American Periodicals: Education (Opportunities for Research in the Watkinson Library)

Leonard Banco

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American Periodicals: EDUCATION
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A LITERARY

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Series Introduction

A traditional focus of collecting in the Watkinson since we opened on August 28, 1866, has been American periodicals, and we have quite a good representation of them from the late 18th to the early 20th centuries. However, in terms of “discoverability” (to use the current term), it is not enough to represent each of the 600-plus titles in the online catalog. We hope that our students, faculty, and other researchers will appreciate this series of annotated guides to our periodicals, broken down into basic themes (politics, music, science and medicine, children, education, women, etc.), and listed in chronological order by date of the title’s first issue. All of these guides have been compiled by Watkinson Trustee and volunteer Dr. Leonard Banco. We extend our deep thanks to Len for the hundreds of hours he has devoted to this project since the spring of 2014. His breadth of knowledge about the period and inquisitive nature has made it possible for us to promote a unique resource through this work, which has already been of great use to visiting scholars and Trinity classes. Students and faculty keen for projects will take note of the possibilities!

Richard J. Ring
Head Curator and Librarian

EDUCATION

Introduction

More than 60 journals and magazines devoted chiefly to education in its various aspects were begun in America during the years 1825–1850, although only about a dozen of them lasted more than three years. Probably another 100 magazines were published between 1850 and 1885. Many educational journals were published by state education departments or state teacher’s associations and, in effect, acted as their official organs. The readership was limited, and virtually all required subsidy beyond subscription. Between 1841 and 1872, 23 state teacher’s organizations published journals. Most of the 40 journals devoted to the topic of education in the Watkinson Library are part of the Henry Barnard Collection. Barnard (1811–1900), a Hartford native and a nationally recognized educational reformer, amassed a collection of school textbooks, 19th-century American monographs, proceedings, speeches, reports, and magazines. Primarily American, the collection comprises approximately 7,000 volumes, from the 18th century to around 1880. It is noteworthy that some of the journal copies in our collection are unopened and probably were never read. It is likely that Barnard received them as a result of his position and reputation but simply filed them away. The material in this collection describes the birth and spread of the Common School Movement in the United States that led to free public education for children. The literature also addresses high school and college education, which were considered elitist. Major issues such as the length of the school year; coeducation; the training, stature, and salary of teachers; inequality between male and female teachers; selection of textbooks; public taxation to fund education; memorization vs. reasoning; what to do with unruly students; and the construction of schools were explored in these publications. We continue to explore and debate many of the same issues first raised in these journals almost 200 years ago. For an exhaustive review of American educational periodicals prior to 1920, see Educational Periodicals of the Nineteenth Century by Sheldon Emmor Davis (Washington, D.C.: GPO, Department of the Interior Bureau of Education, Bulletin No. 28, 1919).

Leonard Banco, M.D.
Trustee of the Watkinson Library
Much has been said in our country, of the 'aristocracy of learning,' which is fostered by our colleges; but still it is found indispensable to resort to them, for those who are to become the guardians of our property, and our health, and the interests of religion. Among the multitudes who have declaimed against them, probably there is not one in a hundred, who is not indebted to them for some benefit conferred upon himself, or his family, by means of the knowledge they have diffused, to say nothing of the general benefit they confer upon the country, and thus upon every one of its citizens. There is another fact in regard to our colleges, which ought not to be forgotten by those who regard religion as hostile to learning, and refuse to admit any association between them. It is, that most of these institutions owe their origin to the love of learning and benevolence of religious men, and generally of clergymen. It is well known that this was the origin of nearly all those established at the early settlement of our country.

The oldest Collegiate Institution in the United States is Harvard University, in Massachusetts, and we believe it is now the most liberally endowed. The next established was that of William and Mary, in Virginia, which has had very large funds, but whose spirit, we fear, has long since passed away.

We have not yet been able to procure an engraving of either of these institutions, and therefore commence a series of brief sketches.

American Journal of Education
Boston (vol. 1, 1826–vol. 4, 1829; complete)
This journal, edited by William Russell, is generally considered to be the first important English-language magazine devoted to education. It was established upon the following plan: as a record of facts regarding past and present education, to promote and enlarge a liberal view of education (including physical and moral education), to advocate for female education, and to focus on early and elementary education. It contains lengthy, substantive articles, among which is a comprehensive serialized review of infant schools, physical education, and the High School in New York City and the Boston High School for Girls ("such an education as shall make them fit wives for well-educated men, and enable them to exert a salutary influence upon the rising generation"), as well as information from other states and countries such as France and Holland. Book reviews were likewise lengthy expositions of the topics covered in the books and constituted a substantial part of each issue.

Quarterly Register and Journal of the American Education Society
Andover, Massachusetts (vol. 1, 1827–vol. 15, 1843)
Edited by the Rev. E. Cornelius and B.B. Edwards, this magazine was devoted to higher education with a focus on religion in preparation for the ministry or mission work. It includes statistics of enrollments in colleges and medical schools as well as theological seminaries throughout the United States during 1826–27 and is an excellent source of data regarding higher education for that period. It also published tables of religious denominations, religious sermons, and lists of various courses and required subjects at colleges for each year of study. The magazine identified poor health among students as an impediment to their successful education and recommended a regimen of exercise as well as agricultural and mechanical labor. Interestingly, the journal also engaged in fundraising to support needy students. In 1827, $2,369 was used to support 149 young men belonging to 11 colleges and 11 schools.
American Annals of Education and Instruction

Boston (vol. 1, 1830–vol. 9, 1839; complete)

In 1830, William C. Woodbridge purchased the American Journal of Education (see above), which was renamed the Annals of Education. The new journal took a rigorous, academic approach to the study and practice of education and over time became particularly interested in European methods of education. One of Woodbridge's first positions was with Thomas Gallaudet at the School for the Deaf and Dumb in Hartford [American School for the Deaf]. Gallaudet was to later become a major contributor to the journal. It was in Hartford, in the spring of 1830, that Woodbridge met William A. Alcott. He asked Alcott, “What is the great practical error in all of our school education?” Alcott reportedly replied that it was “the strange effort to crowd the intellect at the expense of health, morals, and everything else.” They became close friends, and Woodbridge shifted his base of operations from Hartford to Boston. The first joint effort of Woodbridge and Alcott was the publication of this improved educational journal. Over the next five years, Alcott and Woodbridge contributed many articles and textbook reviews to the Annals. Other contributors included William H. Prescott, George Ticknor, Goold Brown, and Thomas S. Grimke. Woodbridge and Alcott filled the magazine with a wide range of articles on educational topics, reflected on developments in Europe (German schools were regarded as a model, see “The Infant Schools of Geneva”), and pressed for educational reform. They were particularly concerned with women's education and with incorporating the ideas of Johann Heinrich Pestalozzi and the French reformer Joseph Jacotot into American schools, both of whom had stressed the importance of observation and of geography. They advocated for the inclusion of music and the teaching of singing as a branch of common school education. In the article “Palpable Arithmetic,” the author demonstrated the use of a modified abacus to teach math. The magazine advocated for free speech and tenure among university faculty as well as faculty control over faculty appointment and against dismissal of professors by “arbitrary decision.” “Anecdotes of Julia Brace—the deaf, dumb, and blind girl” foreshadowed America’s later fascination with Helen Keller. Advertising was primarily for books, with reader testimonials. The magazine developed a reputation as the leading American educational publication of the period.

Monthly Journal of Education
Princeton, New Jersey (1835)

Edited by E.C. Wines, this magazine advocated for the establishment of “Seminaries for the Education of Teachers.” It stated that education and “Christian sentiment and principle go hand in hand,” that intellectual light is no safeguard against vice, and that, in fact, most people are indifferent to education. It opined on the need for an educated public to fulfill responsibility in the American republic. Considerable material was reprinted from European journals to provide models of superior educational systems to German high schools generally and in Prussia specifically. The journal also wrote about the educational system in New Jersey, which came off unfavorably by comparison.
**The Western Academician and Journal of Education and Science**

**Cincinnati (1837–1838)**

The Western Literary Institute and College of Professional Teachers ("College of Teachers") authorized the publication of a professional journal at its sixth meeting in 1836. It was edited by John W. Pickett, who also authored many of the articles. Other contributors included William H. McGuffey (of the "Reader" fame), and Alexander Kimmont. The journal was arranged and written in an academic style, without advertising. The stated mission of the journal was to "support broad, radical, and liberal instruction" and noted that "a social education, both intellectual and moral, is the best safeguard of a republican government." Articles addressed educational theories, the necessity of discipline, and school ethics. It identified mathematical instruction as a problem for most students. Statistics regarding education in Europe were among the data published. It employed a Socratic approach to methods of teaching, posing questions and supplying answers.

**Connecticut Common School Journal**

**Hartford, Connecticut (vol. 1, 1838–vol. 18, 1863; issues lacking)**

The Journal was published under the direction of the Board of Commissioners of Common Schools "to promote the elevated character, the increasing prosperity, and the extensive usefulness of the Common Schools of Connecticut." First edited by Henry Barnard, it published original material and reprints from other magazines. Most material was rather concrete—statistics, school committee reports, reports of school visitors/overseers, rules for students, the diagram of a typical schoolroom, and a report on education in Prussia (one of many educational journals of the time to print similar reports). Barnard had his annual commissioner's report published in the journal. Of particular interest is an extensive report on the schools of Connecticut, by town, in 1837. Among the data is the census for each school, the number of eligible children, which schoolbooks were used, and how much money was spent on education by each town. Because many towns were rural and transportation was poor, there was a profusion of one-room schools throughout the state. Barnard relinquished editorial responsibility in 1854, and the journal was taken over by the state's teachers' association.

**Common School Journal**

**Boston (vol. 1, 1839–vol. 14, 1852)**

This journal was edited by Horace Mann, who has been called by educational historians the "Father of the Common School Movement." His stated goal in establishing the magazine was "the improvement of Common Schools, and other means of Popular Education," and he vowed to keep it entirely aloof from partisanship in politics and sectarianism in religion. In this journal, Mann targeted the public school and its problems. His six main principles were: (1) the public should no longer remain ignorant; (2) that such education should be paid for, controlled, and sustained by an interested public; (3) that this education will be best provided in schools that embrace children from a variety of backgrounds; (4) that this education must be nonsectarian; (5) that this education must be taught by the spirit, methods, and discipline of a free society; and (6) that education should be provided by well-trained, professional teachers. Mann worked for more and better equipped schoolhouses, longer school years, education until 16 years of age, higher pay for teachers, and a wider curriculum. He was a strong advocate for education of both boys and girls. Content includes sample student-teacher dialogs, the structure of normal schools for 17-year-old males and 16-year-old women including a one-year course, much material on Massachusetts schools, reports of educational efforts in other states, and proposed legislation regarding public education. He noted that in general, towns underfunded education. "It is half amusing and half provoking to hear complaints of the burdensomeness of taxation for the support of our public schools." By showing the average salaries of various towns, he demonstrated that while all teachers were underpaid, women were paid considerably less than men. "In this age and country," Mann wrote, "the difficulty is not so much that but few things on the subject of education are known, as it is that but few persons know them."
The Common School Journal of the State of Pennsylvania
Philadelphia (1844)

Edited by John S. Hart, the principal of Central High School of Philadelphia, this monthly was dedicated to "the promotion of public instruction especially by the improvement of Common Schools." The journal republished controller’s reports from 1819 to 1844 "to give a completed and connected history of the public schools of the district." It also published excerpts from other books and publications. Its educational mantra was "always teach something, but teach one thing at a time." It suggests that when addressing young children, make no effort to simplify language, as they will pick it up progressively over time. It printed examples of sample examination questions (including math), aphorisms, and short vignettes. It also published forms that were used within the various school districts. Notably, the editor comments on the seventh report of Horace Mann, then the school commissioner of Massachusetts. The journal published an article on the life of Laura Bridgman, who became deaf and blind at age 2 after contracting scarlet fever. She was educated at the Perkins School for the Blind in Boston while still a child and is considered the first child so affected to acquire language. (See the similar story of Julia Brace, who received formal education at the Hartford Asylum for the Deaf and Dumb starting at age 18, in the American Annals of Education and Instruction). Bridgman was linked to Helen Keller through Anne Sullivan, who was Bridgman’s instructor late in life and the lifelong teacher and companion of Keller.

District School Journal of the State of New-York
Albany, New York
(vol. 2, 1841–vol. 9, 1849; issues lacking)

This journal was the publication of record for New York local school districts, including reports of county superintendents with extracts. It also published reports from other states, such as Horace Mann’s annual report for Massachusetts. The journal advocates inclusion of vocal music in school programs to be taught by women and contains a very interesting dialog, pro and con, regarding the use of corporal punishment in schools. The writer in opposition was against it for most infractions. The writer in favor invoked the principle of in loco parentis and the Bible. This debate continued at the New York state convention, a lengthy transcript of which was published here. The debate was over a formal statement to be adopted by the convention on the issue, and after much debate and amendment, the following was adopted: “That the substitution of moral for physical punishment be recommended to teachers to be adopted as rapidly as good order and the best interests of the schools will allow.”
**Common School Advocate**

**Indianapolis (1846-1847)**

This journal was edited by H.F. West and dedicated to inspiring Hoosiers to support the cause of quality public education for all children. “Schools embrace a large amount of the children of the State—not less than two hundred and twenty thousand. They are kept open three winter months when the parents can best do without the services of their children.” In addition to the brief school year, the journal bemoaned a litany of shortcomings: poor quality teachers with high turnover, deficiency in schoolbooks, and parents’ lack of interest in their children's education. The editor looked to New England schools as a model. The journal published various state school statistics, including the amount of money spent on education. The magazine published a diagram of the classroom arrangement of an ideal one-room schoolhouse. The magazine also published poetry, notably “Female Patriotism” by Hartford poet Lydia Sigourney.

**Ohio School Journal**

**Cleveland and Columbus**

**(vol. 1, 1846–vol. 4, 1849)**

This journal was published monthly and edited by Asa D. Lord, M.D., an Ohio high school principal. The magazine advocates universal education and the establishment and support of teachers’ institutes. It asks the question “Why have common schools accomplished so little?” and answers that lack of support and respect for the schools as well as access to poor teachers are the major reasons. It addresses various duties to create and maintain a good educational environment: those of parents in relation to the schools, the mutual duties of parents and teachers, and the duties of school committees. The magazine also published the report of the state superintendent of schools, actions of the legislature, and an illustrated report on the Ohio Institution for the Instruction of the Blind. It also contained a profusion of textbook ads.

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**Journal of the Rhode Island Institute of Instruction**

**Providence, Rhode Island**

**(vol. 1, 1845–vol. 3, 1848)**

This periodical was edited by Henry Barnard, who left Connecticut to become the commissioner of public schools of Rhode Island and founder of the institute that was established to train competent common school teachers. Barnard used this journal as an organ to further his educational priorities, with much space devoted to his own commissioner’s reports and pending legislation. He republished information about the progress of education in other states with lengthy reports. He is broadly critical of common school design and architecture, describing the schools as badly located, with dangers of dust and the highway, noisy, poorly lit and ventilated, poorly warmed in winter, unattractive, and poorly constructed. There also were notices and reviews of books on education for the profession.
Educational Magazine and Review [Prospectus]
(Boston, January 1847)

"The object and plan of the work, now proposed, are similar to those of the American Journal of Education established in 1826—aid in diffusing enlarged and literal views of education." To be edited by Joseph W Ingraham, the proposed plan included original and selected articles on education; biographical sketches of teachers; reviews of books (especially for schools); reports of school committees; reports of lectures, exhibitions, and amusements; and intelligence from everywhere, but especially the United States. Plans for the magazine never were fulfilled, in part due to the sudden death of Ingraham in August 1848.

Connecticut School Manual
Hartford, Connecticut (1847-1848)

This journal is noteworthy for its many articles that still resonate in the 21st century. For example, the implementation of new technology—"phonography" (the telegraph) was discussed, as well as best methods of instruction; the superintendent's report on common schools; average compensation for Connecticut common school teachers (men: $15.42 a month; women: $6.86 a month); and a well-written description of the frustrations of a teacher trying to educate 40 children in a one-room schoolhouse. One article addresses how to keep students awake and engaged during summer school, with possible answers including: have them move around, go for nature walks, and use a blackboard to focus attention. There is advocacy for a seminary to train teachers and a fascinating dialog about the establishment of a public high school (of which there were none at the time). This proposal apparently engendered considerable opposition, a high school being considered "aristocratic" and only benefiting the fortunate few; it was said that it would result in the "unconstitutional taxation of property for a city college." It was assumed that only children of families above the working class would benefit "because a poor boy or girl would never be seen in it."

Massachusetts Teacher
Boston (vol. 1, 1848–vol. 16, 1863)

This official journal of the Massachusetts Teachers Association observes "that education has been talked about is the logical proof that it always will be." In an early (and controversial) article, a series of common educational "fallacies" were identified and challenged. Among them: "It is said that nothing should be committed to memory which is not understood; that nothing is learned which is not fully explained." The guest editor/author rebutted that then-progressive view of education and went on to advocate for rote memorization as an important part of pedagogy. "The learner should learn how to learn." In response to the controversy engendered by the association, the editor was dismissed. The journal went on to address moral instruction through "Two ways of Telling a Story," a sleigh ride seen through two pairs of eyes. It discussed the considerable influence of home upon the school. The magazine also published routine minutes of various local teachers' associations around the state and articles about school governance and the need to support teachers. Although some were signed with the author's initials, most articles were anonymous.
Pennsylvania Teacher's Magazine and Family Monitor
Pittsburgh (1850; issues lacking)

This monthly was edited by the Rev. J.J. Buchanan and was "devoted to education: moral, physical, and literary." The extension beyond teachers to family was a strategy to broaden the list of subscribers. The editor declares that teachers, especially in rural districts, are not adequate and that both educational standards and pay for teachers needed to be increased. The magazine also notes that students often attended school irregularly, adding to the difficulty in providing a consistent education. The magazine published occasional engravings, such as one of a Pittsburgh public school building. Articles address kindness and its effects, teaching music, the engraving, such as one of a Pittsburgh public school building. The editor declares that teachers, especially in rural districts, are not adequate and that both educational standards and pay for teachers needed to be increased.

Rhode Island Educational Magazine
Providence, Rhode Island (1852–1853)

This monthly edited by Elisha Potter contains state educational documents and reports of the city and town educational committees. It focuses on the mechanics of teaching, such as "Method on giving a lesson on Objects." The journal advocates for having both sexes attend the same high school and states that both boys and girls have the same intellectual capacity and will need the same knowledge and ability to reason in the future. There is a fascinating article on proper pronunciation, especially in relation to New England regional speech patterns. Many of the articles were reprinted from other journals.
Ohio Journal of Education
Columbus, Ohio
(vol. 1, 1852–vol. 8, 1859; issues lacking)

"To be devoted to the promotion of sound education, in its broadest sense and by all appropriate means," this magazine was sponsored by the Ohio State Teachers Association. It published the organization's minutes at length and contained articles on the school system of Ohio, the demand for teachers, the relationship between schools and colleges, and reading as a means of self-cultivation. Overall, the journal offers great insights into mid-19th century Ohio education and schools.

New York Teacher
Albany, New York
(vol. 1, 1852–vol. 7 [new series], 1865; issues lacking)

This monthly was published under the direction of the New York State Teachers Association. The editors state that "as the elevation of teachers and the progress of education are identical, we shall labor directly to promote the former, as the surest means of securing the latter." Among the content are articles on "The Iroquois Language," "The Teacher's Mission," "My First School," "The True Teacher," and "The Principle of Punishment"—a treatise on discipline in school. There also are notices of newly published books. Among the ads, mostly for books, is "Three Valuable Reading Books for Schools" by Lydia Sigourney (the Hartford author/poet). The magazine also contained articles that were illustrated with engravings, including those of Hamilton College, Indian Schools, The State Normal School in Albany, and The State Asylum for Idiots (the first school in the United States designed for children with intellectual and cognitive disabilities).

Schuylkill County School Journal
Pottsville, Pennsylvania (1854; issues lacking)

"Edited by teachers in the public schools" and focused on both teachers and students, this magazine was one of the few of the era with solely local aspirations. The editors solicited contributions from fellow teachers, and, as a result, the content varied widely in subject matter and quality. Many of the articles were brief and not always for the profession but rather focused on children. Among the subjects were Native Americans, Egypt, gold, Benjamin West, and even poetry with a message ("This Disobedient Boy"). The journal urged teachers to encourage the inquisitiveness of children, not to quash it. One article proclaimed to the teachers of Schuylkill County—"Friends and fellow laborers"—the need to raise the stature of the profession. This educational journal was one of the few of its kind in the years before the Civil War to take a stand in opposition to slavery. Most others ignored the issue for fear of alienating some of their readers and losing subscriptions.
Michigan Journal of Education and Teacher's Magazine
Detroit (vol. 1, 1854–vol. 3, 1858)
This magazine has a notable absence of school politics, governance, agenda, minutes, etc. Rather, it is focused on the process and issues of education itself. In a fascinating example of the perils of sponsorship and potential influence on content, there is a lengthy article on why Worcester's dictionary is preferred to Webster's for use in schools despite the inclusion of a multipage ad for Webster's with notable quotes from many famous men endorsing it (chalk one up for unfettered journalism). Other articles concerned recollections about "My childhood teachers," natural sciences, and priority and precision of language in conversation. One article advocates for coeducation of the sexes because girls will raise the moral level of boys, and boys will raise the intellectual level of girls. There also were examples of written examinations, book reviews, short vignettes, and fascinating ads for school furniture.

Rhode Island Schoolmaster
Providence, Rhode Island (vol. 1, 1855–vol. 19, 1873; issues lacking)
Published under the supervision of the commissioner of public schools and devoted to all things educational, this journal is organized along traditional lines. Many articles were reprinted items, such as fictional stories with educational interest (some of which were serialized), letters to the editor, comments on teaching that were written especially for the journal, "useful thoughts," aphorisms, math problems with their solutions, useful educational information, comments on parental cooperation, and hints on health.

American Journal of Education
Hartford, Connecticut (vol. 1, 1856–vol. 35, 1887; issues lacking)
Established and edited by Henry Barnard to address "the history, discussion and statistics of systems, institutions and methods of education in different countries ... and wants of our own." After many unsuccessful attempts to engage underwriters for the magazine—among which were the Smithsonian Institution and the American Association for Advancement of Education—Barnard undertook to publish independently, committing to publish for five years, after which he assumed that it would be supported by subscribers. The magazine became so closely associated with him and his reputation that it later took the name Barnard's American Journal of Education. The publication addressed all levels of education—elementary, secondary, and college—and all articles, some of which quite lengthy, were attributed. The philosophy and history of education, the attributes of a classical education including the teaching of Greek and Latin, educational movements, and European education, including kindergarten, were all covered. Physical education, education for girls, Native Americans, and those with mental and physical disabilities often were written about. There are many statistical reports and reports from various educational societies, including the American Association of Advancement of Education, which had refused to help fund the journal. Memoirs of famous educators were presented in great numbers with portraits engraved by John Sartain, A.H. Ritchie, and J.C. Buttre. Authors included many of the most noted educators of the era, including Horace Mann, Francis Bowen, Edward Everett, Tayler Lewis, William Russell, and many others. Unfortunately, the magazine never became self-supporting, or as Barnard himself said, "The publication of the Journal has proved pecuniarily disastrous." His friends struggled to raise the money to allow continued publication, including the formation of a company to take over the plates of the work and to make Barnard’s last years financially more secure. Fifteen years after its last issue, this magazine was considered "a veritable encyclopedia of education, one of the most valuable compendiums of information on the subject ever brought together through the agency of any one man." (Hugh Chisholm, Encyclopaedia Britannica, 1911). For further information, see: "Henry Barnard's American Journal of Education" by Richard Emmons Thursfield, Johns Hopkins Studies in Historical and Political Science, Series LXIII, no. 1, p. 359.
**New Hampshire Journal of Education**

*Concord, New Hampshire (vol. 1, 1857–vol. 4, 1860; issues lacking)*

Edited by William L. Gage and published under the auspices of the New Hampshire State Teachers Association, this journal was a strong advocate for teachers and the issues that affected them. It published teacher salaries, which it considered too low because low salaries led to high teacher turnover. In addition, it opined that teachers are too fond of traveling and buying things. It advised that teachers avoid all accounts at dry goods stores and bookstores. "If teachers cannot be economical without being miserly, they ought to prefer remaining in poverty." The magazine was a strong advocate for school visitation as a means to improve the educational process. It was quite specific about who should visit, how and how often visitation should occur, what visitors should be examining, and the powers they should have.

**Wisconsin Journal of Education**

*Racine, Wisconsin (1857–1874)*

The "organ of the State Teachers Association and of the Department of Public Instruction" was dedicated to the education of "the hand, the head and the heart." Early editions of this magazine were particularly concerned about the supervision of public schools by committees or boards whose members were inexperienced and even ignorant. Teaching was regarded as a gift, and "the teacher is the servant of the public"—in that light, the journal examined the duties and responsibilities of the teacher. A contentious issue was the desirability of uniform textbooks throughout all school districts. The journal supported variety and performed a census of books being used around the state in various subjects. Some authors are cited, and some articles were reprinted with credit.

**The Missouri Educator**

*Jefferson City, Missouri (1858–1860)*

This monthly, edited by Thomas J. Henderson, personified "the model teacher," who was assumed to be male and for whom "the moral is the predominating force—his whole course of life is based upon a living faith." He must be "able to illustrate by precept and example, the power and beauty of an enlightened Christian life." It advocated for the education of teachers and lamented the premature withdrawal by parents of students from the St. Louis public schools. In an article titled "Gymnastic Exercises," the author states that "the want of agility is a common defect amongst almost all classes of people in this country. This arises from our plodding, money-getting habits." The magazine published announcements of meetings, new appointments, etc. as well as lists of the content of school district libraries, which were notably filled with nonfiction and poetry and devoid of fiction.
The Vermont School Journal and Family Visitor
Brattleboro and Montpelier, Vermont (1859–1862)

This magazine was “devoted to the educational interests of Vermont” and addressed the nuts and bolts of education during the Civil War period. Reports from teachers’ associations and teaching institutes around the state were reprinted. Much of the material is presented as advice to teachers, with articles such as “The Art of Reading,” “How Shall I Write—the student’s greatest trouble,” and “Study by Hearing.” Music is promoted as an important part of common school education. In “True and Proper Education,” the author advocates that education be moral as well as intellectual. In “Culture of the Memory,” the author states that “most studies have been so simplified, the successive steps have been made so easy that very little exertion is required, and what is easily learned today is forgotten tomorrow.” The decline in the power of memory is a continuing theme, and is in part ascribed to too much casual reading, much of which is “careless, desultory reading.”

The School and Family Visitor
Louisville, Kentucky (1864)

“A monthly journal for Teachers, Parents, and Children,” this was the “Official Organ of the State Superintendent of Public Instruction” and was edited by W.N. Hailman. In the “Theory and Practice of Object Teaching,” the editor was an advocate for learning by observation as a teaching tool. The journal published children’s stories such as “Nick of the Woods” (probably adapted from the novel of the same name by Robert Montgomery Bird). There were book notices and considerable advertising. Unfortunately, our collection contains only a single issue of this journal, which was published in a border state during the Civil War.

Rhode Island Schoolmaster
Providence, Rhode Island (vol. 1, 1858–vol. 19, 1873)

This periodical was edited by Thomas W. Bicknell, who identified associate editors from Rhode Island for each issue. The journal was essentially a miscellany for teachers. One article on “Health of our Children at School” pointed out the danger of “overtaxed brains” from too much reading and study. Addressing the ongoing educational debate between rote memorization and reasoning, the journal noted that teachers should “be sure that the whole lesson has tested the reasoning power, not the memory of your pupils.” Among the other entries was an article on “Young Ladies’ Education in Paris” and another on drawing. In an extensive survey of teacher salaries throughout New England, it is demonstrated that on average, women were paid between one-third and one-half the salary received by men. The journal also contained book reviews and advertising.
Kansas Educational Journal
Leavenworth, Kansas
(vol. 1, 1864–vol. 6, 1870; issues lacking)

This monthly was “devoted to science and education” under the direction of the Kansas State Teachers Association, which was founded in 1863. The magazine was composed of some original articles such as “The Necessity of Educating the Masses” and “A Few Words on Arithmetic,” and many that were reprinted from other journals. Among the reprinted articles was one that explored English opinions of education in America. The general view was that organizational structure was better and quality of instruction was worse in the United States than in England. Another article was “The Education Problem” by Horace Greeley, who argued that academic education is fruitless when families lack basic food and shelter and that children in those families would rather benefit from being taught useful subjects to prepare them for work. “That he or she whose life is one long, luckless, losing struggle for food and shelter is in no condition for growth in wisdom and virtue” wrote Greeley. “Give us our daily bread.”

Maryland School Journal
Hagerstown, Maryland (1865)

“A monthly devoted to school and home education and official organ of the Department of Public Instruction,” this journal published articles that were reprinted from other sources, such as “How shall we teach Geography.” It also printed the Maryland state education budget and ads. This entire set is unopened and likely was never read.

Maine Journal of Education
Portland, Maine (1870–1871; issues lacking)

Edited by A.P. Stone, this magazine contains articles about all aspects of education, including “Organizing the School,” “Errors in Teaching,” and “Order in the Schoolroom—its methods.” Much is directed toward teacher development, including “The Teacher’s Need of Culture,” “Learning Languages,” and what to do about “Teachers Who Err.” Practical articles about how to teach primary arithmetic include very explicit lesson plans. The editor notes that “arithmetic usually monopolizes the lion’s share of time in our common schools” and that “when this branch is taught better than at present, it will not occupy so much time in our schools.” The magazine strongly advocates for compulsory education and attendance. It also contains notices/reviews of new books applicable to schools, advertisements for schoolbooks and magazines (notably Scientific American and Putnam’s), and meetings of boards of education.
Connecticut School Journal
New Haven, Connecticut (1871)
This journal was published monthly by the Connecticut State Teachers Association and printed the minutes of its meetings. The New Haven Board of Education raises the question of “what shall we do with our school truants and vagrants?” The journal advocates systematic oral instruction. Of interest is a great deal of school news, including an engraved plate of Brown School in Hartford, including original floor plans (this school, renamed Barnard-Brown, closed in 2009). Perhaps of greatest interest is the large amount of advertising in the magazine, including an expansive full-color advertisement for “Greenleaf’s Mathematical Series” with numerous endorsements plus many other ads for books, maps, and various educational materials.

Western Educational Review
St. Louis (1871)
This journal was devoted to education, science, and literature. Nature teaching was one of the subjects addressed, with illustrations of moths. Singing in schools and analytical grammar were other subjects in this issue. Departments in the magazine include “Reviews and Notices,” “Education at home and abroad,” and many advertisements, especially for books and maps.

Educational Year Book
New York (1872-1873)
This periodical presents itself as a cross between an annual almanac and a reference book and describes itself as a “Handbook of Reference, Comprising a Digest of American Public School Laws, Systems of Instruction, and Interesting Matters Pertaining to Schools and Colleges, Ranging from Professional Anecdotes to Educational Statistics.” It contains a summary of public school laws of the various states and territories, tables of public school operations, summaries of education in foreign countries, the theory and practice of education, and samples of forms for use in school systems and schools.
**The Normal Teacher**  
Danville, Indiana (1879)

A single issue of this journal includes questions and answers from the state teachers' board examination in various subjects. It asks the question "At what age should students begin the study of grammar?" with the answer being "when they are ready—better at 15 years than at 10." There also are articles on elocution, rectangular surveying, and math problems, as well as brief book notices. Overall, the material is clearly focused on those studying to be teachers and those who are teaching them.

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**Texas Journal of Education**  
Austin, Texas (1881-1882)

Headed by the motto "Education—A debt due from present to future generations," this monthly outlined six purposes of its publication: To be a medium of communication between the Department of Education and educators, to improve the school system by legal change, to create active popular interest in free public education, to inspire trustees, to encourage teachers to strive for higher qualification and to demand higher wages, and to magnify the "office of the teacher" and educate public sentiment regarding the profession. This journal was the product of interest in public education that developed during the period of reconstruction, and it advocated for free public education and the development of the University of Texas, which would be coeducational. When a statewide referendum was held to determine the location of the college, the journal successfully advocated for Austin as the site. Other content, often with attribution, includes a continuing column for children titled "Our Young Folks"; "Curiosities," which captured short material reprinted from other magazines; a plea for algebra and geometry teaching; and printing of laws and amendments relating to education. The magazine also published a detailed report on the school-age population of Texas (by county) for 1882. It includes a large, three-page table by age, sex, and race, and interestingly, the number who are illiterate. The magazine begins and ends with four pages of advertising.
Education
Boston (vol. 5, 1885–vol. 11, 1891; issues lacking)
This “international magazine devoted to the science, art, philosophy, and literature of education” was published bimonthly, and 20th century issues (to 1966) are available in the main library. Articles include “Intellectual Training in the Schools,” “The Aesthetic Element in Education,” “Lost Atlantis” by Mrs. A.A. Knight, “Mary Lyon” by Elizabeth Porter Gould, and “The Normal School Problem” by W.H. Payne of Michigan University, in which the author advocates radical change in normal school courses. The ads are of interest, including one for Scientific American (then already 40 years old) and various railroad lines of the day.

Modern School
Stelton, New Jersey (1917–1919; issues lacking)
Edited by Carl Zigrosser, this “monthly devoted to libertarian ideas in education” was, in effect, the educational counterpart of the literary “Little Journals” of the period. Zigrosser and his circle were radical anarchists and pacifists who, “critical of the ordinary school,” regarded radical transformation of education as part of a larger movement. The editors “stand for the rights of children; believe in education for the masses; and [in] libertarian methods and principles in pedagogy,” as expressed from Plato to John Dewey. “It consistently opposes cant and hypocrisy, routine and prejudice, all the hackneyed formulas of mediocrity and incompetence.” Among those who contributed prose, poetry, essays, and book reviews to the magazine were Rockwell Kent, who designed the cover emblem, as well as many of the interior illustrations. Other contributions were by Wallace Stevens, Carlos Wupperman, Maxwell Bodenheim, and Stephen Haweis. An article by Marietta Johnson advocates for decreasing traditional academic activity for children under age 10, with no formal teaching of reading or writing until age 8. It advocated sex education for teens and academic freedom, covering the resignation of Charles Beard from Columbia in detail. One entire issue was devoted to Walt Whitman. For further information, see “Carl Zigrosser and the Modern School: Nietzsche, Art, and Anarchism” by Allan Antliff, Archives of American Art Journal, Vol. 34, No. 4 (1994), pp. 16–23.
EDUCATION.
An International Magazine.
Bimonthly.

DEVOTED TO THE SCIENCE, ART, PHILOSOPHY, AND LITERATURE OF EDUCATION.

Thomas W. Ficknell,
CONDUCTOR.

Vol. V.—May—June, 1885.—No. 5.

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COMMON SCHOOL ADVOCATE.
Devoted to Common Schools—the only guaranty of our Republic.

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PUBLISHING OFFICE.—The publishing office of the Common School Advocate is in the Book Store of C. B. Davis, in the new brick building, one door west of Brown's Hotel, where subscriptions will be received and papers can be obtained.

NOTICE.—We send this number of the Common School Advocate to those who are not subscribers. It is published to encourage us in this important work, which is aiming at the training of the young to what we expect to live and die, and unexpectedly, our humble self is again in the chair editorial. So entirely have our former plans, our calculations been frustrated, our way hedged up, and our imperceptible in behaviour, have we passed through these climes, that we more fully than ever believe that we are not in man that walketh to direct his steps.

For the last eighteen months, we have been engaged in visiting the Schools of the State, for the purpose of introducing classical and highly recommended series of grammar and scientific school books, which has made us acquainted with the number and character of our scholars, thousands of our scholars.