and Recreation Association of America.	12	2.00	Playground and Recreation Association of America.
Popular Educator, Boston, Mass.	Popular Educator Co.	10	2.00	(Method.)
Primary Education, Boston, Mass.	Margaret A. Whiting; Primary Education Publishing Co.	10	2.00	Do.
Psychological Clinic, Philadelphia, Pa.	Lightner Witmer; Psychological Clinic Press.	9	1.50	
Quarterly Journal of Public Speaking, Menasha, Wis.	J. M. O'Neill; Geo. Banta Publishing Co.	4	2.00	"Official organ of the National Association of Academic Teachers of Public Speaking."
Religious Education, Chicago, Ill.	Henry F. Cope, secretary; Religious Education Association.	6	3.00	"The Journal of the Religious Education Association."
School and Society, Lancaster, Pa.	J. McKee Cattell; Science Press.	52	3.00	
School Arts Magazine, Boston, Mass.	Henry Turner Balley; School Arts Publishing Co.	10	2.00	
School Music, Keokuk, Iowa.	P. C. Hayden.	5	.50	
School Review, Chicago, Ill.	C. H. Judd and associates; Chicago University Press.	10	1.50	"Faculty of the School of Education of Chicago University." (Secondary Education.)
School Science and Mathematics, Mount Morris, Ill.	Chas. H. Smith; Smith & Turton.	9	2.00	Official organ of many State and local science and mathematics associations.
Storyteller's Magazine, New York, N. Y.	H. D. Newson; Storyteller's Publishing Co.	11	1.50	
Teachers' Monographs, New York, N. Y.	S. M. Furst and associates; Teachers' Monographs Co.	8	1.00	
Training School Bulletin, Vineland, N. J.	E. R. Johnstone and associates; Training School.	10	1.00	
Ungraded, New York, N. Y.	Elizabeth E. Farrell (president), for Ungraded Teachers' Association.	9	1.50	"Ungraded Teachers' Association of New York City."