

A N A L Y S I S  
O F  
PERSONAGES, PLACES, EVENTS, AND DATES  
FOUND IN CURRENT CATHOLIC MAGAZINES  
FOR THE PURPOSE OF OBTAINING  
CURRICULUM CONTENT  
IN HISTORY

By  
Sister M. Marcella Murray, O.S.B., B.A.

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## PREFACE

One of the most significant changes in the past century in American life is that which has taken place in the class room. One of the methods of making possible this change is by making changes in the curriculum. Changes in the curriculum are desirable because of the important changes in the world of today. Believing that those changes are photographed rapidly and truly in the periodicals of today, the author of this thesis presents a study of the persons, places, events, and dates appearing in Catholic magazines from January 1928 to January 1933.

Acknowledgments are made to the Librarians of the St. Paul Seminary, the St. Paul Diocesan Teachers' College, and to the head of the reference department of the Minnesota Historical Building. Gratitude is expressed to the Scholastics of the Order of St. Benedict, St. Joseph, Minnesota for rendition of valuable service in obtaining frequencies, to Professor John F. Treacy, under whose guidance this thesis was prepared, to Professor John A. McChrystal under whom much of the history course work was taken, and to Dr. G. E. Vander-Beke, Professor of Education.

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PART ONE

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INTRODUCTION

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Chapter I.

CATHOLIC MAGAZINES  
IN  
SECONDARY EDUCATION.

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Uses of Magazines. The majority of the people in America today look to magazines, rather than to books, to supply their reading material. This is shown by the figures for the United States in the World Almanac of 1931; periodicals other than newspapers received in 1927, \$176,656,040 from subscriptions and over \$305,383,936 from advertisements, while books and pamphlets received only \$178,162,753. 1

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1 "Printing and Publishing in the United States," The World Almanac and Book of Facts for 1931.

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The periodical is within the price limit of the majority of citizens and furnishes them with a wide range of ideas and a stable reaction to current affairs; it is excellent in the way of book reviews and news of the drama; its style is usually informal and friendly; it takes up little space and can be discarded without financial discomfiture. In the case of the Catholic periodical, it offers the soundest philosophy and examples of right living. That the last is thoroughly recognized by the leaders of the Church is shown by the numerous writings and admonitions given by Popes and Bishops to support the Catholic press. In our own United States Bishops have for the past fifteen years maintained an international press service at

a great cost of money. 2

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2 "Periodical Literature," Catholic Encyclopedia.

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The Catholic Bulletin of St. Paul carries as a motto in every issue the words of Pius X, "In vain will you found missions and build schools, if you are not able to wield the offensive and defensive weapons of a loyal Catholic press." 3

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3 The Catholic Bulletin, Vol. 23, P.8 Jan., 28, 1933.

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In the campaign which designated the month of February, 1933, as Catholic Press Month, Pope Pius is quoted as making this interesting remark when speaking of the Catholic Press, "It has been said that if the Apostle St. Paul had lived in our day, he would have become a journalist." 4

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4 Ibid., P.8.

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Besides dispensing knowledge to adults, magazines have a very important use in the history classes. They are widely used in studying current events which study is a necessary adjunct to history. This point is discussed more fully in a later chapter. Moreover, splendid articles of valuable research material are furnished by many periodicals. Often articles, even in fiction, make references to personages, places, and events mentioned in history and are the better appreciated if the reader has correct historical knowledge.

Besides all this, many of the vital questions of the day, such as technocracy, labor, and socialism are discussed; and the correct stand is given to Catholics. The Popes' Encyclicals on Marriage and on Labor first appeared in magazines. The Catholic student can form his knowledge of truth from these. This chapter includes the results of a questionnaire which was given to one hundred college women by the author. Since vital problems and their solution appearing in magazines of today will be the history of tomorrow, magazines are an asset to curriculum making for the future. Magazines have already been considered helpful in furnishing content for other subjects as geography, civics, economics, and sociology. This will be discussed more fully in one of the following chapters.

Development of Catholic Magazines. Catholics being the inventors of the printing press, it is natural that Catholics should be the first to make use of the fruit of the press -- periodicals. The first of these, called Broadsides can be traced as far back as the year 1493. The oldest Broadside in existence was published in Germany. In Italy, the first one published was called Gazetta from the coin which was charged for reading it. The aims of the early Broadsides were religious and political. Throughout the course of these intervening years, the voice of the Church has been found in the Catholic periodical. 5

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5 "Periodical Literature", Catholic Encyclopedia.

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When, in the early nineteenth century, increased numbers of Catholic immigrants began to come to American shores, they supported their families and built and maintained Catholic Churches. 6

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6 R. J. Purcell, The American Nation, p. 359.

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They did more. They began the Catholic Press. The spirit of the Catholic press was indeed brave. From 1809 to 1911, 550 Catholic periodicals were started in the United States but only five of those begun before 1850 still survive. The first Catholic newspaper printed in this country was begun in Detroit in 1808 by Father Gabriel Richard, who had his printing press carried over the mountains from Baltimore. The Catholic Press had an interesting existence during the entire nineteenth century. It met the assaults of bigotry and in fearless editorials, championed the Catholic cause during the rampages of the Know-Nothings and Native Americans. That the press of this time was on the defensive is shown by the aims put forth in Boston by the Jesuit or Catholic Sentinel of 1829:

"The rapid increase and respectability of Roman Catholics in Boston and throughout the New England States loudly calls for the publication of a newspaper, in which the doctrines of the Holy Catholic Church ever the same from the Apostolic Age down to our time, may be truly explained and moderately but firmly defended." 7

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7 "Periodical Literature", Catholic Encyclopedia.

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The first Catholic magazine was the Metropolitan or Catholic Monthly Magazine, which was issued in 1830 at Baltimore, Maryland. Many of these early attempts at journalism had stormy careers, and financial troubles; but they kept the lamp of faith bright when there were no linotypes, cables, telephones, or radios to bring the world together. 8

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8 Ibid., pp. 695 - 697.

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Why Catholic Magazines? If other magazines are worthwhile in curriculum making, the Catholic magazine, on account of its lofty moral tone, its inculcation and stimulation of worthy ideals of conduct, its appreciation of the beautiful, and its sound ethical principles, is the quintessence of all periodicals for Catholic students in Catholic schools. A later chapter describes the magazines used in this survey and includes a table giving their circulation and other details.

Importance of Dynamic Curriculum Construction. There is a deep responsibility laid on Christian educators. They should be vitally interested. They who make out the curriculum must be responsible individuals indeed; for, if it be true that every student deserves to get the very best out of his school life, how much more is this true in the case of the Catholic student, whom it costs more to acquire an education? His parents are submitting to double taxation

and in some cases, as in California and Winnipeg, even triple taxation. Catholics pay taxes toward the upkeep of the public schools; they build and maintain their own schools, and in some cases pay taxes on the schools which they have built. The Catholic Directory of 1933 records 8,451 schools caring for the needs of 2,421,583 students in the United States. Of this number 144,392 are high school students in 937 high schools. 9

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9 The Official Catholic Directory, 1933, p. 1192.

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Catholics sacrifice much for they are bound to secure for their children the benefit of Catholic doctrine.

"Catholics have a rich educational inheritance which they are unwilling to sacrifice for a mess of pedagogical pottage, but they are fully aware of the obligation that binds them of adding to the heritage they have received. They cannot rest satisfied with the accomplishments of the past; they must be ever on the alert to meet the demands of the present and to anticipate the needs of the future. For the doctrine they teach is not of any particular day or age; it is of all time." 10

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10 Rev. E. B. Jordan, The Philosophy of Catholic Education, National Catholic Educational Association Bulletin, Vol. 28, November, 1931, pp. 53 - 66.

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Curriculum making is one of the most necessary things to be considered today in our educational fields. In Keeping Pace with the Advancing Curriculum, Paul Keller makes this statement:

"It is interesting to note that the best modern school systems in America are rediscovering the child as the center of reference for the curriculum, methods of instruction, and school organization.

Rather than to superimpose upon the schools a curriculum which we copy, we are to make an organic study of the needs of the individual in a modern social world. This gives us the point of view from which we want to view all the work we do in curriculum reconstruction.

The curriculum is the 'blueprint' of our job. We are to draft this 'blueprint' so that we can take it and go into the classroom and do our work like master builders." 11

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- 11 P. Keller, Keeping Pace with the Advancing Curriculum, Reprint of the Fourth Yearbook, Department of Superintendence of the National Education Association. p. 558.
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Youth needs not only instruction but inspiration. This is another reason for stressing the importance of curriculum making.

"High morale comes from the feeling on the part of each that he is engaged in a great work under a plan which enables him to see the best of his own life expressed in it. Service to a great cause is the source of life. Curriculum making is the great work of our profession. All else that is done in a school system must, in the last analysis, come to bear as a means to the solution of this problem. Certainly the cause is big enough. It is as significant as life itself. Give every member of our profession a chance to do his best for it and the results need not be feared. This is a challenge of curriculum making to every community." 12

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- 12 A. L. Thelkeld, as quoted in a Reprint of the Fourth Yearbook, Department of Superintendence of the National Education Association. p. 558.
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Not only is it necessary to plant in the boys and girls of today, Catholic principles, which the young men and women will need tomorrow, but "some kind of a laboratory course must be introduced in which they may be trained to give practical application to these principles in a simple but effective way." 13

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13 Rev. G. A. Fitzgibbons, S.J., Catholic Action in the High School, National Catholic Educational Association Bulletin, Vol. 28, Nov., 1931, p. 239.

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True Catholic Philosophy Needed in Courses in the Social Studies. The trend of present day social studies turns back to philosophical principles used by Catholic philosophers of the past. An example of this is the theory of usury as applied to the war debts. Those who wish the interest cancelled are applying the principles put forth by St. Thomas and the School Men. They have called forth their principles from the Middle Ages and placed them on the front pages in our dailies and leading magazines. There are few places where necessity of Catholic philosophy is more important than in our schools.

Archbishop Stritch addressing the N.C.E.A. in 1929 fearlessly put forth his views,

"The task of the Catholic educator is to discover, to study, and to state in modern terms, methods, and practices, the philosophy and the traditions of the schools of Holy Church. Grievously he errs when he seeks to cast aside his own educational inheritance, that he may find his objectives and

his methods in the chaotic philosophies and the untried theories which dominate so largely the educational thought of today. If perchance the glamor of great names and the external appanages of much learning make appeal to him, let him remember that he alone in the field of education today has the true perspectives of life, and is the heir of educational traditions which offer a real solution of the world's pressing problems." 14

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- 14 F. M. Crowley, Twenty-Sixth Annual Meeting of the National Catholic Educational Association, National Catholic Welfare Council Bulletin, Vol. 11, Aug. 1929, p. 16
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At the same convention Dr. Sheen stated,

"To say that the philosophical and religious thought of our day is stupid and blasphemous is no way to give repose to the inquiring. The fact is that such thought exists and those who follow it are legion. Many of our textbooks in philosophy and religion fail to meet this situation and that is why our college graduates are so often at a loss to render a critical appreciation of modern errors. Our finger must be kept on the pulse of the present day. We will be negligent if we go on beating dead dogs instead of acquainting ourselves with the errors that harass young minds as well as old. We are responsible to the times in which we live." 15

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- 15 Ibid., p. 16.
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Moreover Catholic philosophy gives a student a better understanding of his rights and duties of citizenship. This citizenship can be properly dwelt upon in a course of American history. Father Feeney points out the similarity between the philosophy of the Catholic Church and that of the United States government when he says,

"The civic philosophy of the Catholic Church and the civic philosophy of the United States are not strangers to each other. To the student of Catholic philosophy and ethics there is nothing startling or new, however it may appear to other groups, in the language of the United States Supreme Court in the Nebraska and Oregon cases. Much of the language of these two decisions could have been taken from a text-book on ethics used in Catholic colleges, so striking is the parallel. The task becomes easy in our Catholic schools to prepare the child for a limited leadership in civic affairs, for he does not have to do violence to his whole training once he reaches the arena of civic affairs. His thoughts are the thoughts of the Founders of this country; his philosophy of the State and its purposes is the same as that of Thomas Jefferson; he is the possessor of a philosophy that antedates the Bill of Rights by centuries. As a Catholic, he simply fits the political philosophy of the United States." 16

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- 16 Rev. D. J. Feeney, Preparing Pupils for Conservative Leadership in Civic Affairs, National Catholic Educational Association Bulletin, Vol. 25, November, 1928, pp. 353 - 356.
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Speaking of the application of these principles of philosophy Father Feeney continues,

"If we made our philosophy of life the rule of seeking first the Kingdom of God and His justice, then why not translate that philosophy into classroom ardor? Many among us appear to be unaware of the richness of our possession, and fear, secretly at least, the glib utterances of itinerant college presidents, the assaults of plausible, but shallow college professors, and the newly propounded theories of youthful and ambitious magazine writers. An association of a few years with some of the gentry of university world would be enough to convince the timid that in morals and religion, in the real essentials of life, in the fundamentals of solid thinking, the old faith and its philosophy are yet supreme and have nothing to fear. The problem is to communicate that conviction with enthusiasm to the child, to develop even, a superiority complex that will carry with it a bouyancy

of rational religious enthusiasm for his greatest possession, his faith." 17

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17 Ibid., pp. 353 -356.

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Catholic Magazines and Modern Times. Magazines have reached great popularity in American life. They have superseded books to a great extent. The Catholic magazine has a share in this popularity. In fact the Catholic press is considered almost as necessary as the existence of churches and schools. The Catholic magazine is the oldest in existence. And in our country it has demonstrated its value on more than one occasion. To the Catholic Home and to the Catholic School it is an educational asset. To the teacher in the Catholic School, the Catholic magazine is a valuable aid in the teaching of current events for it does not allow the rich heritage of the Catholic faith to remain unknown. In curriculum making for the public schools as is shown in a later chapter, secular magazines have in recent years been extensively drawn upon with valuable educational results. Why may not the same be true of the Catholic magazine when applied to curriculum making in Catholic schools?

Questionnaire given to College Students. To obtain an idea of students' reaction to the reading of Catholic magazines, the author decided to give a questionnaire to the pupils enrolled in a Catholic College of Women. The questions with their answers are as follows:

## QUESTIONNAIRE

Given to one hundred College women

	Yes	No
1. For reading purposes, do you read magazines rather than books?	88	12
2. For reading purposes, do you prefer magazines to newspapers?	81	19
3. Do you prefer Catholic magazines to non-sectarian magazines?	48	52
4. Do you discuss content of Catholic magazines? (Outside of class)	55	45
5. List in order the Catholic magazines you prefer.		

Magazine	Number
<u>Extension</u>	87
<u>Messenger of the Sacred Heart</u>	61
<u>America</u>	58
<u>Catholic World</u>	51
<u>Commonweal</u>	43
<u>The Sign</u>	24
<u>The Ave Maria</u>	11
<u>Columbia</u>	11
<u>St. Anthony's Messenger</u>	6
<u>Catholic Girl</u>	4
<u>Queen's Work</u>	3
<u>Holy Grail</u>	2
<u>Benziger Magazine</u>	1
<u>Holy Family</u>	1
<u>Tabernacle and Purgatory</u>	1

6. Give your reasons for reading Catholic magazines:

	Number
Gives me a Catholic viewpoint.	48
Informs me of my religion.	21
Safe to read.	13
Interesting material.	12
The stories are moral and ethical.	10
I like the stories.	9

	Number
Shows me a higher and better side of life.	8
High class literature.	8
Acquaints me with Catholic writers.	6
Find better stories than in popular magazines.	6
Wholesome, clean literature.	5
True material.	5
To become better informed on Catholic Action.	4
Not enough chance to read others.	3
Better fiction.	3
They are up to date.	3
Influence my life for good.	2
I like the essays.	2
Broaden one's education.	1
I like the editorials.	1
For a pastime.	1
To learn more about the missions.	1
Inspiration.	1
Instruction.	1

7. What amount of time a week do you spend in reading Catholic magazines?

7 hours	4 hours	3 hours	2 hours	1½ hours	1 hour
1	1	4	2	8	27
½ hour	¼ hour	10 minutes	none		
22	9	6	8		

8. Which section do you prefer reading?

Editorial	Fiction	History	Science	Literary Criticism
55	59	17	14	2
Book Reviews				
2				

9. How may Catholic magazines be improved?

	Number
I think they are very good and need no improvement.	18
Could devote more time to other subjects than religion.	11
Could have better material.	11
Could select better stories and poetry.	8
Could contain less advertisements.	7

	Number
Could contain more works of prominent authors.	6
Could be more interesting.	5
Could make the Faith more important.	5
Might have a greater variety of fiction.	4
Could be advertised more widely.	3
Could be less controversial.	3
Should be more like the average magazine.	3
More question-boxes and talks to young people.	3
Should stress the home life of women more.	2
Should be more broad-minded.	2
Articles too far-fetched.	1
Could contain more literature.	1
Could contain lives of the saints.	1
Could contain more illustrations.	1
Could have more humor.	1
Should sponsor fiction contests.	1
Should be more up-to-date.	1
Should be less dry.	1
Should give reasons why the Catholic Church is the true one.	1
Should do less moralizing.	1
Should show more than one side.	1
Should discuss everything, but from a Catholic side only.	1
The fiction is too preachy.	1

The returns of this questionnaire show that over 80% prefer to read magazines rather than books and newspapers. The Catholic magazines in the order of preference are Extension, The Catholic World, Commonweal, The Sign, The Ave Maria, and Columbia.

The chief reason for reading Catholic magazines is to obtain the Catholic viewpoint. 65% spend at least a half hour a week reading Catholic magazines and only 8% spend no time at all. It is interesting to note that the editorial section ranks next in popularity to the fiction section. Nearly all agree that Catholic magazines could be improved though the reasons given sometimes contradict each other - as one student states that the fiction is too preachy while five say that the faith could be made more important. The outstanding fact is that 92% read Catholic magazines and are able to give good reasons for so doing.



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Chapter II

METHODS OF CURRICULUM CONSTRUCTION

IN THE

SOCIAL STUDIES.

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Need For Educational Change. The vast changes in the political, social and economic life which have taken place since the Industrial Revolution had its inception, are reflected effectively in the field of education. Educators have constantly flung at them the challenge to teach the boys and girls to meet the situations of tomorrow, while at the same time it is a colossal task to meet the requirements of today.

"Education is now to develop a type of wisdom that can grow only out of participation in the living experiences of men, and never out of mere memorization of verbal statements of facts. It must, therefore, train thought and judgment in connection with actual life situations..... It is also to develop the good will, the spirit of service, the social valuations, sympathies and attitudes of mind necessary for effective group action where specialization has created endless interdependency. It has the function of training every citizen, man or woman, not for knowledge about citizenship, but for proficiency in citizenship; not for knowledge about hygiene, but for proficiency in maintaining robust health; not for a mere knowledge of abstract science, but for proficiency in the use of ideas in the control of practical situations..... To know what to do is as important as to know how to do it." 1

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1 Franklin Bobbitt, The Curriculum, pp. IV-V.

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Curriculum Defined. Curriculum is a Latin word meaning race-course, and who shall say that the term as applied to the present school status is out of place? Bobbitt defines Curriculum when applied to education, thus:

"It is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life, and to be in all respects what adults should be....The curriculum may, therefore, be defined in two ways:

- (1) It is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or
- (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment. Our profession uses the term usually in the latter sense. But as education is coming more and more to be seen as a thing of experiences, and as the work-and-play experiences of the general community life are being more and more utilized, the line of demarcation between directed and undirected training experience is rapidly disappearing. Education must be concerned with both, even though it does not direct both....The curriculum-discoverer will first be an analyst of human nature and of human affairs....His first task, rather in ascertaining the education appropriate for any special class, is to discover the total range of habits, skills, abilities, forms of thought, valuation, ambitions, etc., that its members need for the effective performance of their vocational labors; likewise, the total range needed for their civic activities; their health activities; their recreations; their language; their parental, religious, and general social activities. The program of analysis will be no narrow one. It will be wide as life itself. As it thus finds all the things that make up the mosaic of full-formed human life, it discovers the full range of educational objectives." 2

Importance of Curriculum Making. Curriculum making is one of the most important problems of the teaching profession. It is the pivotal point from which all that is done in a school system revolves. To enable one to meet situations it is most important that the best methods of curricula study be applied. We have gone a far distance since the Committee of Ten in 1892 gave its report on the secondary school curriculum. There is no need to harp on the fact that science and the machine have changed our whole field of industry and that these changes have demanded curriculum changes. 3

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- 3 Foreward, A Reprint of the Fourth Yearbook, Department of Superintendence of the National Education Association, p. 3.
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"A static school in a dynamic civilization is an anachronism. He who commands the secondary school to stand still while civilization moves on, would relegate it to a place of insignificance.....A new conception of education is needed. The school should help the pupil to achieve poise and balance in the midst of change.....The need is for a curriculum suitable for a rapidly changing civilization, with large social, spiritual, and industrial values and sufficiently differentiated, to meet the demands of adolescent youths with varying levels of ability, social and economic backgrounds and hopes for the future." 4

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- 4 A Century of Industrial Progress as quoted in Research Bulletin of the National Education Association, September, 1929, pp. 177 - 180.
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When one is engaged in an important work, it is well for him to glance over the entire scope of this work, see what has been accomplished, how it has been done, and thus gauge the amount and methods for the work still unfinished. "One of the greatest problems in curriculum construction is the selection of content." 5

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- 5 H. O. Rugg, The Social Studies, A Reprint of the Third Yearbook, Department of Superintendence of the National Education Association, p. 217.
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Scope of Social Studies. It is well to determine what the Social Studies of which history is one of the most important, are. One description given is:

"Social studies should be interpreted as being that body of subject matter which includes the present acts of men, their background and their outlook. The committee on intermediate social studies of St. Louis have pointed out that geography, as such, has to do with man's relation to his natural environment in which he lives. History, as such, deals with his relations as they have been controlled by the growth of community consciousness and the development of co-operative democracy. Civics as a formulated subject is the study of community cooperation and the practice of group activity. Since the trend of social studies in the junior high school is away from military and political history and toward social and industrial problems, and that of geography is toward human approach, these two subjects are approaching a common ground." 6

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- 6 Curriculum Bulletin, Board of Education, St. Louis as quoted in the Fifth Yearbook, Department of Superintendence of the National Education Association, pp. 215 - 217.
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It is only in recent years that the tendency to determine what shall be taught in the social studies has been transferred from the personal opinion of small national committees and textbook writers. 7

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7 Curriculum Bulletin, Board of Education, St. Louis as quoted in Research Bulletin of the National Education Association, January, 1928, p. 30.

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The chief value of the Social Studies is to train for good citizenship, to make students thoroughly efficient members of society. Koos lists ten aims in the teaching of history, one of the social studies. These are ranked according to frequency and are compiled from a total of two hundred and forty four lists given by teachers of ancient, medieval, modern, English, and American history. The ten aims are:-

1. To cultivate power of handling facts...83.4%
2. To promote good citizenship.....80.7
3. To develop the "faculty of discrimination" .....77.5
4. To teach the use of books.....76.6
5. To develop ability in speech, oral and written... ..72.5
6. To inspire with a love of reading.....66.4
7. To equip with historical information...61.1
8. To cultivate "reconstructive imagination".....60.2
9. To develop the spirit of nationalism...54.1
10. To master the text.....50.0"<sup>8</sup>

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8 Leonard V. Koos, The American Secondary School, pp. 402-404.

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For Catholic schools, there is an additional aim in number two, "To promote good citizenship." From the Catholic

viewpoint training for good citizenship is directed not only to time but to eternity as well, for, "What exchange shall a man give for his soul?"

It is interesting in connection with this study to note that the seventh aim "to equip with historical information" received the approbation of 81.1% of those teachers concerned. One method of deciding upon the content of this historical information for the public school curriculum is by the analysis of popular magazines. This has been done by Washburne, Davis and others as shall be shown later. Because of this, one is justified in the supposition that in order to determine curriculum content in history for the Catholic schools, the analysis of Catholic magazines should prove of value.

Curriculum, Still In The Making. Not all agree as to the work of curriculum making.

"It is a hopeful sign when curriculum makers dealing with the social studies admit that their courses are 'still in the making', that they are 'studying these problems,' that they are in a stage of transition, and that teachers and administrators are slowly and painstakingly working their way toward the 'next step'. Progress along these lines must be the result of evolution rather than of revolution.....Curriculum progress and improved methods of teaching have ever been the result of slow modifications of established practices in the light of successive increments of scientific knowledge as they have become available." 9

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9 Curriculum Problems as quoted in The Fifth Year Book, Department of Superintendence of the National Education Association. pp. 214 - 221.

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Curriculum making in the Social Studies must be done in the best possible way, for the matters at stake are important. The following factors should be taken into consideration:-

"(1) The determination of the particular activities, difficulties and traits to be taught--the information, and ideals to be sought, should be itemized after actual objective investigations have been made of the things people do; and (2) the best methods of learning with particular reference to the appropriateness of given materials on given levels. Too many of the newer courses are exceedingly 'heavy'. They burst with facts. Calculated presumably to produce better civic behaviors, they will have the effect, rather, of producing mental indigestions only. They are scholarly, many of them. But they are exemplifications of the theory that the business of education is the business of imparting knowledge, a lot of it." 10

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10 Earle Rugg, Recent Objective Investigations in the Social Studies, The Fifth Year Book, Department of Superintendence of the National Education Association. pp. 220 - 222.

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There is real value in the study of history. But the range of history is so extensive and contains topics so numerous and various, that one finds a bewildering variety of learning units. One of the greatest problems, therefore, is the selection of content. Writers of textbooks admit that their great problem also is to decide what facts to include in their books. 11

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11 H. O. Rugg, op. cit., pp. 217 - 220.

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Methods of Curriculum Construction.

There are various methods of constructing curriculums. There is the method of guessing at the content; of following prevailing practice; of being derived from tradition, and lastly there is the analysis of needs.

A. THE GUESSING METHOD -- has been in vogue until recently with the result that,

"although by far the most common method of making courses for the training of citizens, it almost inevitably results in the selection and teaching of much content that is either unrelated or rather remotely related to the actual needs of young citizens."

Naturally this method could not be a success. 12

12 Ibid. p. 217.

B. THE PREVAILING PRACTICE -- which is ushering in a gradual change, is in the state of experimentation.

"This has by no means given us any definite and final conclusions upon which to base the selection of units or to determine what a given unit shall contain....The experimentation must be guided by all the light the research worker can bring to this problem. Objectives and the means by which they are to be realized will gradually be made clearer as we get the results of investigations that are now being carried on and of others that will be made." 13

13 National Subject Committee, Junior High School Social Studies. The Fifth Yearbook, Department of Superintendence of the National Education Association, p. 217.

C. FOLLOWING TRADITION. -- is the method which has been in use the longest. Some teachers have confidence in things which have withstood the test of time. They consider that things survive, not accidentally but on account of some inherent quality of strength. "To survive, an idea, like a people, must enter into conflict with rival ideas." In the long run, the outcome is determined by superior merit. Therefore, the conclusion is reached that ideas which have survived through succeeding generations must have something worth while, for by their very survival they have proved their worth. This argument, by the unusual devotion of its sponsors, gains much of its strength. If this devotion were allowed to continue, sentiment and misguided loyalty would never allow new subjects to find a place in the curriculum. Nothing would be allowed to change. We should never have added anything to the school system and the school would have been helplessly unable to cope with the ever changing civilization. The forces of tradition have been responsible for keeping the sciences out of the school curriculum and for maintaining as pivotal subjects, Latin and Greek. This is true of other subjects. "Tradition is an unyielding dictator." It is responsible for teaching children masses of facts that are rarely used in real life. Klapper gives an example of this: Of twelve business men, most of whom were college graduates, not one

could remember a single instance in which he divided by a mixed number. Nevertheless, much time was spent in learning this process. Another example mentioned by the same authority is the persistence of gruesome fairy stories in which foul murder occurred frequently and in which lessons learned by the children were really harmful. Yet the consensus of a group of teachers was in favor of the retention of these fairy stories on the ground that they had been used by successive generations. 14

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14 Paul Klapper, Contemporary Education, Its Principles and Practices. pp. 184 - 185.

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The history of a people is one of the methods by which changes in civilization are shown. Many of these changes are the results of the Industrial Revolution, hence they affect the social, economic and political life of the people. Therefore, the curriculum, especially in history and the other social studies cannot follow the set methods in vogue for generations.

The result of the traditional method of curriculum making was as could be expected, a conservative program. Nothing was suggested unless it was already being done in some good educational institutions. Textbooks were revised to conform first, to the ideals of certain committees, then again rewritten to the recommendations of another committee.

The idea was to make haste slowly if at all. Thus in all sections of the country, all secondary schools had to do as some good schools in the East had done years before. 15

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15 Henry Johnson, Teaching of History in Elementary and Secondary Schools, pp. 127 - 161.

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Analysis of Needs. But conditions have been rapidly changing. Schools are rediscovering the forgotten child and his needs. It is he and his present and future needs which are occupying attention in the curriculum in the Social Studies. This necessitates drastic change in the curriculum perspective. It is more important that

"children should know something about the duties of the garbage collector and the gas inspector; it is becoming less clear that they should know something about the deeds of Alexander." 16

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16 Ibid., p. 160.

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Attention is being placed more than ever where it should be focused--on the needs of the child, and the importance of presenting the past lies in its importance to the child of today who will be the active citizen of tomorrow.

The analysis of needs is essential because education after all, is a preparation for life, and life is made up of activities. A curriculum should be determined by the use which shall be made of it. This need is mental as well

as physical, it should consider not only what people do but what they think and feel. The chief object is to train our future citizens to live efficiently and harmoniously in large group relationships or, in other words, to achieve better civic behavior.

"To produce these it is submitted, we must strive to develop

- (a) better understanding (political, social, economic) because many well-intentioned citizens fail to understand;
- (b) better emotionalized attitudes because many good citizens have anti-social emotional slants;
- (c) better civic habits and higher ideals of civic conduct. But just what are these understandings, attitudes, habits, ideals? It would seem perfectly obvious that there is here demanded a diagnosis of American Democracy, its high lights and shadows, its idiosyncrasies and inaptitudes. Such a diagnosis carefully checked up, would inevitably recall the need for better understandings, attitudes, and the like on the part of the average American citizen. And such revealed and needed understandings become then the objectives in civic education, frankly tentative and suggestive, and obviously possessing only such validity as it is possible to secure in a day when sociology can hardly be termed a science. Objectives chosen in this way, let it be said, may not necessarily be all that we should teach. They should, however, determine most decidedly the teaching that we should most emphasize, and conversely, the teaching that we may either eliminate or soft-pedal." 17

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17 J. J. Mahoney, Objectives and Other Fundamentals, The Fifth Year Book, Department of Superintendence of the National Education Association. pp. 218 - 220.

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That the analysis of the needs is essential is stressed in another opinion on the subject, taken from a Research Bulletin of the National Education Association.

"If individuals are to cope successfully with our increasingly complex society, they must be trained to take intelligent attitudes regarding the more outstanding social, political, and economic issues. Observation shows that while a man's social conduct is influenced by his sober reasoning, it is also affected by his emotional slants--his passions, his enthusiasms, and his prejudices--we should remember that the aim of our citizenship courses is to develop thinkers and doers, not reciters." 18

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18 Curriculum Problems as quoted in Research Bulletin of the National Education Association, September 1929, p. 211.

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Scientific Method of Curriculum Making. One of the more recent methods of curriculum making is the scientific method. Because of the close connection of this method with the problem of the study it was deemed advisable to go into the scientific method more fully, hence the following chapter is given over to examples of this method which have been successfully used by recent curriculum makers.

The methods, the guessing, the prevailing practice, the following tradition, and the scientific are not mutually exclusive. They sometimes overlap, but the present general tendency is to follow the scientific method. There are different ways of approaching a vital task. A course of study cannot defy all sanction of tradition and break completely with the past.

"Since the present is lived so largely in times of the past, the curriculum must not be more ruthless to the past than life itself. These various methods are complementary and the process of curriculum making must, at present, continue to be eclectic. Curriculum making, in the final analysis, is a process of summarizing life and of planning for living that is useful and happy. It is therefore a highly cooperative enterprise in which the best lay and professional minds of the community must pool their distinctive experiences and abilities." 19

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19 Paul Klapper, *op. cit.*, p. 193.

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Everyone knows that before anything worth while can be accomplished, it must be well planned. Thus it is in the construction of curriculum. The curriculum affecting the Social Studies is one of the most important of all, for it relates closely to man's peace and happiness. While it is still in the making, research workers have reached a point where the old methods of guessing, tradition and accepting the prevailing practice have been discarded. The new method of analyzing the present and future needs of the student has been found the only method. This is the scientific approach to the problem. What a person needs he naturally discusses. The vital and most recent topics he discusses are found largely in the content of current periodicals. By analyzing the content of current magazines, the curriculum worker will find the topics most vital to the majority of citizens.

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Chapter III

EXAMPLES  
OF  
SCIENTIFIC APPROACH  
TO  
CURRICULUM MAKING.

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Recent Tendencies. The "guessing" method by which the individual or the few persons working on a committee are entrusted with the curriculum, is not adequate. Much time and energy has been wasted in teaching the student unnecessary things and topics unrelated to his needs. The present tendency is the scientific method of obtaining content.

"Research workers, school administrators, and teachers interested in the revision of the course of study should make use of relatively objective methods for the selection of the content. Even more important, they should demand that authors of textbooks, used as the basic reading materials of the courses in the social sciences, should select their content from the evidence increasingly becoming available concerning the socially valuable activities of citizens. . . . Research of curriculum makers in various school subjects in recent years has been directed to the study of the most frequent, the most general, and the most crucial content. These students of the course of study, after analyzing the results of educational achievement tests which show objectively how small is the permanent mastery of the information, skills, and appreciations now taught, have carried on scores of semi-scientific investigations to discover what facts, topics, and problems are of greatest relative use." 1

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1 H. O. Rugg, The Social Studies, A Reprint of the Third Yearbook, Department of Superintendence of the National Education Association. pp. 217 - 219.

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Methods of Scientific Approach. Three expedient methods of arriving at curriculum content for the social studies which have recently been employed are:

The Questionnaire.

The Analysis of Encyclopedias and Books.

Selection of Content from Political Platforms.  
and from Periodicals. 2

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2 Ibid., pp. 217 - 278.

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The Questionnaire. In recent years the questionnaire has been one of the most prevalent methods of securing data for educational investigation. In spite of the fact that there has been some adverse criticism of the "questionnaires" this method opens up a source of data which can be secured in no other way. In the field of education, studies made by L. V. Koos show that 40% of curriculum data was secured by documentary analysis, and 24.5% by the questionnaire method. Thus it is plain that the questionnaire method holds a position of no small importance.

There are three chief uses of the questionnaire:

1. To ascertain the state of practice in some field of activity.
2. To secure basic data.
3. To secure opinions, judgments, preferences, or the expressions of attitudes of respondents along a variety of lines. 3

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3 L. V. Koos, The Questionnaire in Education, pp. 2 - 53.

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On account of the large dependence placed on the questionnaire, one questions the efficiency of this method.

Koos who has investigated this matter reports as follows:

"It should be clear from these illustrations that a variety of procedures are at hand for validating the returns from the questionnaire investigation....Efforts at validation should in the future enter more often into the plans for these studies than they have in the past."

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4 Ibid., p. 143.

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One splendid thing about a questionnaire is that it can reach a great variety of people. It has been used in connection with questions given to clubs, as the Rotary, and to students, teachers, and ordinary citizens. 5

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5 Earle Rugg, Recent Objective Investigations in the Social Studies, The Fifth Yearbook, Department of Superintendence of the National Education Association. pp. 221 - 289.

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An example of a study in which the questionnaire was used is briefly given in the Department of Superintendence, Third Yearbook. A class wrote to four hundred men and women whose names were taken from the latest edition of Who's Who in America. These individuals were asked to list five traits they considered necessary for good citizenship. The author of the article summed up the returns as follows:

"The efficient citizen must be honest and industrious, he must be intelligently interested in the affairs of the nation, the state and the community, and actively participate in them, he must respect and obey the law and advocate its enforcement. Loyalty, patriotism and public

spirit must rank high in characterizing him. He must have religious ideals developed within him. To these traits must be added courage, tolerance, intelligence, integrity, open-mindedness, good health, willingness to serve, liberal education, cooperation, unselfishness and character." 6

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6 H. O. Rugg, op. cit., pp. 227 - 229.

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The qualities which were handed in listed in their order of importance were:

"Honesty; Knowledge of, and interest in national, state and local affairs; Industry; Religious traits such as Reverence; Loyalty; Fairness; Initiative; Energy; Faithfulness; and Love for others." 7

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7 Ibid., p. 228.

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In summing up the questionnaire, one can say it has been used to a great advantage in curriculum work in learning the practice in activities, in securing specific data, and in ascertaining the opinions and attitudes from which evaluations may be taken. 8

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8 L. V. Koes, op. cit., p. 147.

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Analysis of Encyclopedias. Another method in the scientific approach to curriculum making in the Social Studies is analyzing the content of encyclopedias. A study was made by Dr. Horn in which articles in the International

Encyclopedia were analyzed and compared with the results of the analysis of books as to frequency of mention.

"The distribution of references to political military, social, and economic history in those books on modern problems and encyclopedia articles, as well as in modern history textbooks, and the opinions of a proper distribution between the two by the committee of eight, is as follows:

<u>Source</u>	<u>Polit- ical</u>	<u>Mili- tary</u>	<u>Social and Econ- omic</u>
Committee of Eight	33	30	37
Modern History Texts	42	40	18
Books on Modern Problems	18.7	4.7	78
Encyclopedia Articles	37	1.7	60

The most important interpretation from the study of these tables is that the historical material that writers of books and articles on modern problems chiefly make use of is relatively recent. The references are principally to dates and persons since the Civil War." 9

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9 H. O. Rugg, op. cit., pp. 242 -244.

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In another study made by Marston, McKown and Bagley, eight encyclopedia ratings were used in connection with questionnaire replies and magazine analysis to determine the misplacement of emphasis in history. The result showed that military history was stressed more than political affairs. 10

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10 Ibid., pp. 244 - 247.

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The analysis of magazine articles has been used in comparison with texts and other books and has been found valuable as a scientific approach to the problem of curriculum making in the Social Studies, as shall be shown later.

Analysis of Books. The analysis of books, another method by which curriculum content can be ascertained, was used in a study by H. O. Rugg. In this work books of interest in the Social Sciences were taken from the Book Review Digest and specialists were asked to name books; book reviews for five years were studied; and thousands of books in Social Science from the Library of the Columbia University were canvassed. From this wide list two hundred books of "frontier thinkers" were selected, analyzed, and tabulated. One of the deductions made from the study is that problems now being discussed were included in the published writings of those specialists in the 90's and early 1900's.

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11 Ibid., pp. 221 - 225.

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Another study was made by Dr. Horn in which books were analyzed to determine content in history. This was used in connection with encyclopedia articles as mentioned above. Dr. Horn in summarizing states:

"History should render pupils more intelligent with regard to modern conditions and problems and activities. If one assumes,

- (1) that this is the function of history,
- (2) that the method of research here followed is satisfactory,
- (3) that sufficient data have been collected, then there seems no escape from the conclusion that present elementary and high school courses of study in history are in very serious need of reconstruction." 12

12 Ibid., pp. 240 - 243.

Analyzing typical school texts has been the important method in the scientific approach of arriving at curricula. W. G. Bagley and H. O. Rugg made this analysis and found that many changes have taken place in the construction of text-books, among them are the following: simpler style; the development of a problem and the encouragement of the student to use his judgment instead of "rote" memory; the decline of imagination; use of pictures and the increase of portrayals of actual conditions; the decline of anecdotes, and increase of maps. Another analysis of social science textbooks was made by Earle Rugg. He finds that so many facts make up the content that details regarding them cannot be given; also

"The typical textbook of history mentions 400 different persons;...eight current histories mention 1,409 different persons, and only 109 of these historical characters are common to all eight textbooks...Objective evidence must be employed in determining relative value." 13

13 Ibid., pp. 255 - 262.

Another method used in checking books is a study of library withdrawals. In a study made by Dr. Horn it was discovered that one out of seven books drawn from the reference shelf was a history, while eight per cent of all those withdrawn for home use were history or biography. The study of publishers' lists showed that one book out of ten published in 1913 was either a history or a biography.

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- 14 E. Horn, The Application of Methods of Research to Making the Course of Study in History, The National Society For the Study of Education. Twenty-Second Yearbook, Part II. pp. 234 - 237.
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Thus from the facts of their use and the importance of their content, the analysis of books dealing with history is an effective method of finding curriculum content in history.

Platform of Political Parties. The platforms of political parties have been analyzed by Dr. Bassett to determine problems which seek government solution. 15

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- 15 H. O. Rugg, op. cit., pp. 228 - 239.
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Newspapers and Magazines. Newspapers and magazines furnish a fruitful offering of articles which, as has been stated elsewhere in this paper, forms the reading of most Americans...."Facts frequently alluded to in periodicals must be taught if our children are to read intelligently."

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- 16 C. W. Washburne, Basic Facts Needed in History and Geography; A Statistical Investigation, The National Society For the Study of Education. Twenty-Second Yearbook, Part II. pp. 216 - 219.
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From an analysis made by C. O. Wells of 105 newspapers from ten sections of the country, for the purpose of discovering the political activity of the "lay" citizen, it was found that

"Of the ten major activities which are of most importance in the basic source, all except one appear within the first ten of at least one of the supplementary sources." 17

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- 17 Earle Rugg, op. cit., pp. 233 - 235.
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The magazine is being used more and more by curriculum workers in the Social Studies as a scientific approach to find content and needs in this subject. Washburne, who conducted an exhaustive work in magazines in connection with the Winnetka Social Science Seminar, states

"In order to determine the outstanding facts of history and geography, we had first to decide why these facts were to be taught----what use they were to have in life....It was to make children familiar with the persons, places, dates and events which are commonly known to intelligent people....Periodicals offered us a fertile field of miscellaneous articles of all kinds....We went through each issue of each periodical from beginning to end and recorded every allusion to a person, place, date or event, on a slip." 18

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- 18 C. W. Washburne, op. cit., pp. 216 - 233.
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Bagley used newspapers and magazines for a standard in determining geographical content that the school should teach. The Literary Digest has been examined by W. W. Charters for items of place geography. Magazine readings from four magazines were included in the curriculum study of Marston, McKown and Bagley. Miss Davis determined topics to be included in civics by an analysis of current periodicals. 19

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19 H. O. Rugg, op. cit., pp. 235 - 246.

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J. M. Nason included cartoons in his study of newspapers and magazines. The Literary Digest was taken by Paul Palmer in his study. He is quoted by Earle Rugg as follows:

"Yet when we look at the high place of religion and philosophy and literature, language, and the fine arts, and the prominence of scientific research, there seems to be evidence that some things are finding high places....They are high because they are recognized as significant in human affairs." 20

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20 Earle Rugg, op. cit., pp. 230 - 233.

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In summing up the methods of scientific approach to curriculum making, it is obvious from the above mentioned examples that the traditional method and the method of guessing at the curriculum content by a few teachers, superintendents, and textbook writers making up a committee, has been

superseded by a scientific study of curriculum needs. This study is taken care of in each subject by the teacher specialists in this line. Teacher specialists conduct exhaustive researches by analyzing textbooks, books, and withdrawal lists from libraries; they conduct questionnaires to determine needs; they analyze magazines, newspapers, and political party platforms, to find what people are most interested in. These data are all tabulated to find what the future citizens of our country need, in the hope that by studying these needs and supplying them with what is best, we may have an increase of worthy and useful members of society.

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Chapter IV

ANALYSIS OF MAGAZINES USED

IN THE

STUDY.

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Journalism Can Be Utilized By the Church. It has been shown in a preceding chapter that the Catholic Church was the first to make use of the periodical. One of the reasons for the existence of the Catholic press is to champion Catholic truth. Sister Eleanore, C.S.C., in discussing the Writing Apostolate states:

"Journalism at its best is the weapon of Church Militant; artistic writing at its best has in it something of the ultimate peace of the Church Triumphant. Both are essential in this reading age; the one to do battle in the open arena amid sweat and groans and tears, and the clang of steel on steel; the other to lead men into the solitude that is in another and finer sense the country of the strong, for in it a man fights, not propagandists, extortioners, falsifiers of truth, but that terrible enemy, himself." 1

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1 Sister M. Eleanore, C.S.C., Discussion on the Writing Apostolate, National Catholic Educational Association Bulletin, Vol. 27, November, 1930, p. 160.

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Continuing, Sister Eleanore deploras the fact that Catholics do not realize and utilize their present opportunity for writing.

"This failure is one of my pet grievances. We Catholics have all the beautiful subjects for literature; yet we leave these subjects to be handled largely by Protestants. Why, for example, was the glorious story of the missionary in the early southwest given over to the pen of Willa Cather? Why was the only understanding story of a woman's religious vocation left to be told by Fannie Hurst? Why was the epic story of the fear of living on the part of the Godless modern woman surrendered to Edith Wharton? Why are not Catholics telling the life-story of their saints vividly, grippingly, in the manner of Andre Maurois telling of his Shelly and his Disraeli or of Emil Ludwig telling of his Nap-

oleon? Why----one could continue almost endlessly our sins of omission. Beauty, the loveliest of fugitives in this dark vale of tears casts herself into our arms, and we push her coldly aside that others may have their will of her." 3

2 Ibid., pp. 160 - 162.

Importance of the American Magazine. The American magazine has superseded the book in supplying reading material.

"And the reason? Because the book is now absolutely unimportant. Time was when an octavo volume could change the world, and I believe that once in a while a novelist or philosopher is still effective in Europe. The American book, bluntly speaking, has no bottom. Our country is industrial, its mind and its belly are fed by business. Within two generations this state of affairs has made itself abundantly evident in literature through the creation of a magazine journalism which is one of the marvels of history. This journalism does tingle with vitality." 3

3 G. N. Shuster, "Below the Book", The Commonweal, Volume 11, p. 40, November 13, 1929.

The reading of books, especially library books, plays but a small part in the total amount of reading in America. An estimate published in The Library Journal of June, 1930 lists the combined circulation of library books for one year as 237, 888, 282; while the 25 most popular magazines issued 850,000,000 copies during the same time. The total number of magazine copies annually put out is over a billion. In 1929 the total number of daily newspapers sold was

13,233,000,000; added to this were 1,540,000,000 Sunday newspapers. Besides this, there were sold and read, tons of pamphlets. Less than 2% of the reading in America is done through organized libraries. In the United States and Canada over 7,200 magazines are published.

"Magazines published today deal with nearly every conceivable subject, ranging from asbestos to nut culture, rifle shooting to roadside selling, counterfeit money to so-called "matrimonial". We may divide our periodicals into three rough groups, according to the aims of their publishers:

1. To foster the interests of knowledge, e.g., Journal of Bacteriology, Educational Administration and Supervision.

2. To foster the interest of a trade, profession or society, e.g., Iron Trade Review, Journal of the National Education Association, Rotarian.

3. Money making ventures or just "ventures". This is the large group of magazines of a general nature, intended by the publishers to have a popular appeal, and naturally divides into several types, although the inter-type gradations are often minute and even confusing.

- A. Literary or belles-letters, e.g., Atlantic Dial, Century.
- B. Fiction and short story, e.g., Cosmopolitan, and the various ephemeral cheap magazines that clutter up the news stands.
- C. Features, e.g., American, Liberty, Collier's.
- D. News and comment, e.g., Outlook, Literary Digest and Time.
- E. Reviews, e.g., Nation, Yale Review, American Mercury.
- F. Family or women's magazines.
- G. Juveniles.
- H. Humorous." 4

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4 A. D. Keator, "The Popularity of American Magazines" Library Journal, Volume 55, pp. 499 - 502, June 1, 1930.

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Public opinion is rapidly replacing secret diplomacy,

and the press is what is making this possible. Consequently, by directing an intelligent reading public to influence the press in the right direction, the press can become a force in changing the world. 5

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5 G. Boyington, The Newspaper As A Force in the Changing World, National Education Association, Department of Social Studies. Volume 67, July, 1929, pp. 639 - 641.

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If this be true of the press in general, how much more is it true of the Catholic press? For the latter is actuated and bound by the highest principles to influence its readers in the right direction; and the influence of 20,000,000 well-directed Catholics in our country alone is an element not to be dismissed lightly. In order that Catholics may get the most out of the Catholic press, they should be able to understand it. Of what use is it to have scholarly articles on humanism, scholasticism, and other worth-while topics, if the readers have only remote ideas as to the meaning of those terms? Consequently, whatever can be done by way of directing an intelligent reading public to influence the press in the right direction will be a helpful factor in aiding the press to become a potent force in changing the world. Therefore, the content of history texts should be adequate to explain the personages, places, events and dates which have the greatest frequencies in Catholic magazines.

Magazines Used In This Study. In order to acquaint the



reader with the fourteen periodicals selected for analysis in this article, a brief description of each of these fourteen magazines follows. The better to carry out this purpose, the editor of each periodical was asked to fill out a short questionnaire, the results of which are given in tables in this chapter. Each was asked to describe the aim of his magazine and include anything else which might be of interest to his readers.

America maintains a high literary standing. Important phases of current history as well as political, economic, and sociological affairs are treated in a scholarly yet popular manner. Its poetry and literary criticisms are excellent. Besides all this, its world news of the week is trustworthy. Its issues, besides being plain-spoken, are live, American, pulsing with Catholicity.

The American Catholic Historical Society Records, is published quarterly and contains for the most part, documentary and serious history of the Catholic Church in America. It has maintained a high level of research work, and is held in high regard by serious students of history. Its articles are noticeably well documented. Many important personages are taken from obscurity and shown the honor they deserve. An example of this is Mathew Carey, who established the first thoroughly American magazine, who was the first American writer on Political Economy, the one who with his son established the greatest publishing

reader with the fourteen periodicals selected for analysis in this article, a brief description of each of these fourteen magazines follows. The better to carry out this purpose, the editor of each periodical was asked to fill out a short questionnaire, the results of which are given in tables in this chapter. Each was asked to describe the aim of his magazine and include anything else which might be of interest to his readers.

America maintains a high literary standing. Important phases of current history as well as political, economic, and sociological affairs are treated in a scholarly yet popular manner. Its poetry and literary criticisms are excellent. Besides all this, its world news of the week is trustworthy. Its issues, besides being plain-spoken, are live, American, pulsing with Catholicity.

The American Catholic Historical Society Records, is published quarterly and contains for the most part, documentary and serious history of the Catholic Church in America. It has maintained a high level of research work, and is held in high regard by serious students of history. Its articles are noticeably well documented. Many important personages are taken from obscurity and shown the honor they deserve. An example of this is Mathew Carey, who established the first thoroughly American magazine, who was the first American writer on Political Economy, the one who with his son established the greatest publishing

and distributing firm in this country, the one who upon the death of Hamilton took the protective tariff and "reared it". He was the first to publish the Douai version of the Bible in the United States. Catholics are largely unaware that such a splendid example of their faith lived in our country in the early nineteenth century. 6

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6 Rev. E. F. Maier, "Mathew Carey, Publicist and Politician", American Catholic Historical Society. Records, Volume 39, pp. 72 - 154, June, 1928.

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Blackfriars is a high class magazine published by the Dominican Fathers at Blackfriars, Oxford. Its object is to tell relevant truths and insist on truths that are either unknown or neglected. Besides containing the world news of the month, it inspires the laity, lays down right principles, and gives correct policies of action in these critical times. It is characterized by its fearlessness as well as by its faultless literary style. The editorials are able, and the whole magazine reflects the personality of a cultured and capable group of men. Its method of dealing with the important affairs of the various nations and of considering them in world relationships is invaluable. Blackfriars is one of the highest types of magazines used in this survey.

The Catholic Historical Review, has for its purpose to stimulate interest and study in the history of the Catholic Church in the United States. It discusses problems, both

national and universal, dealing with church history. It contains original articles and monographs, a chronicle of historical events, and a systematic review of Catholic and other publications which have historical value. Its articles, besides being primarily of historical interest, are well written and link up with much that is of general information. Its book reviews are numerous and are ample in scope.

Catholic Mind, is unique in

"That it is the only Catholic periodical which has for its purpose to go far afield and near at home to gather in notable addresses and articles." 7

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7 "Advertising" Catholic Periodical Index, 1930,  
pp. A1- A 5.

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It is a publication which upholds ideals. It contains articles of political, social, economic, and historical interest. Topics, such as the Popes' encyclicals are well explained. Because each issue contains about three articles, it appeals to the people who have little time for reading. These articles, which are of deep interest to the laity, are reprints of some of the best articles which appear in other Catholic magazines, as, The Clergy Review, G. K.'s Weekly, The Queen's Work, Orate Fratres. Some of the above are difficult for the laity to procure, consequently, by reading the Catholic Mind, the best gleanings which are of interest to lay people are available. This magazine does

for the Catholic press what the Readers' Digest does for the secular press.

The Catholic World, is modern in spirit and in its methods of expressing truth; for truth like the Church is ever new. There are no antiquated methods or archaic forms of literary expression in this magazine. Moreover, it is thoroughly American. It carries out the principle of its founder, Father Hecker:

"So far as is compatible with faith and piety, I am for accepting the American civilization, with its usages and customs. Leaving aside other reasons, it is the only way by which Catholicity can become the religion of our people.... And it is on this basis that the Catholic Church can make progress in this country." 8

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8 Rev. J. Gillis, "Editorial" The Catholic World, Volume 116, pp. 135 - 143, October, 1922.

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This is one of the finest library magazines, for it is very fair. Its aim is literary. It has a strong editorial department and an excellent dramatic section. The Catholic World, which is built on the sincere love and admiration for the American people, has some of the best contributors of any Catholic Magazine in our country.

Columbia is primarily the official publication of the Knights of Columbus, yet the contents of this magazine are so varied and of such general interest that it is widely read by many who are not members of this organization. Of the periodicals used in this survey it has the largest circulation (over 500,000). Clear and fearless in its state-

ments concerning Catholic position upon questions of the day, it believes in diminishing bigotry, especially that kind which is based on ignorance rather than on malice. Its fiction is good, and it carries articles of current interest besides those devoted to history, education, sociology, travel, art and science. Its editorials are the type which carry favor with the ordinary reader as well as that type that is harder to please. There is in Columbia a healthy and refreshing humor which makes it welcome to the youthful reader.

The Commonweal one of the newer Catholic periodicals, began its career in 1924. It does not enter the field of ecclesiastical affairs, nor of theology, except when such affairs or subjects are of direct concern to the laity.

"It will continue to carry the religious forces inspiring it directly into every-day American life, playing its part in the field of journalism now occupied chiefly by liberal and radical organs, from which The Commonweal differs in the fundamental fact that it deals with all the subjects that pertain to the social and intellectual life of men in the light of Catholic principles and Catholic ideals. Among these liberal and radical journals are some whose brilliant expositions and theories of life, that often are fallacious or demoralizing, give them a strong appeal to intelligent readers whose thought lacks the guidance and standards of Catholic Christianity. In some instances their doctrines and philosophy of life are at the most vital points opposed not only to Christian doctrine and Christian philosophy but to the whole fabric of western philosophy, which stems from Christianity, and must return to Christianity if it is to escape being destroyed either by Bolshevistic revolution or the insidious transformation of a paganist state control. It is a well-known fact that many of these journals, whose influence upon the thought of the world, and,

therefore, upon social institutions and movements is out of all proportion to the relatively small circulation they achieve, are supported generously by individuals or trust funds. For one group of such journals' support is derived from a fund of several millions of dollars set aside for that purpose." 9

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- 9 Galvert Associates, The Galvert Association. This is a four-page pamphlet sent by the editor of The Commonwealth in answer to the questionnaire. Date, volume, or further title were not given.
- 

The articles and reviews in The Commonwealth deal with intellectual and political activities in many parts of the world.

"Its chief purpose is to build up a first class literary organ representing the world-wide influence of the social ideals, principles and practical standards of the works of Catholicism."

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- 10 Ibid., pp. 1 - 4.
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The Commonwealth maintains one of the highest literary standards of any American magazine.

Of the magazines used in this survey, The Dublin Review, founded by Cardinal Wiseman and Daniel O'Connell in 1836, has had the longest existence. An incident worth remembering as an example of the power of The Dublin Review in particular, and of the Catholic press in general, is the fact that an article by Cardinal Wiseman published in 1839 in an issue of this magazine, was the turning point for Newman and the whole Oxford Movement. 11

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11 "Periodical Literature," Catholic Encyclopedia

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Extension Magazine ranks next to The Columbia in circulation.

"It is edited by the priest officials of the Extension Society and is the largest, most popular and best Catholic Magazine published throughout the world. Each edition comprises sixty or more pages of splendid reading matter, consisting of short stories, various timely topics, missionary articles and a monthly record of the progress of Home Mission work." 12

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- 12 Rev. W. D. O'Brien, Broadcasting, This is a pamphlet sent by the editor of Extension Magazine in answer to the questionnaire. Date, volume, or further title were not given. p. 10.
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While this is primarily a magazine devoted to the Home Missions, its editorials and short story sections are perhaps the most popular of any Catholic Magazine. The general arrangement of this periodical is good. In this survey the sections relative to the Mission activity, the fiction, The Chaperon Club, Marthology, The Question-Box, are not included. The Extension has that refreshing vitality and militant Catholicism which make a person happy to be a member of so noble an institution as the Catholic Church.

The Fortnightly Review contains articles on a wide variety of subjects. It follows a somewhat different trend than is followed by some of the other Catholic periodicals.



As an example The Brown Derby Letter published in the January 1, 1929 issue, does not praise the author of the letter, nor the one to whom it was addressed. Also there was a noticeable lack of enthusiasm for Alfred Smith at the time when the other American Catholic magazines were much interested in his success. Because this particular magazine is somewhat different from the usual Catholic magazine, it was included in this survey.

The New Scholasticism is the organ of the Catholic Philosophical Association. Published at the Catholic University of America, it lays special emphasis on scholastic philosophy. While some of its content is above the ordinary layman's capacity, its articles give one an insight into this special field of the Church's activities in America. The parts written in a foreign language are omitted from this survey.

The Sower is designated as an educational magazine, yet there are so many historical topics in its content that it was deemed advisable to include it. Some of the topics listed are The Guilds, The Catholic Chance Under Fascism. Though published in England, it is widely read by people in the United States. It contains ringing editorials on the educational question, and special articles on subjects of current interest.

Truth is a magazine devoted to the dissemination of the truth concerning the doctrines, history and practices

of the Catholic Church. Controversial in spirit, it opens arguments, and proves its assertions by splendid research articles. Like The Fortnightly Review it is of a different type from the usual Catholic magazine.

On the following pages is given the result of the questionnaire which was sent to the editors of the 14 magazines used in this survey. The present location, frequency of publication, year of foundation, together with the circulation is tabulated. Whether each magazine is listed in the Readers' Guide or in the Catholic Periodical Index is indicated by an asterisk in these respective columns.

## LIST OF THE FOURTEEN PERIODICALS USED IN THE SURVEY, THEIR

Periodical	Present Location	Freque
1 <u>America</u>	New York City	W
2 <u>American Catholic Historical Society Records</u>	Philadelphia	Q
3 <u>Blackfriars</u>	Oxford	M
4 <u>Catholic Historical Review</u>	Baltimore	Q
5 <u>Catholic Mind</u>	New York City	Semi-m
6 <u>Catholic World</u>	New York City	M
7 <u>Columbia</u>	New Haven	M
8 <u>Commonweal</u>	New York City	W
9 <u>Dublin Review</u>	London	Q
10 <u>Extension Magazine</u>	Chicago	M
11 <u>Fortnightly Review</u>	St. Louis	M
12 <u>New Scholasticism</u>	Baltimore	Q
13 <u>Sower</u>	Manchester (England)	Q
14 <u>Truth</u>	New York City	M

## DATE AND PLACE OF FOUNDATION, CIRCULATION AND INDEX LIST.

Place Founded	Circulation	Listed in Readers' Guide	Listed in Cath. Per. Index
New York City	31,460	----	*
Philadelphia	1,042	----	*
London	-----	----	*
Catholic Univ. of America	1,600	----	*
New York City	7,192	----	*
New York City	10,000	*	*
New Haven	550,000	----	*
New York City	20,000	*	*
London	1,100	----	*
Chicago	225,000	----	*
Chicago	-----	----	*
Washington, D.C.	700	----	*
-----	-----	----	----
Elizabeth, N.C.	28,000	----	*

The Catholic magazine holds an important place in the Catholic Home and in the Catholic School. The fourteen Catholic periodicals used in this survey represent a variety of magazines and a wide range of territory. Three of them are printed in England, which gives a European view of Catholic affairs. Two of them refer to history, one deals with philosophy, two contain a fair amount of fiction; all of them are interesting and appeal to honest, well-intentioned readers who are searchers for truth.

The results of this table show that, with one exception, the American magazines used in this survey are published in large cities. Three of the magazines are put out in England. Six are published monthly, five every three months, two weekly and one semi-monthly. Eight were founded in the twentieth century, five in the nineteenth. Only one editor failed to answer the questionnaire. The circulation varies from 700 to 550,000. The editors were asked to give the aims of their publications together with a description of the same. These have been heavily drawn upon throughout this chapter, and have aided in furnishing material for the foregoing descriptions.

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PART II

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Chapter I

\*\*\*\*\*THE PROBLEM\*\*\*\*\*

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Magazine analysis. This has become one of the most important methods of the scientific approach in determining the content of curriculum, especially in the Social Studies, and several successful analyses of magazines have been made for this purpose. Heretofore this scope has been confined to the secular magazines. In view of the fact that Catholic magazines are widely used in classroom instruction in Catholic schools, and that they have meaningful content, the writer feels justified in making an analysis of the personages, places, events and dates found in Catholic magazines for the purpose of obtaining curriculum content in history and other social studies.

Division of the Study. The study is divided into three parts:

1. An analysis of the personages, places, events and dates found in fourteen Catholic magazines, covering a period of five years from January 1, 1928 to January 1, 1933.
2. An analysis of a questionnaire sent to 50 Catholic high schools representing a cross-section of the United States as to location, size of school, and religious order in charge.
3. An analysis of personages, places, events and dates found in two Catholic textbooks in each of the following: Ancient History, Modern History,

and American History.

Determining Sources of Data. Much time was spent in deliberating as to the data. Three sources were considered: Magazines, Textbooks, and the Catholic Periodical Index.

1. Magazines. In the selection of magazines, the writer sought to get as wide a range as possible and yet eliminate magazines which deal with special subjects outside of history, as the arts and crafts; those which deal with special classes and professions; those devoted to juveniles; those issued by social organizations, such as lodges (an exception to this was made in the use of Columbia); and those devoted to fiction. An exception was likewise made in regard to one educational magazine, The Sower, as has been previously mentioned. It was decided to use Extension Magazine and Columbia on account of the splendid editorials and news matter contained in them. The story content was eliminated in this survey.

In consulting the Readers' Guide, it was discovered that out of the more than 100 periodicals listed, only two Catholic magazines, The Commonweal and The Catholic World were included. The first issue (1930) of the Catholic Periodical Index was next consulted; in this, 51 Catholic magazines were found listed. After eliminations alluded to above, 13 magazines were found listed in the remaining group. To this was added The Sower.



2. Textbooks. Since the main work of this thesis is magazine analysis, two Catholic textbooks of each of the three subjects in history, were deemed sufficient for a comparison with the magazines. To determine which textbooks to include, a questionnaire was sent to Catholic high schools and the texts given preference in this questionnaire were chosen.

3. Catholic Periodical Index. This guide was considered for purposes of comparison, but as it is a new work beginning only in 1930, whereas this survey extends from 1928 to 1933, it was deemed best not to include this source. In passing on the subject of the Catholic Periodical Index, one cannot help appreciating this splendid compilation which, besides filling a longfelt want, furnishes the key to unlock the mass of Catholic reading material which is improving with every issue.

Method of Analyzing the Source Material. Before deciding upon the method of analyzing the content of the fourteen Catholic magazines used in this survey, three methods of computing the desired results were considered:

1. The method of counting pages.
2. The method of measuring linear space.
3. The method of counting frequency, i.e., counting the number of times each topic appears.

The first two methods were eliminated on account of the variety of the size of the pages and the size of type. One might have used a pica, a typographical unit, to over-

come this difficulty, but this is a slow and difficult process involving lengthy mathematical computations which would have limited the size of this investigation.

Counting frequency of mention was decided upon; first, because it is a more simple method; second, because it is reasonable to suppose that the topics most discussed are most important; third, because it is the method employed successfully on the secular magazines by the curriculum makers mentioned in the preceding chapters. Why then could not this method be applied to Catholic magazines?

Difficulties Encountered. One of the first difficulties met with was the location of the material. The libraries of the following Catholic institutions in two states were visited, A Seminary, a Diocesan Teachers' College, two Universities, and a College for Women. Those in charge of each of the above-mentioned places expressed their willingness to lend any and all magazines at their disposal. Most of the volumes were unbound and some of the numbers were missing. Hundreds of magazines were transported from two of the above-mentioned libraries. Most of the remainder were found in the Women's College where this work was done. The volumes and numbers of the magazines used are given in the bibliography.

After considerable correspondence, the Extension Magazine was found in the archives of a convent, while the Columbia was located in the library of a state historical society. The explanation given for the scarcity of these

two periodicals is that some non-Catholics, as well as Catholics are much interested in them, and they are passed out to reformatories, hospitals, and railway stations; also since much of the content of these magazines is fiction, there is not so much value in keeping them.

Each of the editors to whom the magazine questionnaire was sent, responded promptly (with one exception), but several of them refused or neglected to answer the question on circulation. This had to be requested from three main libraries before it was finally received.

Of the 50 schools to which a questionnaire was sent, 41 responded. However some of the questions were not answered.

Working Out a System of Tabulation. The first step in tabulation was to decide topics most mentioned in history and compare their frequency of mention with that in magazines. The index of a World History was examined and 100 important personages, places, events and dates were selected on the basis of frequency. These were tabulated on rolls of paper and search for them was begun in the selected magazines. Three sets of magazines were thus analyzed. As the work progressed it was found that there were many more topics which were mentioned more frequently than the ones listed. A new list was contemplated, but on what basis could this list be computed? One thing was certain, the old list was useless, and 720 hours of work

had gone into it!! But this failure had taught its lesson.

The decision was now reached to read each magazine and write down every personage, place, event and date mentioned. All fiction, book reviews, the drama, fictitious characters, mythological names, editors' names, and names signed to articles, a few lengthy lists as the one containing the names of all the clergy expelled from Mexico, were omitted. The Deity and the Blessed Virgin were spoken of under so many titles that it was decided to omit them also. The terms Catholic and Catholic Church occurred so continuously that they were not included except the latter was counted in the America, The Catholic World and The Commonweal. For the same reason Protestant was counted only in the Columbia, Extension Magazine and The Commonweal. All other personages, places, events, and dates were written down on slips of paper.

The Allusion. As the most important part of this work was to find the personages, places, events and dates to which frequent allusions in Catholic magazines were made, the investigation resolved itself into a study of allusions. Dr. Washburne states that "the facts frequently alluded to in periodicals must be taught if our children are to read intelligently." 1

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1 C. W. Washburne, Basic Facts Needed in History and Geography; A Statistical Investigation, The National Society For the Study of Education. Twenty-Second Yearbook, Part II, pp. 217 - 219.

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Henceforth when the word allusion is used it has reference to personages, places, events and dates used in this study. Each allusion was copied twice.

System of Marking. The method of writing down allusions is the following:

1. As each issue of the periodical was read allusions were written down on paper thus:

Washington, George 1  
Westminster Abbey 1  
1492 Discovery of America 1  
Renaissance 1

2. Each occurrence of the allusion in the same article was added:

Washington, George |||| 11  
Westminster Abbey 11  
1492 Discovery of America |||| |||| 111  
Renaissance 1

3. When the allusions were found in more than one article:

Washington, George |||| 11 \*11 \*||||  
Westminster Abbey 11 \*111 \*1  
1492 Discovery of America |||| |||| 111  
Renaissance 1 \*11

4. When the reading of one issue was completed, the final results were marked alphabetically on theme paper:

Washington, George 7, 2, 5,  
Westminster Abbey 2, 3, 1,  
1492 Discovery of America 13,  
Renaissance 1, 2,

Commas were used to separate articles.

5. As allusions from each new issue were added, they were terminated by a cross bar.

Washington, George	7, 2, 5, - 4, 6, 1, - 2,
Westminster Abbey	2, 3, 1, - 9, 1, 5, - 13,
1492 Discovery of America	13, - 5, -1, -9, - 12,
Renaissance	1, 2, -15, - 3, 5, - 4,

6. When all the issues of one magazine were completed in the above manner, the key letter of the magazine was added,

Washington, George, 7, 2, 5, - 4, 6, 1, - 2, A

Thus, in the America the name of George Washington occurred 27 times, in 7 articles, and in 3 issues.

7. This was done for the entire number of magazines used in the survey.

Each magazine is designated by a letter, the key of which is given:

	<u>Pages</u> <u>Read</u>
H-- <u>American Catholic Historical Society</u>	
<u>Records</u>	1520
B-- <u>Blackfriars</u>	2160
C-- <u>Catholic Historical Review</u>	1440
D-- <u>Dublin Review</u>	1778
N-- <u>New Scholasticism</u>	800
T-- <u>Truth</u>	2320
S-- <u>Sower</u>	763
F-- <u>Fortnightly Review</u>	1496
M-- <u>Catholic Mind</u>	2137
W-- <u>Commonweal</u>	2640
A-- <u>America</u>	2640
E-- <u>Extension Magazine</u>	1800
X-- <u>Catholic World</u>	6000
K-- <u>Columbia</u>	1800
	<u>29,294</u>

When the work was transferred to this thesis copy, it was decided to omit those allusions mentioned only once, on account of (1), their relative unimportance, and (2) the voluminous appearance of the work. The remaining

allusions with all of their data are found in the appendix. Those with highest rankings are tabulated in Chapter II.

In all, nearly 16,000 allusions were written down, covering 926 sheets of theme paper; 779 issues of the fourteen magazines were read, or nearly 30,000 pages. The work on the allusions represented an expenditure of 5,070 hours of work.

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CHAPTER II

RESULTS

OF THE

MAGAZINE - SURVEY

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This chapter contains the summary of allusions.

They are tabulated as to the following frequencies:

1. Articles
2. Issues
3. Magazines
4. Gross mention

Thus the explanation for the first allusion is that the United States has been mentioned in 1,130 articles, 505 issues, 14 magazines, with a gross frequency of mention of 3,764. The names of magazines and other data are found in the appendix.

TABLE II

GROSS FREQUENCY OF ALLUSIONS TOGETHER WITH FREQUENCY  
IN ARTICLES, ISSUES, AND MAGAZINES

Allusion	Frequency in Articles	Frequency in Issues	Frequency in Magazines	Gross Fre- quency of Mention
United States	1,130	505	14	3,764
England	643	601	13	1,760
France	633	394	13	1,678
Rome	492	392	13	1,462
Germany	563	489	12	1,436
Europe	533	415	13	1,261
Spain	332	297	13	968
St. Thomas Aquinas	222	210	12	967
America	433	281	9	937
Hoover, Herbert	317	216	7	934
Italy	508	404	10	913
Mexico	326	279	11	861
*Catholic Church	218	106	3	806

\*This allusion was counted only in the America, Catholic World and Commonweal.

Massachusetts	106	95	10	219
Communists	106	88	3	218
Napoleon Bonaparte	114	113	13	215
St. Francis of Assisi	72	72	10	214
Austria	99	90	10	209
Coolidge, Pres.	110	98	6	208
Greeks	73	71	11	207
Roosevelt, Franklin President	44	37	2	203
Republicans	73	64	5	202
Geneva	131	121	12	196
Columbus, (Discoverer)	58	55	11	196
Quebec	64	62	10	194
*Protestants	101	75	3	194
Prohibition	93	73	7	193
Poland	106	97	6	193
Shakespeare	96	96	11	190
Wilson, Pres.	89	89	9	188
Indians	75	73	13	187
French (People)	109	86	10	185
Socialism	82	85	10	184
Calles, Pres.	63	53	7	184
Reformation (so-called)	129	119	11	179
Shaw, George Bernard	71	68	9	178
Cuba	65	59	7	172
Belloc, Hilaire	87	92	11	170
Franciscans	71	68	10	169
Irish (People)	62	57	10	168
Plato	85	80	13	167
Africa	75	75	9	165
Marquette, Father	40	39	8	165
Hitler, Adolph	56	51	3	165
New England	85	82	10	164
Lincoln, A.	95	77	8	163
Washington, George	57	47	3	161
De Valera	40	38	5	158
Briand, Aristide	35	33	5	157
Mencken, H. L.	29	29	5	157
St. Dominic	51	51	12	156
Pope Pius IX	67	60	11	156
Jerusalem	99	93	11	154
South America	68	68	9	153
Baltimore (city)	81	77	9	151
Constitution (U.S.)	58	46	12	150
Albertus Magnus	26	26	7	143
Manchuria	68	63	6	142
Pope Pius X	92	87	12	140

\* This Allusion was counted only in the Columbia, Commonweal and Extension Magazine.

Massachusetts	106	95	10	219
Communists	106	88	3	218
Napoleon Bonaparte	114	113	13	215
St. Francis of Assisi	72	72	10	214
Austria	99	90	10	209
Coolidge, Pres.	110	98	6	208
Greeks	73	71	11	207
Roosevelt, Franklin President	44	37	2	203
Republicans	73	64	5	202
Geneva	131	121	12	196
Columbus, (Discoverer)	58	55	11	196
Quebec	64	62	10	194
*Protestants	101	75	3	194
Prohibition	93	73	7	193
Poland	106	97	6	193
Shakespeare	96	96	11	190
Wilson, Pres.	89	89	9	188
Indians	75	73	13	187
French (People)	109	86	10	185
Socialism	88	85	10	184
Calles, Pres.	63	53	7	184
Reformation (so-called)	129	119	11	179
Shaw, George Bernard	71	68	9	178
Cuba	65	59	7	172
Belloc, Hilaire	87	92	11	170
Franciscans	71	68	10	169
Irish (People)	62	57	10	168
Plato	85	80	13	167
Africa	75	75	9	165
Marquette, Father	40	39	8	165
Hitler, Adolph	56	51	3	165
New England	85	82	10	164
Lincoln, A.	95	77	8	163
Washington, George	57	47	3	161
De Valera	40	38	5	158
Briand, Aristide	85	83	5	157
Mencken, H. L.	29	29	5	157
St. Dominic	51	51	12	156
Pope Pius IX	67	60	11	156
Jerusalem	99	93	11	154
South America	68	68	9	153
Baltimore (city)	81	77	9	151
Constitution (U.S.)	58	46	12	150
Albertus Magnus	26	26	7	143
Manchuria	68	63	6	142
Pope Pius X	92	87	12	140

\* This Allusion was counted only in the Columbia, Commonweal and Extension Magazine.

Greece	102	102	11	140
Madrid	78	72	10	139
Kant	51	51	10	136
Illinois	79	77	8	136
Bruening, Heinrich	59	53	5	136
Georgia	56	56	11	134
Czechoslovakia	84	76	9	134
Egypt	89	89	12	131
St. Joan of Arc	42	37	9	131
Mac Donald, James Ramsay	70	64	6	129
Ohio	84	79	9	126
Bolshevism	55	53	7	124
Civil War	85	81	13	123
Marx, Karl	42	41	10	123
Renaissance	68	57	9	123
Australia	69	61	7	122
Virginia	65	63	6	122
Scotland	79	79	11	121
Berlin	84	76	9	121
Senate (U.S.)	53	41	5	120
Tammany Hall	9	9	2	119
San Francisco	78	76	10	118
Roosevelt, Theodore Pres.	62	59	9	118
Kentucky	72	72	7	118
Brazil	75	70	7	117
Negro	30	30	5	117
More, Thomas	33	32	9	115
St. Ignatius of Loyola	66	66	13	114
New Orleans	57	57	9	113
Kansas	40	37	4	113
Luther, Martin	75	71	13	112
Franklin, Benjamin	46	44	9	112
Irish Free State	41	37	10	110
Scholasticism	32	32	7	110
Dominicans	76	36	11	109
Switzerland	81	81	10	109
Detroit	62	55	10	109
Wisconsin	58	55	10	109
Spaniards	42	42	8	109
Reichstag	53	47	3	109
Taney, Chief Justice	7	7	3	108
Palestine	56	48	10	107
St. Benedict	50	47	8	107
New Jersey	76	75	12	106
St. Gregory the Great	62	62	12	104
Cincinnati	66	63	9	104
Constantinople	49	47	9	104

Modernism	40	36	9	103
Chaucer	25	24	7	103
British	49	44	5	103
Morrow, Dwight	53	49	4	103
Bolsheviks	53	48	10	102
Ryan, John A.	52	49	6	102
Holy See	101	85	11	101
Jackson, Andrew	34	33	9	101
Italians	64	57	11	100
Knights of Columbus	63	58	8	99
Ku Klux Klan	52	51	8	99
Cortes (Spain)	15	14	4	99
Jugoslavia	66	58	6	98
Serra, Junipero	8	8	3	98
Pope Benedict XV	46	45	11	97
Pittsburg	62	58	8	96
Milton (author)	48	46	8	96
California	42	41	10	95
Norway	33	33	8	95
Charlemagne	46	44	13	92
St. John of the Cross	20	20	9	92
Peru	55	51	9	91
Britain	37	34	9	91
Ford, Henry	49	46	6	91
Borah, Senator	56	56	5	91
Walsh, Sen. Thomas	18	17	5	91
Mexico (city)	36	35	5	88
Redemptorists	11	11	4	88
Vienna	59	58	10	87
Mohammedans	38	38	10	87
Rumania	62	55	4	87
St. Joseph (saint)	44	43	10	86
Russel, Bertrand	32	28	6	86
Lourdes	29	28	9	85
Harvard University	80	76	8	85
St. Paul (saint)	58	58	7	85
Caesar, Julius	44	44	10	85
Mississippi (river)	36	36	9	84
Supreme Court (U.S.)	35	35	4	84
North Carolina	47	46	9	83
Wichersham, G.	29	29	4	82
Notre Dame, University	39	39	9	81
Sweden	38	38	9	81
Parliament	46	35	7	81
Montreal	37	31	8	80
Texas	43	42	8	80
Florence	45	44	11	79
Michigan	53	50	8	79
St. Peter (saint)	39	39	4	79
Mexicans	33	30	3	79

St. Theresa of Lisieux	47	47	9	78
Anglicans	42	40	8	78
St. Jerome	45	45	7	78
Einstein	37	37	7	77
St. Anthony(hermit)	12	12	4	77
Vatican	38	38	3	77
Nationalists	37	35	3	76
French Revolution	67	63	13	75
St. Bernard(saint)	36	36	11	75
Democracy	32	24	10	75
Missouri(state)	43	42	9	75
Barnes J. H.	29	28	7	75
Republican Party	34	30	5	75
Taft, Pres.	27	26	6	75
St. John the Baptist	34	34	9	74
Catholic University of America	44	42	5	74
St. Luke	36	36	13	73
North America	35	35	10	73
Bethlehem	37	35	8	73
Moslems	37	35	6	73
Isabella, Queen (Spain)	40	34	12	72
Plautus	7	7	4	71
Venice	37	37	11	70
Manning, Cardinal	30	30	9	70
Cleveland(city)	43	41	8	70
Anglicanism	28	28	6	70
Denmark	38	33	12	69
Milan	53	53	11	69
Voltaire	45	45	10	69
Gasparri, Cardinal	39	38	10	69
Galileo	22	22	9	69
Iowa	30	29	6	69
Holland	47	44	6	69
Mellon, A.	41	38	5	69
Carroll, Bishop	27	27	10	68
St. Louis	53	53	7	68
Pilate	19	19	7	68
Poincare	21	21	6	68
Liberals(England)	35	32	5	68
Florida	45	45	7	67
Methodist Church	45	66	7	67
Puerto Rico	29	29	6	67
Protestantism	35	33	6	67
Cologne	37	34	11	66
Descartes	27	15	10	66
Wells, H. G.	30	28	9	66
Vergil	22	22	7	66
Thompson, Francis	27	27	10	65

Columbia(country)	42	39	9	65
Wales	32	32	9	65
St. Thomas(apostle)	30	30	7	65
Havana	25	23	6	65
Argentine	36	36	4	65
Declaration of Independence	55	44	10	64
Newton, Isaac	25	25	7	64
West Point	17	16	5	64
Suarez, Francisco	17	17	5	64
St. Alphonsus Ligouri	18	18	10	63
Pasteur	21	21	9	63
George, David Lloyd	38	38	8	63
Johnson, Dr. George	24	24	5	63
Paraguay	32	30	5	63
Hayes, Cardinal	45	43	5	63
Elizabeth, Queen (England)	18	16	4	63
St. John Chrysostom	38	38	9	62
Walsh, Sen. David	29	29	5	62
Arabs	25	25	5	62
Nanking	38	38	4	62
St. John the Evangelist	31	31	9	61
Lenin	29	29	9	61
St. Francis Xavier	24	24	8	61
Lindberg, Charles Col.	44	42	7	61
Kellog Peace Pact	40	38	5	60
Langton, Stephen	2	2	1	60
St. Francis de Sales	40	40	11	59
Richelieu, Cardinal	18	17	8	59
Naples	32	31	11	59
Philippines	30	27	3	59
Cambridge	33	33	8	58
Inge, Dean	16	16	7	58
Ontario	27	25	6	58
American Federation of Labor	32	32	5	58
Joliet(Explorer)	11	11	5	58
Wall Street	37	23	4	58
Hindenburg	31	30	3	58
Chile	40	39	8	57
Diego de Deza	2	1	1	57
Milwaukee	38	29	7	56
Maine	27	27	7	56
Buenos Aires	27	25	4	56
Hughes, Charles E.	21	21	4	56
Garlyle	28	26	9	55

Asia	48	48	8	55
Turkey	39	36	7	55
Soviets	27	28	3	55
Council of Trent	38	36	12	54
Connecticut	36	36	9	54
Catholic Action	12	12	7	54
Versailles	31	31	7	54
North America	15	14	7	54
Yale University	44	44	7	54
Fascists	34	31	6	54
Walsh, Father	17	17	5	54
Willebrandt	19	15	4	54
Westminster(abbey)	35	35	12	53
Cromwell	34	32	11	53
Atlantic Ocean	46	41	9	53
Nationalism	31	31	9	53
Congrave, Pres.	20	20	4	53
Bavaria	29	28	9	52
Bryan, Wm. J.	25	25	6	52
Polo, Marco	8	8	6	52
Butler, Senator	7	7	6	52
Omaha	20	19	5	52
Indiana	36	28	5	52
Darrow, Clarence	14	14	4	52
Galsworthy, John	11	11	4	52
Judaism	8	8	4	52
Norris, Senator	35	35	3	52
Gasquet, Cardinal	19	19	7	51
Young, Owen	26	23	3	51
Bennett, Arnold	23	23	4	51
Spanish Inquisition	27	27	10	50
Birmingham	28	28	9	50
St. James	27	27	9	50
Moses	31	31	8	50
St. John(Apostle)	32	32	6	50
Nebraska	32	32	6	50
Rockne, Knute	14	12	5	50
Young Plan	30	27	4	50
Raskob	15	15	4	50



The results of the survey indicate certain facts. Of the list of personages, places, events, and dates summed up in this chapter, the names of places are mentioned the most frequently, then in order come personages, events, and dates. It is a coincidence that this is also true of Washburne's study. A comparison of the greatest frequency of the first twenty-six allusions in his survey with those in this thesis is shown in the following table.

TABLE III

COMPARISON OF WASHBURNE'S RESULTS WITH THOSE OF THIS THESIS.

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Washburne's frequency from secular magazines.

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Rank	Allusion	Gross Frequency
1	"America (meaning U.S.)	5903
2	France	3848
3	England	3315
4	Germany	3015
5	New York (city)	2386
6	Europe	1995
7	Russia	1730
8	United States	1725
9	Great Britain	1539
10	Paris	1494
11	London	1303
12	New York (state)	1090
13	Italy	1140
14	Japan	902
15	Washington, D.C.	899
16	Indians (American)	814
17	Wilson, Woodrow	789
18	Greece	761
19	China	750
20	Ireland	674
21	Spain	649
22	Congress	632
23	Chicago	618
24	Roosevelt, Theo.	617
25	Rome	604
26	Boston	564" 1

- 
- 1 O. W. Washburne, Basic Facts Needed in History and Geography; A Statistical Investigation, The National Society for the Study of Education. Twenty-Second Yearbook. Part II, pp. 217-224.
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Frequency from Catholic magazines from this Thesis.

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Rank	Allusion	Gross Frequency
1	United States	3764
2	England	1760
3	France	1678
4	Rome	1462
5	Germany	1436
6	Europe	1261
7	Spain	968
8	St. Thomas Aquinas	967
9	America	937
10	Hoover, Herbert	934
11	Italy	913
12	Mexico	861
13	Catholic Church	806
14	Washington, D.C.	783
15	New York (city)	721
16	Ireland	694
17	London	668
18	New York (state)	651
19	Great Britain	632
20	Pope Pius XI	626
21	Americans	607
22	Russia	581
23	Smith, Alfred E.	568
24	Jesuits	555
25	League of Nations	550
26	China	511

A comparison of the frequencies in the foregoing table shows much similarity as to places. Rome however, ranks fifth in the Catholic magazine frequency and twenty-fifth in Washburne's list. After places, the allusions with greatest frequencies in the latter's list are Indians, Woodrow Wilson, and Theodore Roosevelt; while the Catholic magazines head the frequencies with St. Thomas Aquinas,

Herbert Hoover, Catholic Church, Pope Pius XI, Alfred E. Smith, Jesuits and League of Nations. Washburne's survey ended with the periodicals of 1922 and the survey of the present thesis with those of 1932. Hence there is some seasonal weighting of items, for example the allusion, Woodrow Wilson, occurred most frequently in the years preceding 1922 and the same is true of the allusion, Herbert Hoover, prior to 1932.

In a latter chapter, Chapter IV, these allusions are classified by type and are compared with the results of the allusions in the Catholic Textbook Survey.

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CHAPTER III

QUESTIONNAIRE

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In order to get lists of history texts, magazines and other data in history, the well tried device of the questionnaire was resorted to. Many valuable studies have been made by this method; it has been used in a large proportion of investigations in education and is considered of exceptional value. 1

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1 L. V. Koos, "The Questionnaire in Education"pp.3-53

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To afford as wide a range as possible, it was decided that the small and the large high schools, those staffed by various religious orders, the diocesan, the parochial and academic high schools from the different sections of the country should be included. By considering these facts in selection, fifty high schools were estimated a sufficient number to give a representative cross-section of the country. Thirty-two answers were promptly received, a card was sent to remind the 18 schools who did not respond. Nine additional returns came in, making a total of 41 or an 82% return. The following table gives data as to schools to which the questionnaire was sent.

IV  
WHICH QUESTIONNAIRE WAS SENT

Religious Order	Staffed by	Type of School	Pupils	Teachers
School Sisters of Notre Dame	W	Academy (girls)	354	----
Xaverian Brothers	M	Parochial (boys)	525	----
Sisters of Providence	W	Parochial (girls)	940	40
Franciscan Fathers	M	Parochial (boys)	645	31
Sisters of Charity B.V.M.	W	Parochial	---	----
Jesuit Fathers	M	Private	673	43
Sisters of Charity	W	Parochial (girls)	1,967	22
Five different Orders	W	Diocesan	2,058	60
St. Dominic	W	Select H. S.	135	19
St. Joseph	W	Parochial	117	----
Christian Brothers	M	Diocesan	835	16
Brothers of Mary	M	-----	115	6
St. Dominic	W	Academy	150	----
Sisters of Loretta	W	-----	327	8
St. Joseph	W	Parochial	138	10
The Holy Names	W	Parochial (girls)	95	4
Servants of Mary	W	Private	126	----
St. Joseph	W	Academy	370	----
St. Benedict	W	Parochial	128	10

TABLE  
TYPES OF HIGH SCHOOLS TO

Name of High School	Location	Diocese
1. Notre Dame of Maryland	Baltimore, Md.	Baltimore
2. Our Lady of Perpetual Help	Boston, Mass.	Boston
3. Our Lady of Sorrows	Chicago, Ill.	Chicago
4. Roger Bacon	Cincinnati, Ohio	Cincinnati
5. St. Joseph's	Waterloo, Iowa	Dubuque
6. Jesuit	New Orleans, La.	New Orleans
7. Cathedral	New York City	New York
8. John W. Hallahan	Philadelphia	Philadelphia
9. Immaculate Academy	Portland, Ore.	Portland, Ore.
10. St. Anthony	St. Louis, Mo.	St. Louis
11. Gretin	St. Paul, Minn.	St. Paul
12. St. Joseph's	Victoria, Texas	San Antonio
13. Immaculate Conception	San Francisco	San Francisco
14. Immaculate Conception	Las Vegas, New Mex.	Santa Fe
15. St. John's	Beloit, Kansas	Concordia
16. Immaculate	Seattle, Wash.	Seattle
17. St. Mary's	Cherokee, Iowa	Sioux City
18. St. Joseph's Academy	St. Augustine, Fla.	St. Augustine
19. St. Patrick's	Kau Claire, Wis.	La Crosse

TABLE IV  
TYPES OF HIGH SCHOOLS TO WHICH

Name of High School	Location	Diocese
30. St. Joseph's Academy	Prescott, Ariz.	Tucson
31. McDonnell	Chippewa Falls, Wis.	La Crosse
32. St. Joseph's Academy	Guthrie, Okla.	Oklahoma City
33. St. Mary's Academy	Monroe, Mich.	Detroit
34. Sacred Heart Academy	Fargo, N. D.	Fargo
35. St. Vincent's Academy	Helena, Mont.	Helena
36. Benedictine	Richmon, Va.	Richmond
37. Bishop Toolen	Mobile, Ala.	Mobile
38. Mt. St. Mary's Academy	Burlington, Vt.	Burlington
39. St. Teresa's Academy	Boise, Idaho	Boise
30. St. Mary's on the Wasatche	Salt Lake City	Salt Lake
31. St. Vincent's	Savannah, Ga.	Savannah
32. St. Peter's	New Brunswick, N. J.	Trenton
33. Cheverus	Portland, Maine	Portland, Me.
34. Holy Rosary	Scranton, Pa.	Scranton
35. Cathedral	Lincoln, Neb.	Lincoln
36. Regis	Denver, Colo.	Denver
37. Academy of the Sacred Heart	Albany, N. Y.	Albany



(CONTINUED)

WHICH QUESTIONNAIRE WAS SENT

Religious Order	Staffed by	Type of School	Pupils	Teachers
St. Joseph	W	Academy	132	10
School Sisters of Notre Dame	W	Parochial	234	22
St. Benedict	W	Academy	63	----
Immaculate Heart of Mary	W	Academy	170	----
Presentation	W	Academy	150	----
Sisters of Charity	W	Academy	115	28
St. Benedict	M	Military	140	8
Sisters of Loretta	W	Girls	156	9
Sisters of Mercy	W	Academy	335	----
Solely Cross	W	Academy	218	21
Solely Cross	W	Academy	58	----
Sisters of Mercy	W	-----	80	4
Sisters of Charity	W	Parochial	452	----
Diocesan Clergy	M	Diocesan (boys)	206	8
Immaculate Heart of Mary	W	Parochial	151	4
Sisters of Charity B.V.M.	W	Cathedral	146	----
Esuits	M	Academy	165	----
Sacred Heart	-	Academy	100	----

TABLE IV  
TYPES OF HIGH SCHOOLS TO

Name of High School	Location	Diocese
38. Assumption Academy	Utica, N. Y.	Syracuse
39. St. Mary's Academy	Notre Dame, Ind.	Fort Wayne
40. St. Benedict's	Atchison, Kansas	Leavenworth
41. Presentation Academy	Louisville, Ky.	Louisville
42. St. Ann's Academy	Fort Smith, Ark.	Little Rock
43. Christian Brothers	Memphis, Tenn.	Nashville
44. Cathedral	Natchez, Miss.	Natchez
45. Notre Dame Academy	Mitchell, S. D.	Sioux Falls
46. Cathedral	Duluth, Minn.	Duluth
47. Edgewood	Madison, Wis.	Milwaukee
48. St. Joseph's	Springfield, Ill.	Springfield
49. Catholic Central	Madison, Iowa	Davenport
50. St. Viator Academy	Bourbonnais, Ill.	Chicago

(CONTINUED)

WHICH QUESTIONNAIRE WAS SENT

Religious Order	Staffed by	Type of School	Pupils	Teachers
Germanian Brothers	M	Academy	223	8
Holy Cross	W	Academy	100	----
St. Benedict	M	Academy	---	11
Sisters of Charity of Nazareth	W	Academy	202	18
Sisters of Mercy	W	Academy	126	26
Christian Brothers	M	-----	190	9
Sacred Heart	M	Parochial	150	6
Presentation	W	Academy	469	14
St. Benedict	W	Parochial	---	----
St. Dominic	W	Academy	---	----
Pauline	W	Academy	150	----
School Sisters of the Dame	W	Central	163	8
St. Viator	M	Academy	---	----

Of these Fifty Catholic High Schools, the greater majority are staffed by women, and the enrollment ranges from 58 to 2,058 pupils. These schools are taught by Diocesan Priests and by members of 23 different Religious Orders or Congregations. The following types of Catholic High Schools are represented: Academy, Parochial, Select, Private, Diocesan, Cathedral, Boys, Girls. The size of the cities in which the schools are located varies from the smaller places as Chippewa Falls, Wisconsin to the largest in the country, as has been said before, care was taken to obtain a representative cross-section of the Catholic High Schools in the United States.

The copy of the Questionnaire sent to these Catholic High Schools together with the totals received, follow next;

## QUESTIONNAIRE

SENT TO FIFTY CATHOLIC HIGH SCHOOLS

Name \_\_\_\_\_ Institution \_\_\_\_\_

Address \_\_\_\_\_ Enrollment \_\_\_\_\_

Official Position \_\_\_\_\_ Date \_\_\_\_\_

Will you kindly indicate by a check, your answers to the questions itemized below? In case you wish to make a remark or add a criticism, kindly insert it. The questions refer to the subject of history in CATHOLIC HIGH SCHOOLS, and the textbooks mean Catholic high school history texts.

		GRADES					
		YES	NO	9	10	11	12
1.	Does your school offer as one full year unit						
	Ancient History? _____	35	6	16	11	2	
	Modern History? _____	37	3	2	14	15	2
	American History? _____	37	3		2	6	22
	Senior Social Science? _____	11	30			4	9
	Community Civics? _____	20	10	7	2		6
	Citizenship? _____	2		1			
2.	Do you favor the plan of offering as a full year unit						
	Ancient History? _____	32	9	7	5		
	Modern History? _____	35	5	1	4	3	
	American History? _____	35	4			5	4
	Senior Social Science? _____	16	8			1	3
	Community Civics? _____	11	12			1	1
3.	Does your school offer a combination of Ancient, Modern and American History in one course -						
	World History? _____	5	36				
4.	Do you favor this plan? _____	8	29				
5.	Does your school give a combination of civics, economics, and sociology in one course? _____	3	36				
6.	Do you favor this combination? _____	10	24				

#2

	YES	NO
7. Do you consider that if American History is taught properly, a separate course in civics is necessary? _____	22	18
8. Do you consider that history texts place sufficient emphasis on the principles of philosophy and on the philosophers such as Thomas Aquinas, William of Occam, and others? _____	8	31
9. Do Catholic texts give students an adequate appreciation of what the Church has done? _____	21	17
10. Do Catholic texts meet present situations in training the future citizens? _____	24	8
11. Are Catholic texts adequate in permeating the student with the principles that the Catholic faith and its philosophy are yet supreme and have nothing to fear? _____	16	18
12. Would it improve Catholic history texts if more recent problems, persons, places, and events were included? _____	37	1
13. Do present history texts include content necessary for an understanding of persons, places, events, and dates discussed in the best Catholic magazines? _____	9	26
14. Have Catholic history texts kept pace with modern educational strides? _____	17	19
15. Have you a Catholic Students Readers' Guild? _____	9	29
16. For the teaching of history, is there a course of study offered by the State? _____	31	
the diocese? _____	5	
the city public school system? _____	9	
Your religious community? _____	11	

(If you have a copy of your high school schedule and a course of study, will you kindly send it; additional postage will be sent to cover expense.)

#3

17. For the teaching of Senior Social Science is there a course of study offered by

	YES	NO
the state? _____	23	
the diocese? _____		
the city public school system? _____	7	
your religious community? _____	5	

18. Which of the courses of study mentioned in question No. 17 do you use for history? State 18

Diocese 2

Remarks:

Community 4

19. Which of the courses of study mentioned in question No. 18 do you use for Senior Social Science? State 23

Public School 3

Remarks:

Community 5

\*20. Please list textbooks which you use for

	<u>Author</u>	<u>Title</u>
Ancient History: _____		
Modern History: _____		
American History: _____		
Senior Social Science: _____		

21. What text do you prefer in

	<u>Author</u>	<u>Title</u>
Ancient History: _____		
Modern History: _____		
American History: _____		
Senior Social Science: _____		

22. Please list Catholic magazines available for your students' reading in connection with history:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

\* The answers to questions 20, 21, 22, 23, 25, 26, and 27 are given in full, beginning on page 92.

#4

23. List any other Catholic magazines which you consider valuable for history:

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

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24. Do you have a separate period for current events?

in Freshman year: Yes 11 No 17

in Sophomore year: Yes 9 No 19

in Junior year: Yes 10 No 21

in Senior year: Yes 15 No 17

25. How much class time per week is given to the study of current events?

Freshman year: \_\_\_\_\_

Sophomore year: \_\_\_\_\_

Junior year: \_\_\_\_\_

Senior year: \_\_\_\_\_

26. What topics do you prefer Catholic texts to emphasize more than they do? (History)

27. In what ways can history aid in making more militant Catholics of our students?



## 20. List of Textbooks used for:-

## Ancient History

Betten . . . . .	21
Hayes & Moon . . . . .	7
Robinson & Breasted . . . . .	2
Meyers . . . . .	2
Webster . . . . .	1

## Modern History

Betten & Kaufmann . . . . .	14
Hayes & Moon . . . . .	13
Kaufmann . . . . .	3
Weber . . . . .	1
Guggenberger . . . . .	1
Robinson & Breasted . . . . .	1
Meyers . . . . .	1

## American History

Muzzey . . . . .	10
Purcell . . . . .	8
Wilson . . . . .	4
Manion . . . . .	2
McCarthy . . . . .	2
Sister Joseph . . . . .	1
Beard & Bagley . . . . .	1
Sister M. Celeste . . . . .	1
West . . . . .	1
Guiteau . . . . .	1

Senior Social Science

Hughes . . . . .	3
Burke . . . . .	1
Smith . . . . .	1
Mathews . . . . .	1
Hayes . . . . .	1
McGruder . . . . .	1
Thompson . . . . .	1
Spalding . . . . .	1
Ely . . . . .	1

## 21. What text do you prefer in:-

## Ancient History

Betten . . . . .	10
Hayes & Moon . . . . .	7
Webster . . . . .	4
Meyers . . . . .	1

## Modern History

Hayes & Moon . . . . .	10
Betten & Kaufmann . . . . .	9
Webster . . . . .	2
Robinson & Beard . . . . .	1
Weber . . . . .	1
Meyers . . . . .	1

## American History

Purcell . . . . .	10
Muzzey . . . . .	7
Wilson . . . . .	2
McCarthy . . . . .	1
Sister M. Celeste . . . . .	1
Manion . . . . .	1
Beard . . . . .	1

## Senior Social Science

Hughes . . . . .	2
Burke . . . . .	1
Williamson . . . . .	1
Magruder . . . . .	1

## 22. Catholic Magazines available for students.

<u>America</u> . . . . .	32
<u>Commonweal</u> . . . . .	25
<u>Catholic World</u> . . . . .	14
<u>Sign</u> . . . . .	8
<u>Extension</u> . . . . .	7
<u>Columbia</u> . . . . .	6
<u>Young Catholic Messenger</u> . . . . .	5

<u>Catholic Historical Review</u> . . . . .	4
<u>Truth</u> . . . . .	4
<u>Catholic Mind</u> . . . . .	4
<u>Catholic School Interests</u> . . . . .	3
<u>St. Anthony's Messenger</u> . . . . .	2
<u>Catholic Educational Review</u> . . . . .	2
<u>Catholic Messenger</u> . . . . .	2
<u>Queen's Work</u> . . . . .	2
<u>N.C.W.C.</u> . . . . .	2
<u>Little Messenger</u> . . . . .	2
<u>Orate Fratres</u> . . . . .	2
<u>Field Afar</u> . . . . .	2
<u>Far East</u> . . . . .	2
<u>Catholic News</u> . . . . .	1
<u>Catholic Young People's Guide</u> . . . . .	1
<u>Bulletin of Georgia</u> . . . . .	1
<u>Rosary</u> . . . . .	1
<u>Catholic Historical Bulletin</u> . . . . .	1
<u>Classical Bulletin</u> . . . . .	1
<u>Christian Family</u> . . . . .	1
<u>Sacred Heart Messenger</u> . . . . .	1
<u>Apostle</u> . . . . .	1
<u>Manna</u> . . . . .	1
<u>Tabernacle and Purgatory</u> . . . . .	1
<u>Catholic Sentinel</u> . . . . .	1

<u>Thought</u> . . . . .	1
<u>Month</u> . . . . .	1
<u>Catholic Herald</u> . . . . .	1
<u>The Register</u> . . . . .	1
<u>Laborum</u> . . . . .	1
<u>Catholic Current Events</u> . . . . .	1
<u>Lamp</u> . . . . .	1
<u>The Witness</u> . . . . .	1
<u>Missionary</u> . . . . .	1
<u>Journal of Religious Instruction</u> . . . . .	1
<u>Scholastic</u> . . . . .	1
<u>School Journal</u> . . . . .	1
<u>Outlook</u> . . . . .	1
<u>Magnificat</u> . . . . .	1
<u>Bengalese</u> . . . . .	1
<u>The Torch</u> . . . . .	1

23. List any other Catholic Magazine which you consider valuable for history

<u>Catholic World</u> . . . . .	3
<u>Catholic Mind</u> . . . . .	3
<u>America</u> . . . . .	3
<u>Commonweal</u> . . . . .	1
<u>Catholic Charities</u> . . . . .	1
<u>Journal of America</u> . . . . .	1
<u>Irish Historical Society</u> . . . . .	1

<u>American Catholic Historical Society</u> . . . . .	1
<u>Records of Catholic Historical Review</u> . . . . .	1
<u>Historical Bulletin</u> . . . . .	1
<u>Historical Records and Studies</u> . . . . .	1
<u>U.S. Catholic Historical Association</u> . . . . .	1
<u>Monogram Series</u> . . . . .	1
<u>Queen's Work</u> . . . . .	1
<u>Thought</u> . . . . .	1

24. The answers to this question are given in the first part of this chapter with the Questionnaire.
25. How much class time per week is given to the study of current events?

Freshman Year.

1 period . . . . .	13
50 minutes . . . . .	2
No definite time . . . . .	3
25 minutes . . . . .	1
20 minutes . . . . .	1

Sophomore Year.

1 period . . . . .	14
No definite time . . . . .	3
1½ hours . . . . .	1
1¼ hours . . . . .	1
25 minutes . . . . .	1
20 minutes . . . . .	1

Junior Year.

1 period . . . . .	13
5 minutes . . . . .	2
1½ hours . . . . .	1
1¼ hours . . . . .	1
25 minutes . . . . .	1

Senior Year.

1 period . . . . .	13
50 minutes . . . . .	3
1½ hours . . . . .	1
25 minutes . . . . .	1
15 to 20 minutes . . . . .	1
No definite time . . . . .	1

36. What topics do you prefer Catholic texts to emphasize more than they do? (History)

Present day social problems, justice in business, etc.

Causes of Exploration--the religious.

U.S. Vatican Ambassadors before 1870.

The Papacy and the World War.

Let them be more definite in rendering to Caesar the things that are Caesar's, and to God the things that are God's. Too much space is given to wars, and pagan government. A deal more space could be given to the government of the Church, her principles, and her great men and women. Leave out some of the secular heroes.

I believe that most Catholic texts could be greatly improved by a better organization of material and by giving more attention to the style in which they are written.

The fact that many prominent historical characters were Catholics.

Social and Economic topics.

Spanish Christian System of Colonization.

French Christian System of Colonization.

Toleration in Maryland as seed of toleration in Constitution and un-Americanism of Know-Nothings and Klan.

Cooperation of Catholics in every field of social operation.

The stabilizing influence of such a large number of Americans living under Christian principles.

Catholic education as a factor in American development.

Modern social problems.

My great criticism of Catholic texts is their controversial tone, their tendency towards a collegiate viewpoint in details used and sentence structure--words often beyond high school.

Missionary enterprise.

Artistic and literary activity.

They ought to emphasize the Catholic connections with the main historical events, giving the drawbacks of the Catholic side as well as the contributing factors. If there are mistakes and weaknesses from the Catholic viewpoint, it will not injure us nor the Church to make them known; it will show our sincerity.

We are not using strictly Catholic texts; the Catholic teacher of history should be prepared to include in his teaching the necessary strictly Catholic elements and influences not properly or improperly emphasized in non-Catholic texts.

Biographies of outstanding characters.

Modern Educational movements.

Middle Ages.

Crusades.

Renaissance.

Protestant Reformation.

Industrial Revolution.

League of Nations.

World Court.

Fascism.

Catholic Missionaries (Exploration).

Work of Catholics. It should be made known that they are Catholic men.

The fact that Politics, Religion and History are separated in America.

The part Catholics played in building up this country.

27. In what way can history aid in making more militant Catholics of our students?

By a great emphasis on Catholic leaders.

Cooperativeness.

Broader view.

Do we wish to make militant Catholics of our students? We prefer training them to be intelligent. History, when properly taught can make them love their religion and know it, because of its accomplishments.

History can aid in making more militant Catholics of our students by inculcating in them a love and admiration for the Church which has been the bulwark of the ages; the guiding light in dark places; the teacher of the ignorant; the refining power over barbarism.

"History repeats itself." The examples of the past should create a spirit of vigilance, a spirit of participation in public affairs, and the necessity of including the religious factors so conducive to good citizenship.

By continually showing the important parts played in the various developments, and thereby showing the contributions and the results of the Faith when in its fulness. By showing the comparative small number of Catholics in important places today as compared with other times, that we must always be mindful of the awful task we have in correcting false opinions, thereby putting our Faith into action.

By an appreciation of what our Catholic ancestors have done and what our present day Catholics are doing to better their country. This should make more militant Catholics of our students.

History keeps alive the glorious record of the achievements of the Church in the past and gives a great impetus to every sincere Catholic to uphold and contribute his share to this record.

Study and realization of aggressive activity of non-Catholic and anti-Christian elements, not only against Catholics, but also as detrimental to growth of country.

Study of abusive and misinformed non-Catholic leaders of thought and action in every field of development.

By stressing Current History--making the teaching of history vital.

That if any one man can sacrifice as much as some have merely for love of country--we should be willing to do as much and more for God and country.



Point out Catholic leaders. Stress the odds they had to overcome. Show difficulties of the Church at the present time, and need for staunch leaders to meet them.

History can aid by depicting Catholic heroes as real live human beings. Boys and girls are all more or less hero-worshippers. They also must represent the Catholic point of view simply, and without appearing to be on the defensive.

Emphasizing deeds of outstanding Catholics.

Familiarize students with Encyclicals and Councils.

Use the great documents of the Popes of later years and have teachers capable of expounding them. Too much time is placed on battles, dates and detail which is a waste of time. Teach periods, contrast the great men and women of the Catholic Church with the so-called heroes of the world.

To study by research the part played by Catholics in the development of our country.

By stressing the important part Catholics played in the different wars, especially in the Revolutionary War.

A knowledge of what our forefathers have done. Their being in front ranks for God and country, both in the America of early days and in present day America, will wake them up to a greater appreciation of their Catholic Faith. Pamphlets such as WHOSE COUNTRY IS THIS? by Daniel A. Lox S.J. make splendid texts to be studied in connection with the regular text.

Something about the Catholic System of education in the U.S.--a brief outline of it, is (so we think) important history.

More biographical sketches of important Catholics of recent and present times. This is obtained we think from the teacher's attitude more than from the text.

By making text books so interesting that Catholic ideals and principles will become a part and parcel of the student's character. If one loves his faith, he will defend it.

"Dr. Purcell's American History is good in spots but not adequate for a general high school senior course----- Catholic facts seems included as outside the make-up of history and so obviously inserted. Kaufmann's new Modern History is too controversial and not convincing for high school students."

Comments on the questionnaire. In a large majority of the schools, each of the histories, Ancient, Modern, and American is taught as a separate unit, and the majority of answers indicate that this is the favored method of procedure. In five schools World History is taught. Eight teachers favor this subject, whereas 29 oppose it.

Senior Social Science is taught in 11 of the schools, Community Civics in 20; a combination course of Civics, Economics, and Sociology is taught in three. Ten teachers favor this latter combination. Eighteen teachers indicate that if American History is taught properly, a separate course in Civics is not necessary; 22 consider Civics essential.

The large majority do not consider that sufficient emphasis is placed on the principles of philosophy and on philosophers as Thomas Aquinas, and others. Twenty-one consider that Catholic texts are adequate in giving students an appreciation of what the Church has done, and 17 write that they are not. Over two-thirds of those who answered are satisfied that Catholic texts meet the present situation in training the future citizen, while one answer was, "Yes and No." It was noticed here that when a high school principal answered, the texts were considered adequate; one expressed herself, "Yes, plus a good teacher." Those who signed themselves "Teacher of history" were not so satisfied with the texts. However, this cannot be taken as general because many returns came in with the question as to official

position left blank.

All, except one, think that Catholic texts could be improved by adding more recent problems, persons, places, and events. On the next question, 26 teachers do not consider that the present history texts contain content necessary for an understanding of persons, places, events, and dates discussed in the best Catholic magazines, whereas nine answered in the affirmative. That Catholic history texts have kept pace with modern education strides is believed by 17 teachers, that they have not kept up is believed by 19. Nine of the high schools have a Catholic Student Readers' Guild.

Thirty-one teachers have a course of study in history offered by the state, five by the diocese, nine by the city, 11 by their religious community. Of these, 23 teachers follow the state course, seven that of the city public schools, and five follow the course offered by their religious community. In Senior Social Science, 23 teachers have available courses of study offered by the state, seven by the city public schools, and five by their religious community.

The majority of texts in use are those by Francis S. Betten, S.J. for Ancient History, and by Francis S. Betten S.J. and Alfred Kaufmann S.J. for Modern History, whereas in American History, the text by R. J. Purcell has highest ranking, that is, in the texts for American History by Catholic authors.

In the list of Catholic magazines available for Catholic students, by far the greater number listed the following:- America, Commonweal, Catholic World, The Sign, Extension Magazine, Ave Maria, Columbia, Catholic Mind, Truth, and the Catholic Historical Review, the first three mentioned receiving the majority of preferences.

In the answers to question 24, it is noticeable that the majority of schools do not have a separate period for current events.

The responses to question 26 indicates that there is a wide range of topics which teachers prefer Catholic texts to emphasize more than they do. The same is true of question 27. Some of those who answered did not include all of the questions. This accounts for the discrepancy in totals.

In summing up the results of the questionnaire, the following is apparent:

1. The histories are offered in most cases as a full year unit, and this plan is favored.
2. World History is not popular.
3. Senior Social Science is favored by many but not taught in the majority of high schools.
4. A course in Civics is necessary, even if American History is taught properly.
5. Catholic history texts do not place enough emphasis on the philosophers and on philosophy.
6. Catholic History texts are adequate in giving students appreciation of what the Church has done.
7. The texts are adequate in training future citizens.

8. Catholic texts are not adequate in permeating the student with the principles that the Catholic faith and its philosophy are yet supreme and have nothing to fear.
9. More recent problems, personages, places, events and dates should be included in the texts.
10. Catholic texts do not include content necessary for an understanding of personages, places, events and dates discussed in the best Catholic magazines.
11. They have not kept pace with modern educational strides.
12. Only nine high schools have a Catholic Students' Readers Guild.
13. The majority of teachers in history and in Senior Social Science use the State Courses of Study.
14. A wide variety of topics should be included in texts.
15. The majority of teachers favor Catholic texts; some wrote that there is no adequate text in Senior Social Science.
16. The America and Commonweal headed the list of Catholic magazines.

The outstanding facts pertinent to this chapter on the questionnaire are,

(1) That the vote was 37 to 1 in favor of improving texts by adding more recent problems, personages, places, events and dates.

(2) That present history texts do not include content necessary for an understanding of personages, places, events and dates discussed in the best Catholic magazines. The vote on this was 26 to 9.

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CHAPTER IV

RESULTS

OF THE

SURVEY OF CATHOLIC TEXTBOOKS.

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An attempt to express the matter used in a program of teaching material is represented by textbooks. They are factors to be taken into account in the preparation of curriculum. 1

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- 1 L. T. Thomas and F. S. Paul, Analysis of Thirteen Series of Junior High School Textbooks. The Fifth Yearbook, Department of Superintendence of the National Education Association. p. 202
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As stated in a preceding chapter, textbooks used in the public schools have been analyzed to determine curriculum content. One interesting example is given where five modern textbooks in United States History were taken and 45 pages from each book were sampled. 2

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- 2 Earle Rugg, Recent Objective Investigations in the Social Studies. The Fifth Yearbook, Department of Superintendence of the National Education Association. pp. 221-224.
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The object of this chapter is to discover personages, places, events, and dates upon which emphasis is placed in Catholic high school textbooks. In this connection the tenth page of each textbook was used. The textbooks were selected from the results of the questionnaire as given in Chapter III. The two Catholic texts receiving highest rating in each of the histories were taken. They are the following:

Author	Title
Francis S. Betten, S.J.	<u>Ancient and Medieval History</u>
Carlton J. H. Hayes and Parker Thomas Moon	<u>Ancient and Medieval History</u>
Francis S. Betten, S. J. and Alfred Kaufmann, S. J.	<u>The Modern World</u>
Carlton J. H. Hayes and Parker Thomas Moon	<u>Modern History</u>
Richard J. Purcell, Ph. D.	<u>The American Nation</u>
Samuel Knox Wilson, S. J.	<u>American History</u>

Tables containing personages, places, events, and dates, together with the number of texts in which mention occurs and the gross frequency of mention, begin on next page. The key to the table is as follows:

Key--N - Hayes and Moon Modern History  
K - Betten and Kaufmann The Modern World  
M - Hayes and Moon Ancient and Medieval History  
B - Betten Ancient and Medieval History  
P - Purcell The American Nation  
W - Wilson American History



TABLE V

FREQUENCY OF MENTION OF PERSONAGES, PLACES, EVENTS,  
AND DATES FOUND IN SIX CATHOLIC HIGH SCHOOL TEXT BOOKS

Allusion	Frequency in Text					
	H	K	M	B	P	W
Absolutism	1					
Acadia					2	
Achean League				1		
Achaea			1			
Acragas			1			
Adam				1		
Adams, John	1					
Aegean Islands			2			
Aegean Sea		2	1			
Acre		1				
Africa	1	1	1	3		
Alaska					3	1
Albania				1		
Albany					3	
Albigenses				1		
Albrecht		1				
Alexander I	1					
Alexander II	1	1	1			
Alexander the Great	1		1			
Alexandria		1	2			
Alfred the Great		1		1		
Alien Laws					1	
Alps		4	1	1		
Alsace		2				
America	1	3	1		16	10
American Civil War		1				
American Revolution	1					9
Aragon				1	2	
Andre, Major					4	
Angles		1	1			
Anglicans	1				1	
Anglo-Saxons		2				
Antioch			1	2		

	H	K	M	B	P	W
Apache						5
Apollo			1			
Anthony, Mark				1		
Arabs		1	1			
Ariovistus				1		
Aristotle			3			
Arius		1				
Arizona					2	
Arnold, Benedict					7	
Ashley, Lord						1
Asia		3	1	2		
Asia Minor		1	1	3		
Assyria				2		
Athenians				2		
Athens	1		15	8		
Atlantic Ocean				2	1	
Attila		2				
Augustus			5			
Austria	7	10			1	1
Austria-Hungary	3	2				
Australia	1	2				
Avignon		1		1		
Baal				1		
Babel, Tower of				1		
Babylon				1		
Babylonia		1				
Babylonians		1	8	1		
Bagdad			1			
Barca				1		
Balkan	1					
Baltic Sea	1	3		1		
Baltimore					3	1
Baptists	1				3	
Barbarossa, Frederick			1			
Battle of the Marne	1					
Bavaria	3	2				
Belgium		1			4	
Belgrade		1				
Benton					1	
Benedict, St.				2		
Berengar		1				
Berlin	1				7	
Bethlehem				2		
Birmingham		2				
Bismarck	1	8				
Black Sea		3	1			
Blaine, Senator					1	
Boer War		1				

	H	K	M	B	P	W
Boeotia			1			
Bohemia		5				
Bosporus		1				
Boston					4	
Boulanger, General	2					
Bourbon	2					
Braddock, General			2		3	
Bradford, Wm.					2	
Brazil		3			2	
Bristol					1	
Britain		1	1		2	
British (People)					15	
Bretigny				1		
Brutus				1		
Buddha			1			
Buenos Aires					1	
Bulgaria	2	1	1		1	
Bundesrath		1				
Burgundy		2		1		
Byzantine Empire			2			
Cabots, John and Sebastian					10	
Caesar, Julius		1	7		7	
Cain				1		
Cairo					1	
California			1		6	1
Calvinism	2				1	
Calvinists	3	1				
Calvin, John	4				5	
Canada		3			4	1
Canterbury		1				
Cape of Good Hope	1					
Capitoline Hill				1		
Carbonari		1				
Cordova			2			
Carthage			10	2		
Carthaginian Empire				2		
Caspian Sea	1	2				
Cassius				1		
Catholic Church	1	4		1		10
Catholicism		1			1	1
Cavaignac, General	3	1				
Cavour	3					
Celts		1	1		2	
Central America			2			
Cervantes	1					
Ceylon	1			1		
Charlemagne		6	3	6		
Charles I of England	1					1
Charles II of England	3	3				

	H	K	M	B	P	W
Charles V, Emperor		1	1			1
Charles X of France	3					
Charles XII of Sweden	5	1				
Charlestown					3	
Chartist Movement		3				
Chateau Thierry					1	
Chile					4	
China		1	8	1		
Christianity	11	8				
Cicero			1	1		
Cinna				2		
Civil War					6	1
Clay, Henry					2	
Cleopatra				1		
Cleveland, President					3	
Clinton, Sir Henry					1	
Clive	3					
Clovis		2		4		
Code of Hammurabi				1		
Cologne			1		1	
Columbia					2	1
Columbus, Christopher	3		2		10	1
Commercial Revolution	1					
Compromise of 1850					1	
Confucius			1			
Congress (U. S.)					12	
Connecticut					4	
Constantine		1	6			1
Constantinople		2	2	1		
Constitution of 1791		4				
Coolidge, Calvin					7	
Copernicus	4					
Corn Laws		2				
Corinth			7	1		
Corsica				2		
Cotton, John					1	
Crete			4			
Cracow	1					
Crusaders			5	1		
Crusades				2	1	1
Cuba					11	
Custer, General					1	
Cyrus the Great		1				
Czechs		2				
Dacia	1					
Dale, Sir Thomas						1
Damascus				1		
Danes		1	1			
Danton	3					

	H	K	M	B	P	W
Danube River		5	2			
Danube Valley			2			
Darius		1				
David				3		
De Gama, Vasco	1					
Delaware					6	
Democracy		1				
Denmark	1	1		2	1	
Derby, Secretary					1	
De Smet						1
De Soto						1
Detroit						2
Diaz						2
Diocletian				1		
Disraeli	2					
Dominican Order				1	1	
Donelson, Fort					1	
Draco			1			
Dreyfus	4					
Dublin		1		1		
Dubois, Father John					1	
Duke of Lower Lorraine				1		
Dutch						1
Dutch East India Company					1	
Early, General					2	
Eaton		1				
Edgar, the Peaceful		1				
Edict of Milan		1				
Edward, the Confessor		1		1		
Edward III				3		
Edward VI					1	
Egan, Patrick						4
Egypt	2	2		5		
Egyptians		1		5		
Elizabeth		4				
Elizabethan Period					1	
El Paso						1
Elysian Fields						1
Emancipation Edict	1					
Emancipation Proclamation						1
England	25	27		16	26	28
England, Danish		1				
English Liberal Party		1				
English (People)	2	2		2	1	7
English Revolution	2					
Ephesus				1		
Epirus		1				
Episcopalians					2	
Era of Christian Unity		1				

	H	K	M	B	P	W
Eric, the Red					1	
Erie Canal					1	
Estates General				2		
Euclid	1					
Euphrates			1	2		
Europe	6	15	6	8	9	12
European Civilization				1		
European Immigrants					1	
European Russia		1				
Europeans				1		
European Wars	1					
Everett						1
Exclusion Bill	2					
Fairfax, Lord					1	
Falconry					1	
Far East						1
Federal Courts					1	
Federalists					1	
Fenian Conspiracy		1				
Fenwick, Bishop					1	
Ferdinand, Emperor		2			1	
Feudalism		2	1			
Fillmore, Millard						1
Finland	1	1				
Firms	1		1			
First French Revolution		1				
First Virginia Assembly						2
Fitzgerald, General					1	
Flanders		1		1		
Florence		9	2			
Florida			1		5	3
Floyd, General					1	
Florida, West					1	
Fort Amsterdam						1
Fort Cumberland					1	
Fort Duquesne					1	
Fort Henry					1	
Fort Niagara					1	
Fort Orange					2	
Fox, George	1					
France	7	10		8	20	15
Francis, Emperor		1	1			
Francis, Joseph	2	2				
Frankland		1				
Franklin		1				

	H	K	M	B	P	W
Franks		3				
Frederick the Great	1		1			
Frederick II			1	8		
Frederick William IV		1				
Fredericksburg						1
Freedmen's Bureau					1	
Free Soilers					1	1
Fremont, J. C.					1	
French (People)		2		1	12	7
French Alliance					1	
French Canadians					1	
French Revolution	1	3	1		1	
French, Sir John		1				
Frietchie, Barbara					1	
Frontenac, Count					3	
Gage, General						1
Gallatin, Albert						4
Gallatin's Financial Policy						1
Gambetta		2				
Ganges				1		
Garfield						3
Garrison, W. M.					1	
Gaul	1	4	1	3		
Gela			1			
Geneva	1	1				
Genghis Khan		1				
Genoa				2		
George III	1	1				
Georgetown						1
Georgia						5
Gerard, A. M.						1
German Confederation	1	1				
German Empire		2			1	
German Nation				2		
Germans		5	6	2	8	3
Germantown						1
Germany	3	16	2	8	5	6
Gettysburg					1	
Ghent Treaty					1	
Ghibelline		1				
Gibraltar						2
Girondists		2				
Glacial Age			1			
Gladstone	2					1
Gadsden, Christopher						2
Gorgas, Wm. C.						1
Gorton, Samuel						1
Goths, West		1				
Gracchus, Tiberius				4		
Granada	1				1	

	H	K	M	B	P	W
Grant, U.S.					12	
Great Britain	5		1		1	11
Great Fundamentals						1
Great Lakes					4	
Great Salt Lake						1
Greece		4	8	11		
Greek Empire		1				
Greeks	1	2	12	9		
Green Bay					1	
Greene					1	1
Greenland		1			3	
Grenville					1	
Guatemala						1
Gulf of Mexico						1
Gutenberg, John				2		
Hannibal			2	7		
Hanna, Senator						1
Hapsburgs	1	2	1			
Hebrews			1			
Helvetia	1					
Henry II		3	1			
Henry III		2		1		
Henry IV		1	1	3		
Henry, Patrick	1					1
Harding, President						1
Harrison, Gen.						1
Harvard						2
Hartford						4
Hera			1			
Hesiod				1		
Hohenzollerns	1					
Holland	5					
Holy Alliance	1	3				
Holy Land		1				
Holy Roman Empire	1					
Homer			1			
Hopkins, Mark					1	
Hudson Bay Company					1	
Hudson River					3	1
Hutchinson						1
Humanists	1					
Hundred Years' War		1		1		
Hungary		8		2		
Huns		3		1		



	H	K	M	B	P	W
Iberia	1					
Ice Age				1		
Iceland		2			1	
Illinois					2	2
Imperial Federation		1				
India	4		1	1	7	
Indianapolis					1	
Indians		1				7
Industrial Revolution	6	1				
Intolerable Acts					2	2
Iona		1				
Iowa						1
Ireland		2		1		1
Irish (People)					6	1
Iroquois						1
Isabella, Queen	1					
Islam		2	1			
Israel				6		
Italians	3			2		
Italy	7	3	6	12	3	2
Ivan The Terrible		1				
Jackson, Andrew					5	
Jacobins		2				
James II	4					3
James I	2					2
Jamestown					3	
Japan		4				
Japanese Army		3				
Japanese Protectorate		1				
Jasper, Sergeant					1	
Jay, John					1	
Jefferson, Thomas	5				6	
Jena	1	1				
Jeroboam				3		
Jerusalem		1	1	2		
Jesuits					1	2
Jews		1	1	2	1	1
Joan of Arc		1	1			
John XII, Pope		1				
Johnson, Andrew					1	
Johnson, William					2	
Jordan Valley			1			
Joshua			1			
Juda				1		
Julian				1		
Jutes		1				

	H	K	M	B	P	W
Kamchatka		1				
Kankakee					1	
Kansas					3	
Kansas-Nebraska Act						10
Kansas-Nebraska Bill					2	
Kentucky		1			3	2
Kieft, William						4
Klondike						1
Knights of St. Crispin					1	
Know-Nothings					1	2
Knox					1	
Korea		1				
Kossuth		4	3			
Ku Klux Klan						5
Lackland, John			1			
Lafayette	2	1			1	
Lake Champlain					1	
Land League		2				
La Salle					2	
Lawrence St. (River)					1	
Lay-Investiture		1				
League of Nations	1				7	4
Lee						1
Lec XIII		1				
Leopold II		1				
Leuctra, Battle of			1			
Liberals		2				
Lincoln					13	1
Lisbon	1					
Lithuania	1	1				
Locke, John						1
Lodge, Senator					1	
Logan, James					2	1
Lombardy		1				
Lombards		1	11			
London	1				3	6
Long Island					1	
Lorraine		1				
Louis IX		1				
Louis XI		1				
Louis XIV	2	1				
Louis XV	2					
Louis XVI	1				2	

	H	K	M	B	P	W
Louis the Pious				1		
Louisiana					1	9
Louisville						2
Loyalists					1	
Luther	1	1	5			
Lutheranism	1					
Lutherans	2				1	1
Lyceum			1			
Lyons			1			
Macedonia				1	3	
Madison, James					8	6
Magna Charta	1	1				
Maine					2	
Manchester	1					
Manhattan					2	1
Marius				2		
Marseilles	2	1				
Martel, Charles		1				
Maryland						5
Maximilian			2		1	1
Mazarin, Cardinal	1					
Mediterranean Sea	1	1	5			1
Mellon, Secretary						1
Menelaus, King			3			
Menendez						4
Mennonites	1				1	
Merovingians			1			
Mesopotamia	1					
Methodists					3	1
Metternich	2	2				
Mexicans						1
Mexico		1	1		4	13
McAdoo, William					2	
McClellan					1	4
McKinley					1	
Michael Angelo					1	1
Michigan					1	
Michigan, (Lake)					1	
Middle Ages	7	2	11	2		4
Milan		1	1			
Miles					1	
Miletus			1			
Minnesota					3	1
Mirabeau		1				
Mississippi River					6	6

	H	K	M	B	P	W
Missouri (State)					1	
Mobile						1
Mohammedan	1	1			2	
Mongols	1				2	
Monroe, James						2
Monroe Doctrine					1	
Montcalm						1
Monterey						1
Montesquieu	2					
Morgan						1
Mormons						6
Morris, Robert					1	
Morristown					2	
Moslems					1	
Motley					1	
Mycenae			1			
Naples		2				1
Napoleon	12	8			3	
Napoleonic Wars		2				
Napoleonic Revolution	1					
Narva	1					
Nationalism					1	
Natural Law		1				
Navigation Acts					2	
Nazareth		1				
Nabuchodonosor				1		
Netherlands		1				
Nevada					2	
New Amsterdam					1	
Newark					1	
New England					14	
Newfoundland					1	
New Hampshire						4
New Jersey						1
Newman					1	
New Mexico					2	
New Netherland					1	
New Orleans					1	
Newport					4	
New South					3	
New World					3	
New York					14	
New Zealand		1				
Nicaea		1				
Nicholas, Czar	1	1			2	
Nihilists		2				
Nubia			1			
Nile			2	2		
Nineveh			5			
Noe				3		
Normandy		1	2		1	

	H	K	M	B	P	W
Normans		5		1		
Norse		3				
North America					1	
North Carolina					1	
North German Federation		1				
Northmen		1			1	
North Sea		3				
Nova Scotia					3	
Norway		2		11	1	
Octavius				8		
Oder River	1					
Odysseus				1		
Ohio					1	1
Old World	1					
Omaha					2	
Oregon					1	
Orient		1		3		
Owen, Robert	1					
Oxford		2				
Pacific Ocean					2	
Parker, A. B.					1	
Paducah					1	
Paine, Thomas					1	3
Pakenham, Gen.					5	
Palatinate					2	
Palatine Hill				1		
Palestine			1			
Palos					2	
Panama						2
Panama Congress					2	
Papacy				1	2	
Parma	1					
Paris	1	6	2	2	1	
Parliament	1				6	9
Parnell	1					
Peabody, Geo.						1
Pedro	1					
Peel		1				
Peloponnesus			1	1		
Peloponnesian War				1		
Pendleton Act					1	
Pennsylvania					28	7
Penn, William					6	
Penrose, Senator					1	
Perez, Juan					2	
Pergamum			1	1		
Periander			1			

	H	K	M	B	P	W
Pericles			7	5		
Pershing					1	
Persia		3	6	2		
Persians		2		1		
Perseus, King			5			
Petersburg					1	
Peter the Great	1	6				
Petrograd	1					
Phidias			1			
Philadelphia					7	
Philip II		4				
Philip IV		2	1			
Phillips, Wendell					1	
Philippines					3	
Phoenicia			1			
Piedmont	1					
Pickering, Timothy					2	
Pierce, Franklin					1	5
Pippin the Short		2				
Pippin of Heristal		1		3		
Pittsburg						3
Pitt, William			1			
Pius VIII					1	
Pius IX		1				
Pizarro						2
Plantagenet			3			
Plataea				1		
Plebs				1		
Plymouth Company					2	
Poland	6	1		4		
Poles		1		1		
Polk, President					4	4
Polo, Marco			1			
Pomerania	3					
Pontius Pilate		1				
Pope, General						3
Pope Gregory VII		2				
Pope Stephen III		1				
Porter					1	
Port Arthur		2				
Portland					1	
Portsmouth					1	
Portugal	1	2	1			2
Potomac River						4
Powhatan, Chief					1	
Prague		1				
Presbyterians		1				1
Princeton					2	
Prohibition					1	

	H	K	M	B	P	W
Protestantism		1				
Protestants					2	
Providence					1	
Prussia	23	13	2			
Prussia, East	1					
Prussia, West	2					
Ptolemy	1					
Puritan Colonies					1	
Puritan Revolution	1					
Puritans		3			1	
Pyrenees		1				
Pythagoras				4		
Quaker					8	
Quay, Mathew					1	
Quebec					1	
Quebec Act					3	
Quesnay, Francis	2					
Quincy					1	
Quirinal Hill				1		
Radicals		2				
Randolph, Edmund					1	
Randolph, J.						1
Raphael			3			
Reed, Thomas B.					1	
Republicanism					1	
Republicans		3			10	10
Revolution, French		4			2	
Rhine	3					1
Ribault, Jean					1	
Richelieu, Cardinal	1					
Richmond					1	
Rio Grande					2	
Roboam				1		
Rogers						1
Rockefeller, John D.					3	
Roman Empire		3				
Romanized Celts		1				
Romans	2	1	1	7		
Rome	4	7	3	9	3	1
Roosevelt, Franklin D.					1	
Roosevelt, Theodore					17	5
Ross, General						1
Rousseau	6	1				
Roundheads					1	

	H	K	M	B	P	W
Royal African Company					1	
Royalists		2			1	
Rumania	1				1	
Russell, Lord John		1				
Russia	20	10	1	3	7	6
Russians	4	5				
Russian Duma	5					
Sabine Tribes			1			
Saint Aidan		1				
Saint Augustine						1
Saint Charles		1				
Saint Columban		1				
Saint Elizabeth		1				
Saint Helena, Island of		1				
Saint James					1	
Saint Joan of Arc				1		
Saint Joseph (city)					1	
Saint Leo the Great		1				
Saint Louis (city)		4			4	
Saint Oswald		1				
Saint Peter		3				
Saint Sophia		1				
Saint Theodore		1				
Saint Thomas Aquinas				3		
Saladin			1			
Salt Lake						1
Samaria				1		
Samnite Nation			1			
Sampson, Admiral					1	
San Stefano		1				
Santa Anna						2
Santa Cruz College						2
Santa Fe					1	1
Santangel, Louis					1	
Santiago					1	
Santo Domingo					1	
Sardinia	2	1	1	2		
Saratoga						1
Saxons		1		1		
Saxony	2	1				
Scandinavia			1			
Scandinavians		1				
Schism, Greek		2				
Schism, Western				1		
Schley					1	



	H	K	M	B	P	W
Schurz, Carl					1	
Scipio			2			
Scotland		1				1
Scots		1				
Scotch Irish					3	
Scott, Dred					1	
Scott, General W.						1
See of Canterbury		1				
See of Rome		1				
Sedan		1				
Sedition Laws					1	
Semites			1			
Serbia	3	2				
Serbs		1				
Serra, Fray Junipera						3
Seth				1		
Seville					1	
Seward					3	4
Shakespeare	1	1				
Shay's Rebellion					1	
Shenandoah					2	
Sheridan, General					3	
Sherman, General					3	
Shirley					2	
Siberia		3			1	
Sicily	1		7	3		
Sitting Bull						1
Slavery		2				
Slave			1			
Slidell, John						6
Smith, Captain John					3	
Socialism		1				
Socialists		3				
Socrates			1	1		
Solomon			5	3		
Somaliland		1				
Sophocles				1		
South America		1				1
South Carolina					2	2
South Dakota					1	
Southern Colonies					1	
Southern United States					10	
South Pole			1			
Spain	10	3	8	5	23	8
Spaniards					1	6
Spanish	1					
Spanish Honduras						1
Spanish Revolution		1				
Sparta			11	6		

	H	K	M	B	P	W
Spartans				5		
Spice Islands						1
Stamp Act					1	1
Stanton						1
Standard Oil Trust						5
Staten Island					1	
Stephen, King				3		
Stephen III, Pope				2		
Stillman, James						1
Strassburg			1			
Stuarts	2	1				
Stuart, Mary		4				
Sugar Act	2					
Sugar and Molasses Act					1	
Sulla				2		
Sulpician Fathers					1	
Sullivan's Island					1	
Sumner						1
Sweden	2	7	1		1	1
Switzerland	1	1				
Syracuse	1		9			
Syria			8	3		
Taft					11	2
Tampa Bay						1
Tartars	3	1				
Taylor, Chief Justice						1
Teapot Dome					1	
Tennis Court, Oath of		2				
Teutonic Knights	3			1		
Teutons		1				
Texas					1	3
Thames River						2
Thebes			1	1		
Theodosius the Great				3		
Thessaly			1	1		
Thirty Years War		1				
Thor					1	
Thornton					1	
Thuringia		2				
Tiber River			1			
Tigris				1		
Titanic	2					
Tories					3	2
Toronto						1
Toulouse				1		
Tractarians		2				
Trojan			3			

	H	K	M	B	P	W
Troppau		1				
Turanian Finns		1				
Turgot		2				
Turkey		4			1	1
Turks		2		2		
Tuscany			1			
Tyre			1	1		
United States	7	4	1		16	36
United States Senate					1	
University of Paris			1			
University of Pennsylvania						1
University of Salamanca			1			
Ural Mountains	1					
Urban VI		3		1		
Utah					1	
Valentinian					1	
Van Twiller						1
Venice	4			3		
Vera Cruz						1
Verdun		1				
Vermont					1	
Vasco de Gama	1					
Versailles	1	3				
Versailles Treaty					1	
Victor Emmanuel	1					
Victorian Age		1				
Victory Loan					1	
Vienna		4				
Vikings	1					
Virgil			2			
Virginia Charter					3	
Virginia Plan						1
Voltaire		1				
Walpole, Sir Robert		1				1
Walsh, Thomas J.					1	
Ward, J.						1
Washington, George	2				31	9
Watt, James	6					

	H	K	M	B	P	W
Webster						2
Wellington		1				
Westminster Abbey						1
Whigs						14
White House					1	
William of Orange	4					
Williams, Roger					1	1
Wilson, Woodrow					30	1
Winthrop					1	
Witan				1		
Wyoming					2	
Xerxes		1		1		
Yale					4	
Yankee					1	
Yellowstone Valley						1
Young, Brigham						1
Yugoslavia	1					
Yukon					1	
Zanesville						1

## DATES

		H	K	M	B	P	W
1800 B.C.	Egypt invaded by Hyksos			1			
753 B.C.	Founding of Rome				1		
734 B.C.	Founding of Colony of Syracuse			1			
625-585 B.C.	Life of Periander			1			
621 B.C.	Laws of Draco			1			
449 B.C.	Laws of Twelve Tables				1		
431-404 B.C.	Peloponnesian War			1			
371 B.C.	Battle of Leuctra			1			
338 B.C.	Battle of Chaeronea			1			
70 A.D.	Destruction of Jerusalem					1	
313 A.D.	Decree of Milan					1	
325 A.D.	Council of Nicaea			1			
800 A.D.	Coronation of Charlemagne			1			
1492 A.D.	Conquest of Granada	1					
1492 A.D.	Columbus set out for America	1					
1500 A.D.	First dated map of America						1
1536 A.D.	Rise of Mennonites	1					
1536 A.D.	Calvin went to Geneva	1					
1564 A.D.	Death of Calvin	1					
1565 A.D.	Building of St. Augustine						1
1643-1715	Reign of Louis XIV	1					
1660-1685	Rule of Charles II	1					
1661	Death of Cardinal Mazarin	1					
1685-1688	Rule of James II	1					
1688	Overthrow of James II	1					
1689-1697	War of the League of Augsburg	1					
1702-1713	War of Spanish Succession	1					
1720	King of Prussia acquires Pomerania			1			
1740-1748	War of the Austrian Succession	1					
1756-1763	Seven Years War	1					
1763	Treaty of Paris						1
1765	Stamp Act	2					
1769	Completion of Watt's steam engine			1			
1789	French Revolution	1					
1789	"August Days"	6					
1799	Death of Washington						1
1848	Revolution of (Begun in Paris)			5			
1848	"June Days"			3			
1848	Young Ireland's Rebellion	1					
1850	Compromise of						1
1912-1913	Balkan Wars	1					
1914	Beginning of World War	2					
1917	Russian Revolution	1					
1918-1919	Congress of Paris	1					
1920	League of Nations organized	1					

TABLE VI

GROSS FREQUENCY OF ALLUSIONS FOUND IN SIX CATHOLIC HIGH SCHOOL HISTORY TEXTBOOKS TOGETHER WITH FREQUENCY IN TEXTS

Allusion found in Textbooks	Frequency in Textbooks	Gross Frequency of Mention
England	5	122
United States	5	64
France	5	60
Spain	5	57
Europe	6	56
Russia	6	47
Washington, George	3	42
Germany	6	40
Prussia	3	37
Pennsylvania	2	35
Italy	6	33
America	5	31
Rome	6	27
Middle Ages	5	26
Germans	5	24
Greeks	4	24
Athens	3	24
Napoleon	3	23
Republicans	3	23
Greece	3	23
French	4	22
Roosevelt, Theodore Sr.	2	22
Wilson, Pres.	2	21
Mexico	4	19
Austria	4	19
Christianity	2	19
Great Britain	4	18
Sparta	2	17
Columbus, Christopher	4	16
Catholic Church	4	16
Parliament	3	16
Caesar, Julius	3	15
Charlemagne	3	15
British (people)	1	15
English (people)	4	14
Norway	3	14
Lincoln	2	14
Madison, James	2	14

Allusion found in Textbooks	Frequency in Textbooks	Gross Frequency of Mention
New England	1	14
New York	1	14
Whigs	1	14
Sweden	5	13
India	4	13
Theft	2	13
Paris	5	12
League of Nations	3	12
Pericles	2	12
Mississippi River	2	12
Lombards	2	12
Carthage	2	12
Congress, (U.S.)	1	12
Grant, U.S.	1	12
Romans	4	11
Persia	3	11
Sicily	3	11
Poland	3	11
Florence	2	11
Jefferson, Thos.	2	11
Syria	2	11
Cuba	1	11
London	3	10
China	3	10
Babylonians	3	10
Syracuse	2	10
Louisiana	2	10
Hungary	2	10
American Revolution	2	10
Kansas-Nebraska Act	1	10
Cabots	1	10
The South (U.S.)	1	10
Gaul	4	9
Egypt	3	9
Florida	3	9
Bismarck	2	9
Russians	2	9
Hannibal	2	9
Frederick II	2	9
Calvin, John	2	9
Mediterranean Sea	4	8
Constantine	3	8
Canada	3	8
California	3	8
St. Louis (city)	2	8
Solomon	2	8

Allusion found in Textbooks	Frequency in Textbooks	Gross Frequency of Mention
Polk, Pres.	2	8
Industrial Revolution	2	8
Indians	2	8
Corinth	2	8
Berlin	2	8
Quakers	1	8
Octavius	1	8
Luther	3	7
Seward	2	7
Spaniards	2	7
Rousseau	2	7
Peter the Great	2	7
James II	2	7
Kossuth	2	7
Irish (people)	2	7
Danube R.	2	7
Civil War	2	7
Venice	2	7
Philadelphia	1	7
Coolidge, Pres.	1	7
Arnold, Benedict	1	7
Jews	5	6
Sardinia	4	6
Portugal	4	6
French Revolution	4	6
Africa	4	6
Turkey	3	6
Kentucky	3	6
Asia	3	6
Alps	3	6
Revolution, French	4	6
Normans	2	6
Pierce, Franklin	2	6
Egyptians	2	6
Crusaders	2	6
Clovis	2	6
Charles XII (Sweden)	2	6
Charles II (England)	2	6
Watt, James	1	6
1789 "August Days"	1	6
Penn, William	1	6
Mormons	1	6
Slidell	1	6
Israel	1	6
Henry IV	3	5



Allusion found in Textbooks	Frequency in Textbooks	Gross Frequency of Mention
Constantinople	3	5
Asia Minor	3	5
Baltic Sea	3	5
Bulgaria	4	5
Denmark	4	5
Serbia	2	5
Italians	2	5
Belgium	2	5
Bavaria	2	5
Austria-Hungary	2	5
Tories	2	5
Brazil	2	5
Braddock, Gen.	2	5
Russian Duma	1	5
Perseus, King	1	5
Pakenham, Gen.	1	5
Nineveh	1	5
Maryland	1	5
Ku Klux Klan	1	5
Jackson, Andrew	1	5
Georgia	1	5
Holland	1	5
Bohemia	1	5
Apache	1	5
Standard Oil Trust	1	5
Augustus Caesar	1	5
Spartans	1	5
1848 Revolution of	1	5

In arriving at the summary of allusions in the Catholic Texts and the Catholic Magazines, difficulties were encountered; most of which were found in totaling the Catholic Magazine section. The same allusion would be found under different headings. The following examples illustrate the point. Albertus Magnus is found in the appendix in four places as Albert the Great; Magnus, Albertus; Albertus Magnus; and St. Albertus Magnus. Great care was taken to total all of these which gave the gross frequency of 143. Bolsheviki and Bolshevists were added together. Ghandi is found under Mahatma and under Gandhi. French Revolution and Revolution, French were totaled. St. Louis (saint) and King Louis IX were added as they are the same person. In some cases the same allusion is found in different sections. As a result when the adding for the summaries was done the greatest care was taken to add the totals of the same allusion. It is possible that a few may not have been located; but in this case the allusions would be so obscure and infrequent as not to seriously interfere with the results of the survey. The transfer of allusions from over 900 sheets of theme paper to the typewritten copy in the appendix was a piece of work which required much effort to eliminate mistakes.

The results of this survey is similar to that of the magazine analysis in that the names of places have highest frequency, with personages next in order, and events having a low frequency; dates are almost negligible.

The following table compares the ranking of allusions in Catholic Magazines with those of Catholic High School History Texts.

TABLE VII

COMPARISON OF HIGHEST RANKING ALLUSIONS IN CATHOLIC HISTORY TEXTS WITH THOSE IN CATHOLIC MAGAZINES.

Catholic History Texts	Catholic Magazines
1. England	1. United States
2. United States	2. England
3. France	3. France
4. Spain	4. Rome
5. Europe	5. Germany
6. Russia	6. Europe
7. Washington, George	7. Spain
8. Germany	8. St. Thomas Aquinas
9. Prussia	9. America
10. Pennsylvania	10. Hoover, Herbert
11. Italy	11. Italy
12. America	12. Mexico
13. Rome	13. Catholic Church
14. Middle Ages	14. Washington, D.C.
15. Germans	15. New York (city)
16. Greeks	16. Ireland
17. Athens	17. London
18. Napoleon	18. New York (state)
19. Republicans	19. Great Britain
20. Greece	20. Pope Pius XI
21. French	21. Americans
22. Roosevelt, Theodore Sr.	22. Russia
23. Wilson, Woodrow	23. Smith, Alfred E.
24. Mexico	24. Jesuits
25. Austria	25. League of Nations

In the above table there is very little deviation in the rankings as regards places, but the ranking of persons and events shows a wide variation. This is brought out more clearly in Table VIII, IX, and X.

TABLE VIII

COMPARISON OF RANKING OF PERSONS IN CATHOLIC HISTORY TEXTS  
WITH THOSE IN CATHOLIC MAGAZINES.

Catholic History Texts	Catholic Magazines
1. Washington, George	1. St. Thomas Aquinas
2. Napoleon	2. Hoover
3. Roosevelt, Theodore Sr.	3. Pope Pius XI
4. Wilson, Pres.	4. Smith, Alfred E.
5. Columbus, Christopher	5. Pope Leo XIII
6. Caesar, Julius	6. St. Augustine
7. Charlemagne	7. Dante
8. Lincoln	8. Gandhi
9. Madison	9. Newman
10. Taft	10. Bellarmine
11. Pericles	11. Mussolini
12. Grant	12. Aristotle
13. Jefferson	13. Napoleon Bonaparte
14. Cabots	14. St. Francis of Assisi
15. Bismarck	15. Coolidge
16. Hannibal	16. Roosevelt, Franklin
17. Frederick II	17. Columbus, Christopher
18. Calvin	18. Shakespeare
19. Constantine	19. Wilson, Woodrow
20. Solomon	20. Calles
21. Polk	21. Shaw, George Bernard
22. Octavius	22. Belloc
23. Luther	23. Plato
24. Seward	24. Marquette
25. Rosseau	25. Hitler

It is interesting to note that St. Thomas Aquinas holds first rank in the Catholic Magazines while his name does not appear among the first 25 in the Catholic History Texts. This will coincide with the answer in the questionnaire which stated that there was not enough emphasis placed on Catholic philosophers. In the Catholic Magazines Pope Pius XI, Alfred E. Smith, Pope Leo XIII, St. Augustine, Dante, Gandhi, Newman, Bellarmine, Mussolini, Aristotle, Napoleon

and St. Francis of Assissi are among the first 15 rankings. The Catholic Texts have no churchmen nor saints and only a few Catholics in their groups of 25 persons with highest rank. The histories tend to give more emphasis to military heroes while the magazines emphasize men who have uplifted humanity.

In the following table collective groups of personages are given.

TABLE IX

COMPARISON OF GROUPS OF PERSONS IN CATHOLIC HISTORY TEXTS WITH THOSE IN CATHOLIC MAGAZINES.

Catholic History Texts	Catholic Magazines
1. Germans	1. Americans
2. Greeks	2. Jesuits
3. Republicans	3. Democrats
4. French	4. Germans
5. English or British (people)	5. Jews
6. Whigs	6. Socialists
7. Lombards	7. English (people)
8. Romans	8. Christians
9. Babylonians	9. Japanese
10. Russians	10. Communists
11. Indians (American)	11. Greeks
12. Quakers	12. Republicans
13. Spaniards	13. Protestants
14. Irish (people)	14. Indians (American)
15. Jews	15. French (people)

In Table IX there is much similarity in the rankings, both texts and magazines refer chiefly to natives of countries. The magazines give Jesuits second rank while the name is not among the high ratings of the texts. The latter rate Republicans third while the magazines place Democrats in that position.

The summary of the ranking of events follows next in Table X.

TABLE X

COMPARISON OF EVENTS AND INSTITUTIONS IN CATHOLIC HISTORY TEXTS WITH THOSE IN CATHOLIC MAGAZINES.

Catholic History Texts	Catholic Magazines
1. Middle Ages	1. Catholic Church
2. Christianity	2. League of Nations
3. Catholic Church	3. Communism
4. Parliament	4. Christianity
5. League of Nations	5. Catholicism
6. Congress (U.S.)	6. Congress (U.S.)
7. American Revolution	7. World War
8. Kansas Nebraska Act	8. Middle Ages
9. Industrial Revolution	9. Socialists
10. Civil War (U.S.)	10. Eighteenth Amendment.

The data in Table X shows more similarity in the rankings of events in the Catholic Magazines and in the Catholic Texts. Events are not nearly as numerous as persons and places. The ranking of places forms the greatest total of all the allusions. The first 15 are given in the following table.

TABLE XI

COMPARISON OF RANKING OF PLACES IN CATHOLIC HISTORY TEXTS  
WITH THOSE IN CATHOLIC MAGAZINES.

Catholic Texts	Catholic Magazines
1. England	1. United States
2. United States	2. England
3. France	3. France
4. Spain	4. Rome
5. Europe	5. Germany
6. Russia	6. Europe
7. Germany	7. Spain
8. Prussia	8. America
9. Pennsylvania	9. Italy
10. Italy	10. Mexico
11. America	11. Washington, D.C.
12. Rome	12. New York (city)
13. Athens	13. Ireland
14. Greece	14. London
15. Mexico	15. New York (state)

The ranking of countries are quite similar but the Catholic Magazines bring in more cities than do the Texts.

Dates are infrequently mentioned; the magazines have less dates than texts. Table XII contains the highest ranking of dates.

TABLE XII

COMPARISON OF RANKING OF DATES IN CATHOLIC HISTORY TEXTS  
WITH THOSE IN CATHOLIC MAGAZINES.

Catholic Texts	Catholic Magazines
1. 1789 August Days	1. 1812, War of
2. 1848 Revolution of	2. 1870 Franco-Prussian War
3. 1848 "June Days"	3. 1848, Revolution of
4. 1765 Stamp Act	4. 1914 World War
5. 1914 World War	5. 1492 Discovery of America

The most spoken of dates are those of wars or revolutions. The discovery of America ranks fifth in the list of Catholic Magazines. The Fifth Yearbook of the Department of Superintendence shows a combined table in which ranking of 13 different studies is given as follows.

TABLE XIII

"RANKING OF PERSONS IN HISTORY WHERE TWO OR MORE STUDIES MENTION A GIVEN PERSON.

Person	'W	'H-1	'H-2	'H-3	'H-4	'H-5	'BR-1	'BR-2	'S-1	'S-2	'B	'M, MCK and B	'C
	'100	'24	'25	'30	'24	'5	'25	'25	'23	'5	'12	'25	'100
Adams, J.							5					9	
Adams, J. Q.							9				11	10	
Adams, Sam.							16					19	
Aristotle	98		14		15								6
Bismarck	35	13											
Buchanan							18				12	16	
Burr							33					23	
Bryon	70												30
Caesar, J.	13												8
Caesar, A.		13											20
Calhoun							14					13	
Carnegie	18	10											
Clay, H.					16		8		20		6	7	
Cleveland	23				17				2	1	7		
Dante	57												42
Davis, Jeff.							20					14	
Douglas, S.							17					15	
Eliot, O. W.	71								13				
Elizabeth, queen	22				18								
Franklin	44	20	15		11		11				10	4	45
Gladstone	30			19	20								
Gompers	87	11		8		3							
Grant	19		24	16	10			3	7			5	
Hamilton				28			7		14			6	
Harrison							25	23	15			24	
Henry, P.							13					18	
Homer	81												13
Hughes, G. E.	14								17				
Jackson, A.			25	26	21		4	24	6		4	5	
Jay, J.							24					22	
Jefferson	28		9	15	8		3				3	3	79



## Key to the Table

- W--Washburne's study (100 persons ranked.)  
 H-1--Horn's references to persons in 27 books.  
 H-2--Horn's references to persons in encyclopedias.  
 H-3--Horn's references to persons in books and  
       encyclopedias combined.  
 H-4--Horn's references to persons not now living of list 3.  
 H-5--Horn's references to persons now living of list 3.  
 BR-1--Bagley-Harold Rugg list--prominent in civil life.  
 BR-2--Bagley-Harold Rugg list--prominent in military life.  
 S-1--Swisher references to persons in 23 books.  
 S-2--Swisher references to persons in 23 enoycl. articles.  
 B--Bagley list.  
 M, MCK and B--Marston, McKown and Bagley list.  
 C--Cattell list. " 3

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- 3 Earle, Rugg, Recent Objective Investigations in the Social Studies. The Fifth Yearbook, Department of Superintendence of the National Education Association. pp. 236-238.

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The conclusion drawn from the above study by Earle Rugg is that "There is need for a more comprehensive study of the great personages of history." 4

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- 4 Ibid., p. 237
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CONCLUSION

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Magazines have an important place in the lives of American people, and Catholic Magazines have an important place in the lives of Catholics. Educators are using new methods to arrive at curriculum content. Three of the methods used in the public schools are the questionnaire, the analysis of the content of magazines, and the analysis of the content of textbooks. The two latter methods have been used successfully by Washburne, Rugg and Bagley, for the purpose of determining content for history and the other social studies. The work directed by Dr. Washburne was done in a Social Science Seminar, consisting of from twelve to fifteen teachers and production was financed by the Commonwealth Fund in New York and by the Winnetka Board of Education. 5

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5 C. W. Washburne, op. cit., pp. 216-218.

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Catholic Magazines, especially Columbia, Extension Magazine, America, Catholic World, and the Commonweal have a large circulation. Because they are read by Catholic people, their content is important to those interested in the curriculum content of subjects taught in Catholic schools. In order to know the personages, places, events and dates most discussed in fourteen Catholic magazines, a count of the frequencies of mention of the allusions was made. This is given in the appendix and summarized in Chapter II of Part II. The same was done in six Catholic

textbooks as is given in Chapter IV. The results of the questionnaire sent to fifty Catholic high schools is given in Chapter III. The main part of this work is that done on magazines.

The outstanding result appears to be the discovery of an overwhelming amount of curriculum content for subjects taught in Catholic schools. Catholic magazines offer a fertile field to the research worker.

Another result shows that there is a similarity in the ranking of places mentioned in Catholic History Texts and in Catholic Magazines. There is little similarity in the ranking of persons. In the Catholic Magazines, St. Thomas Aquinas ranks first and the two Popes, Pius XI and Leo XIII, appear among the first five persons ranked according to frequency of mention. It appears throughout that the Catholic Magazines are more Catholic than the Catholic Texts.

The events are much fewer than the personages and places in both the magazines and the texts. The same is true of the dates. The majority of those who answered the questionnaire believe that Catholic Texts can be improved by including personages, places, events, and dates found in Catholic Magazines, and that Catholic Texts should include more material on philosophers and philosophy. This and the ranking of frequencies in this survey appears to indicate that the desire is for Catholic Text-books which are more Catholic in tone and for the emphasis of

personages such as philosophers, churchmen, saints and uplifters of society.

The Catholic press furnishes almost an endless supply of material for the research worker in this line. Countless tables and studies could still be made from the material gathered in this thesis; for example tables on the saints, the popes, the philosophers, the statesmen, the military men, the discoverers, terms referring to socialism, (Bolsheviks, Soviets) universities, dictators, cities, rivers, countries, continents, religious orders, founders of religious orders, cardinals, political parties, premiers, and peoples. Then there are the Catholic newspapers, The Catholic Daily Tribune, the multitude of diocesan weeklies, the Sunday Visitor, Catholic Action, the hundreds of bulletins and pamphlets, and the encyclicals of the popes. Besides these are the Catholic Encyclopedia and the Catholic Periodical Index. All of these furnish a wealth of material for research not only for history and the social studies but for other subjects as well. We Catholics do not have to go far afield for we have a mine of almost untapped material of our own.

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APPENDIX

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Key to System used in the Appendix.

Each magazine is designated by a letter, the key to which is as follows:

- H--American Catholic Historical Society Records.  
 B--Blackfriars.  
 C--Catholic Historical Review.  
 D--Dublin Review.  
 N--New Scholasticism.  
 T--Truth.  
 S--Sower.  
 F--Fortnightly Review.  
 M--Catholic Mind.  
 W--Commonweal.  
 A--America.  
 E--Extension Magazine.  
 X--Catholic World.  
 K--Columbia.

Commas are used to separate articles and cross bars to separate issues. The allusion Abraham appears on the first page of the Appendix thus: Abraham 1 F 1 - 2 - 6 A 1 - 1 X 2 - 1 S 1 - 1 M 1 C 1 - 3 B This means that Abraham appears once in the Fortnightly Review, in three issues of the America where it is used once in one issue, twice in another and six times in a third,--it is spoken of in two issues of the Catholic World, in two issues of the Sower, in two issues of the Catholic Mind, once in the Catholic Historical Review and once in Blackfriars. As it appeared in only one article in each issue, commas were not used for this particular allusion. The appendix follows next and contains nearly 16,000 allusions gleaned from 779 issues or nearly 30,000 pages in the above 14 Catholic Magazines.

Aachen 2 X  
 Avve, Jean Bergeer 2 C  
 Abolitionists 1-1-1 W  
 Absolutism 3 C  
 Abbend, Hallet 4 W  
 Abbey of St. Leo 1 F  
 Abraham 1 F 1-2-6 A 1-1 X 2-1 S 1-1 M 1 C 1-3 B  
 Abyssinians 1 W 1 K 1 X  
 Abel 1 W 1 A 1 X 1 M  
 Abbott, Miss Grace 1-5 W 1-1 A  
 Abyssinia 1-5 W 1 K 1 X 2 F 1 D  
 Aberdeen University 1 E 1 T  
 Abelard 1 W 1-1 F 2 B 1 N  
 Abbe Spouthcote 4 D  
 Abbey, E. A. 2 A  
 Abbe G. Constant 2 D  
 Acre 2 C  
 Acadia 5 C 1 D 3 W  
 Acton, Lord 13 W 1 S 2 C  
 Acoma 2 W  
 Acevedo, Rev. 3 C  
 Achillus 1-1 A 1 X  
 Act of Settlement 4 A  
 Adomont 2 N  
 Adair County, Iowa 2 W  
 Adge, Synod 1-1 F  
 Addams, Jane 1 W 1 A 1 T 1 X  
 Addams, Sec. of Navy 2 W  
 Adams, Karl 1 S 1 N 1 C 5 F 1 H 1 W 1 A 1-1 X  
 Adams, Dr. Frank 2 F  
 Adriatic Sea 1 A 1 K 1 X 1 C 1 D  
 Adams, Charles F. 1-1 A  
 Adolph 11 6 C  
 Addison 1 S 1 M 3 A 1 T  
 Adams, James T. 1-4 W 1 A 3 T  
 Adrian, Francis L. 2 W 1 T  
 Adams, John Quincy 1-1-2-1-1 W 9-1 A 1-1 K  
 Adams, John 1-4-1 W 1 A 2-2-1 K  
 Adam (Bibical) 1-1-1-3 W 1-2-1 A 2 X 2 S 1 M 3-1-1-3 D  
 Adler, Dr. Alfred 1 A 1 X  
 Adams, Brooks 2 W 1 X  
 Adams, Samuel 1 W 1 A 1-1 K  
 Adams, Henry 1-1-1-1 W 1 E 1-2 A 1 M 2 B  
 Adirondacks 1-2-1 W  
 Adam and Eve 1 A 2-1-4 M 7 C 1 B  
 Africa, South 1-1-1-2-2-2 W  
 Africa 5-1-1-1-3-1-1-1-4-1-1-1-4-2-2-1-1-1-1-2-1-2-1-1-1-33  
 1-3-1-1-1-W 2-1-1-1-8-1-1-2-1-6-1-1 A 1 K 1-2-1 S 1-1  
 1-5-1-1 M 1 C 1 B 1-2-1-1 B 2-1 F 1 D 1-3-1-1-12-3-1  
 1-1-1-1-5-1 X  
 Africans 1-1 W 1 A 1-1 X  
 Afghanistan 13 B 1-4-1 A  
 Africa, North 1 F 2 B



Aeschylus 1-1-1 W 1 A 1 X 1-1 M  
 Aeneas 3 F  
 d'Agoult, Marie 14 D  
 Agar, John 1 W 1-10 A  
 Agnippa 1 M 1 W 1 A  
 Agra River 1-1 A  
 Agnosticism 1-1 A 1 N  
 Aix-la-Chapelle 1 D 1 W 2-1 A 1 K 2-2 F 2-1 C  
 Aiken, Conrad 1 A 1 F  
 Akron, City 1-1 W  
 Allouez, Claude 2-2 F 1 K 2-X  
 Alabama 1-1-1-1-3-5-1-1-1-1-3 W 1-1-1-1-2-1-1-1-5-3-1-1-1 A  
 1 T 3 X 4-1 C  
 Albertus Magnus 1-10 F 1-35-1-1-1-1 B 8-16-1 N 5 C  
 Alsace-Lorraine 3-1 B 4-2-2 W 1-3-1-1 A  
 Alaska 1-1-1 M 6-2 W 1-1-1-1-2 A 1-2 K 3-1 E 1 T 2-1 X  
 Ales d'Adhimar S.J. 2 F  
 Algeria 1-1-4 W 1-1 A 1-3-1 X  
 Alleghanies Mountains 1-1 W 1 D 1 C 1-1 A 1 K 1 X  
 Albany, N. Y. 1 F 1-1-1-1 W 1-1-2-2-1-2 A 1 K 1 X  
 Allen, Athen 1 C 1-1 H  
 Allen, Doctor 1 M 4 D 1 W 1 A 1 X  
 Alps Mountains 1-1 D 1 H 1 C 1-1-1 W 1 A 1 T 1-1 X  
 Almanze 1 W 2 H  
 Alexander of Hales 2-1 F  
 Allport, Dr. Floyd H. 2 A  
 Alexandria 1 W 1-1-1 A 1-1 K 1-3-1-2-1-1 X 3-1-5-5 M 1 H 2 F  
 2 C  
 Aldrich 1 W 1-1 X  
 Algiers 1 F 2 W 1-1 X 1 A  
 Allen, Philip Schwyler 1 W  
 Alger, George 1 M 5-1 W  
 Alberta, Canada 1-1-1 W 1-2-1 A  
 Allen, Wm. 1 W 2 A 1 T  
 Allen, Grant 2 W  
 Alexander I W 1-1-1-1-1-1 A  
 Alexander II 1 W 1 T  
 Alexander III of Russia 2 W 1 X  
 Alexander the Great 1-1 W 1 A 2 K 1-1 X 1-2 M 1 N 1-2 F 1-1 E  
 1 D 2 C  
 Albania 1-7 W 3-2-1 A  
 Albanians 1-6 W  
 Allegheny County 2 H 1-2 A  
 Alexandrowitch, Grand Duke Michael 2 K  
 Allers, Rudolph 2 F  
 Albrecht, Durer 5 F  
 Albian 1 K 1 X  
 Alque, Rev. Joseph 3 A  
 Alexander, A.V. 1 A 1 T  
 All India National Congress 2-1 A

Alfonso XIII 1-1 A 1-2 X  
 Alhambra 1-1 A 1 E 1 T  
 Allen, Senator 1 A  
 Alexander VIII 1 A 1-5 X  
 Alvard, G. Clarence W. 1 A 3 C  
 Alldredge, Dr. E.P. 2 A  
 Albrecht, the Bear 1 A 1 F  
 Alvarez 2 A 1-4 X 1 N 3 H  
 Alien Act 1 A 1 C  
 Alexander, J.W. 1 K 1-1 T 1-2-1 X 6 H  
 Albany 1 E 1 T 11-1 X  
 Albert, Rev. Egbert J.C. 5-5 T  
 Alfred the Great 1-1 X 8 S 3 M 1 F  
 Algan, Dr. Joseph 2 X  
 Al Azha 5-2 X  
 Alfonso XII 5 X  
 Alcott, Louise 2 X  
 Allingham, Mem. 2 B  
 Alcuin 1-1 E  
 Alonso 7 F  
 Albert the Great 28 B 3 F 1-12 H  
 Albert de Mun 4 D  
 Alig, Rev. Mother 3 H  
 Allen, Hope 8 D  
 Alfonso de Aculac 2 H  
 Albigensianism 1 F 1 X  
 America 1-1-3-1-1-1-1-1-1-4-1-5, 2, 1, 3, 1-1, 1-5-1-1, 1-2-7, 1-1,  
 1, 1, 2-1, 2-1-1, 3, 2, 1 W 3-2, 2-1-1-2, 2, 4, 1-1, 3, 1, 1-2-1  
 2-5, 4, 1, 1-1, 2, 3-1, 1, 5-1, 1-1-2, 3, 2, 1-1, 4-3, 5, 4, 3-3, 1  
 1, 1, 1-1, 1, 1-9-2-1-2, 1-1, 1-1-1-1-7, 1, 1, 1, 1, 1-1-3-1-1  
 1, 1, 1, 1-1-2, 1, 1, 1-1-1, 3, 2-3-1-1-1-1-1-1-1-1-4, 5-3  
 2, 3, 4, 1, 1-2, 3, 2, 2, 21, 1-4, 2-1, 2, 1, 1-1, 1-1, 3-2-2, 1-5  
 3, 1-1-1-5, 1-5-2, 1, 2-1-3-2-2-2-1-2-1, 1, 1, 3-5-1-1-1-1  
 1, 2, 2, 2, 4-3-1, 1, 1, 1-3-1-1-4-21, 2-1-1-1-2, 6-1, 1-1-3-2,  
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 2-1, 2-3-1-3-2-2-1, 2-2-1-3-1-2-2-10-4 A 2-3-4-3-5-1,  
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 2-8-1-1-1-3-1-1-2-5-8-1, 2, 1-15-1, 1, 1-3, 1, 1, 1-1-1-1  
 6, 1, 3, 1, 1-2, 1, 3, 4, 2, 3, 2, 2, 1 X 1-9-1-1-2-1-1-3-1-1-1-1-4  
 5-6-1-1-1-3-16-2-1, 1, 1-1-1, 1-1, 1, 1, 1, 1, 1, 1-1 K 1-1  
 2-1-3-1-14 E 1-2-1 T 1-1-2-1 S 1-3-1-1-1 N 1-1-1-4-2 H  
 Americanism 1-1-1-3-1-1-1-2-1 W 2-2 F 1-1-1-3 A 1-1-1-1 X  
 American Legion Auxiliary 1-1-1-1-1-1-1 W 1-1-1-1-1-1-1 F  
 American Federation of Labor 1-3-1-3-3-1-2-2-1-1-1-1-1-1-3 W  
 1-3-1-2-1-1-6-1-7-3-2 A 1 X 1-1-1 F 1-1 M  
 American Relief Association 1 H 2 K  
 American Catholic His. Association 6 H 6 F 3 W  
 America Red Cross 3-5 W 1-1 A 1 F  
 American War of Independence 1-1-3-1-1 W 1-1-1 A 2-1-1 K  
 Amos 'n Andy 1 W 1 X  
 Americanization 1-5-7 N 1 D

Americans 8-13, 2-3-2-3-1-3-5, 1-2-1-1, 1-1-5, 3, 2, 2-3-1-1, 1-2  
 2, 2-2, 2, 2, 5, 2-5-1-1, 1, 1-4-2-2-1-2-1, 1-1-1-2-15-2  
 1-2-1, 4-1-1-1-1, 1-7-2-1, 2-5, 2-1, 2-1, 2-3-4-1, 1-1-1-10  
 4, 1, 1-10, 3-1-2, 1, 1-2, 1, 1, 7, 3-1-1-1-1-1, 4, 1, 1, 3,  
 1-4, 2, 2-4, 3-3-1, 1-1, 2-2-1, 1, 2, 1-1-1-3-1-2-1-11-3  
 3-1-4-2-6-6-4-3-1-1-1-1, 1-2-1, 5, 6-3, 1-3-2-8-1-2, 2  
 2, 2, 3-1, 1, 2-1, 4, 2, 1-1, 1-2-1-1-1-3-3, 4-2-4-1-1, 1, 1  
 4-1, 1-1, 4-1-1-1-5-1-1-1 A 4-6-10-1, 2-1-4-2-1, 1-1-3  
 1-1, 1, 1-1, 1, 2-1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1-1, 1, 1-1 K  
 1-1 T 5-1-5-3-5-3-2-2-2-5-1-1-1-1-1-1-14, 2, 3, 1, 1, 2, 1  
 1-1, 2, 2-1, 3, 8 X 1-1 E 1-1 M 4-3-1-1-2-2-1-1-1-5 F  
 1-3 C 6 H  
 Amazon River 1 B 1 F 1 A  
 American Bar Association 1-1-1 W 1-1-1-1-1 A  
 American Catholic Philosophical Association 1 N 1 W  
 Amendment - 18th 1 F 1-1-3-3 W 6-4-2 A 1 E 3 T 1 X  
 American Farm Board 2 W 2 A  
 Amiel 2 W  
 Amtorg 13 W 1-1-1 A  
 American Legion Convention 1 W 1 A 1 T  
 Amsterdam 1-1 N 1 H 1 E 1 W 1-1-1 K  
 Amaro, Gen. Jaquin 3-1-1-2 A  
 Amiens 1 W 3 A 2 S 1 N 2 F  
 American Child Health Association 2 A  
 American Government 1-2-4-4-1 A  
 American Protection Association 1 A 5 C  
 America, North 7 A 1-1 K 4 F 4, 2-2-19-2-1-1-2 C 6 H 1 S 1 M  
 America, South 1-1-2, 1 A 1 M 1 D 1 X  
 American Constitution 1 E 1 T  
 American Revolution 1 E 1-1-1 T 1-7-1 X 4 F 2 H  
 Amarillo, Texas 1 E 4, 3 T  
 American Minute Men 1 E 1 T  
 American Flag 1 E 1 T  
 American Civil Liberties Union 3 F  
 Ampleforth 2 D  
 Amphictyonic Council 1 F 1 B  
 Ampere, the Scientist 1 M 1 C  
 Ande River 3 X  
 Antoniono, Silvia Cardinal 2 M  
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 Graham Wm. J. 2-3-2-1-1 A 1-3 X  
 Grant U. S. 1 W 1 A  
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 Grandi Foreign Minister 1-1-2-1-1-1-2 A  
 Graff Msgr. 1 A 1 F  
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 Greeley Horace 1 W 1-1 A 1-1 K 6 X  
 Green Bay 1 W 2 K  
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 Gregory Charles N. 1 K 1 M  
 Griffin Pres. of Willonova 1-3 A 1-1-3 K  
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 Grabmann Dr. M. 1 F 2-1 N  
 Gratius 1 M 1 D 1,1 B

Grottan C. Hartley 1 W 3 X  
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 Guilday Rev. Peter 2-1-1-1 W 5-1-1 A 1-1 K 1 E 4 T 21-1-1 C  
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 Guam Is. 1 E 1 X  
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 Goldrich Dr. Leon 2 W 5 A

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 Hart, Moss 1 A 1 K  
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 Hanzawa, Gyoky 2 A  
 Harp, Will 3 A  
 Hanz, Joseph E. 1 A  
 Hayward, M. 4 A  
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 Havengo, N.C. 1-1 A  
 Hayes, Helen 2 A  
 Hanks, Naney 3 A  
 Hamaguchi, Yuko 1-1-1-1 A  
 Hamilton, Alexander 1-2-3-1 W 2-1 A 1 E 1 T 1 X  
 Harris, Joel Chandler 1 W 1 A 5 T  
 Hall Captain 2 W  
 Hapsburg, Otto 7 W  
 Harvard 1-1-1-2-1 W 1-1-3-1-1 A 1-1,1,1,1-3,2 K 1-1-1-1-1  
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 Haydn 21 W  
 Harnach, Adolph 2 W  
 Harvey, Wm. 1 W 4 E 1 X  
 Hampden 1 W 1,1 A  
 Haldane, J. B. S. 2 W  
 Hanna, Archbishop 1-1 A  
 Harrisburg 1-1 A  
 Hard, Wm. 2 W  
 Hafey, Rev. Wm. J. 1 W 3 A 3 E  
 Hart, B. J. Liddell 3 W  
 Harlem 1 W 1 X  
 Hayes, Mr. Carlton J. H. 1-1-1 W  
 Hanrow 5 W 1-2,1-1-1-1 A  
 Harris, Mr. Julian 1-1 W 3 K  
 Hammerstein 2 W  
 Hannibal 1 W 1 A 1 H 1 B  
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 Halfetz, (communist) 1 A  
 Hawkins, Prof. 1 W 1 H  
 Hayes, Wm. 4-1-3 W 5-2 A 1-9 K  
 Hayes, Prof. Carlton J. H. 1 W 1 A 1 X 1 M  
 Hague, Tribunal 1 W 1 A 1 X 1 M  
 Harrison, Benjamin 1-3-1-1 W 1 A  
 Hawthorne, Nathaniel 1 W 1-1-1 A 1-1 K 1-8 E 3-1-2-1 X 2 D  
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 Haldane, Viscount 2 W  
 Haas, Rev. Francis 1 W 1-1 A  
 Hapgood, Isabel 2 W  
 Hapsburg 1-13-1 W 1-3-1-1-1-1-1 A 1-1 B  
 Harwood, John 1 W  
 Hancock, John 1,1,1-1-1 K 1 F  
 Hanks, Dennis 2 K  
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 Hanson, Harvey 2 E  
 Harris, Frank 25 X  
 Hayes, Cardinal 1-1-2-1-1 D 1 F 2 B 1-1-1-1-2-2-1-1-1-1-1-1  
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 Hall, Wilbur 2 X  
 Harmel, Leon 10 X  
 Hart, Mr. Henry 4 A  
 Hardy, Thomas 1 W 1 A 1 T 1-1-1 X 1-1 F 1 M 1 D  
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 Harrison, Wm. Henry, Pres. 1 W 2-1 K 9 C  
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 Hensel, Luise 9 W  
 Herridge, Major W.D. 1-1 A  
 Henry, Patrick 1 W 1 A 1-1 K 1 T 1 X 2 B  
 Helfin 1 W 1-1 A  
 Hennessy, Mr. W.D. 1 W  
 Heidelberg 1 W 1 K 1 N  
 Hermasillo 2 W  
 Herford, Oliver 1 W  
 Heume 1 W 1 E  
 Hebrides 3 W  
 Heimwehr 1 W 3-3-2-1 A 2 X  
 Hestzog, General 1 W 1-2-2 A  
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 Healy, Timothy M. 1 A 2 X  
 Hegel 1-1-1-1 W 3-2 A 1 T 1 X 5 D 6-1 N 1 M  
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 Herzegovina 6-2 W 1 E 1 W 1 A  
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 Heifetz, Jascka 1 W 1 A

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 Henderson, Arthur 1-1 W 3-1-1-1-2-2-1-1-1-1-1 A 1 K 1 N  
 Herrirt, Premier M. 6 W 2-1-1-1-1 A 7 B  
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 Hemingway, Ernest 1 W 1,1 A omit  
 Henry, Charles A. 2 A  
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 Herrick, Robert 8 A  
 Helgason, Jon Bishop 1 A  
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 Hecker, Rev. Isaac 1 A 5,1-17 X 1 H  
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 Hedley, Bishop 7-8-1 D  
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 Hilferding, Heu, Dr. 1-1 A  
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 High, Mr. Stanley 2 W  
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 Hotson, Prof. Leslie 1-6 W  
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 Hoffmann, Dr. D. F. 1 W 5-1-1-2-1 A 1 T 2, 1 X  
 Holmes, Oliver Wendell 1 W 1 A 1 F  
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 Hollingworth, Dr. Leta 2 W  
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 Howell, Senator 2 W 1 E 1 K  
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 Hopkins, Gerard, Manley 1 W 1 X  
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 Helles, Christopher 3 K 2 X  
 Howitt, Mary 6 A 1 T  
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 Homer 1-2-4-1 W 2-1-1-1 A 1 K 1 E 1-1 T 2-2-1-1-1-1-1-3 X  
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 Houghton, Ambassador 3-1 W  
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 Hubbard, Rev. Bernard 5 W 2 A  
 Hull, Ernest R. Rev. S.J. 1 W 1-1-3 A 1 F  
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 Pace Monsignor 1-1 W 1-1 A  
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 Persico Ign. 1 F 5 B 1 C  
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 Pope John XIII 1 A 1 F  
 Pope Clement VIII 2 A 1 T 1 C 3 B 2 X 1,1 M 6 D 1-1 F  
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 Pope Urban V 1 A 1 T 1 D 1 F  
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 Pope Nicholas II 1 W 1 X  
 Pope Innocent VIII 1 W 1-1 C  
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 Pope Paul II 1 T 1 M 1 C 1 D  
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 St. Sebastian 1-3 W 1 E  
 St. Omar 1 M 1-1 -6 D  
 St. Anthony of Pauda 1,1-1,2 N 2,2,5,1 F 1,1-1,1-1 B  
 St. Anthony 2 F 1-1-1-1-1-1-2-6 A 1 M 55-2 X  
 St. Anne 2 S 1 M 4 F 1 B 5 D 1-1-1 A T  
 St. Athanasuis 1 X 1 M 9 B 7-1-1 A 1-1-1-

St. Lawrence 1-F 1 M 2 D 1 C  
 St. Leo 2 W 1-1 A 1 T  
 St. Inigoes 1-3 M  
 St. Isidore 1-1-2 M 1 W  
 St. Irenaeus 1-1 D 1 A 1-1-1 T  
 St. Irenice 2 C  
 St. Ines 2 W  
 St. Methodius 1 W 1 A  
 St. Micheal 5-2 W 1 E 1 T 2-1 A 1-1-1-1 X 1 D  
 St. Matthew 1-1-1 W 1-2-11-1 A 1-4-1-1-1 T 1-5 X  
 St. Mary Goxentas 2 A  
 St. Margaret of Cortano 1 W 1 B  
 St. Monica 1 A 1 T 1 X  
 St. Bernard 1-1-1 M 1-5-2-1-1 D 1-1-1-1-1-1 B 1 F 1 C 1 H  
 St. Francis 1-1-1-2-1 M 1-1 F 3-1-1-1- D 16 B  
 St. Timothy 1-1 T  
 St. Jane de Chattel 1 W 1 A 1 S  
 Thomas A' Kempis 2 A 1-1 E  
 St. Perpetua 1-1 A 1-1 T  
 St. Felicitas 1 A 1-1 T 4 A 4 X  
 St. Serri 2 X  
 St. Louide of France 1 W 2-1-1 A 1 K  
 St. Hugh 1-2 X  
 St. "ominic 3-1 W 1-1-4-2 A 1-1-1-1 K 1-1 E 1-10-1-1 T 2-1-1-1-1 X  
 1-20-1-1 M 4-1-2-2-2-1-37-1-10-1-3-4-1-4-5-1-1 B 1-1-F  
 1-1-1 D 4-1 C 6 H  
 St. Lucy 4 D  
 St. Peter 7-1-2-2-2-10-1-1-2-1-2-2-1-4-2- W 3-1-1-3--1-1-1-1-1-1-  
 2-1-1-1-1-1 T 1-1-1-1-1 XX1-6-6 F  
 St. Paul of the Cross 1 A 3-4-1 M 1 B 1-1-4-1-1-1-1 T 1-5 X  
 St. Benedict 1-2-2,2,1,1 W 2-1-1-1-A 1-1-1-T 2-3-1-1-4-2-X 2-1-1 S  
 2-1-1 M 16-1-2-1-1-1-1-6-15-5 D 1-1-1-1-1-1-C 6-1 F  
 1-1-1-1-1-1-1 B  
 St. Catherine Thomas 1-3 A 1 X  
 St. Ignatius of Loyola 1-1-2-1-4 W 1-1-1-1-1-4-1-1-1-2-1-1- A 1-1 K  
 1- E 1-1-1-1-1-1-5 T 1-8-2-1-1-1-1 X 1-5-1  
 -1-1-1-1-1-1-1-1-1 D 1 C 1 B 4 S 2-1-1-1-1F  
 1-1-2-1-7-4-1-5-1-2-1-4 M 2 N  
 St. Augustine 1-5-1-1-1-2-2-1-1-1-1-2-3-1-1-2-11-1-1-2-1-2-1-1-2-  
 4-1-2 A 1- E 3-1-1-3-3-2-2 T 1-1-2-4 D 1,13-3-5,1-  
 1 S 1-2-1-1-2-1,2-9-1-1-11-2-2-1-1-1-1-2-1-1-1-1 M  
 1-1-1-1 F 3-1 N 10-11 B 3-1-1-1-1-2-1-3-1-2-1-1-2-1  
 -2-3-1-23-2-1-1- W  
 St. Victor 1 A 2-1 C 2-1 N  
 St. Andrew 1-1-1-2-2-1 W 1-1 A 2-1 T 1,1-1,1 M 1 F  
 St. David 2 W 1 E  
 St. Luke 1 W 1-1-3-1-1-1-1-1-1- A 1-K 1-1 E 19-14 F 1-1-1-1-1 T  
 5-1-1-1-1-1- M 1 N 1 C 1-1 D 1-1-1 X k H 2-1 S  
 St. Gregory the Great 1-1-3-2-2-2-1 W 1-2-1-1 A 1 K 1 E 1-1-1 T  
 1-1-1-1-1-30-1-2 X 1-1-1-1-1-1-1-1-1M 6-1-1-1  
 B 2-2-3-1-1-2-1 D 2 F 1 H 1 S



St. Theresa of Avilla 1-2 A 1-6 T 1-1-1-2-1 M 1-1-1-1-1 F 1-1-3 B  
     1 H 1 D  
 St. John the Divine 4 W 1 A 1-2 T 31 X  
 St. Pascal 2 T  
 St. Wenecilas 2 W 6-1 A  
 St. Paulinus of Nola 2 T  
 St. Peter Clarer 1 W 3-1-1 A 1 K  
 St. Panphilus 19 W  
 St. Sophia 1 W 1-1 X 1 S  
 St. Veronica 1 N 1 S  
 St. Leila 2 B  
 St. Theodore 2 C  
 St. Stephen 3-1 A 1 K 1 T 1-2 X 1 W  
 St. Cecilia 1-1 X 1 M 1 F 1 B  
 St. Charles 1-1-1-1 A 1-1-2 T 1-1-10 X  
 St. Chrysostram 1-1 W 1-1 A 1 T 1-1-3-1 X  
 St. Gervais 1-1-1 W 1 A  
 St. Scholastica 3 M 1-1-1 F  
 St. Catherine of Siena 2-1 W 1 A 1 K 1-3 E 1-1-1 T 5 X  
 St. Cosmas 1-2 A 1 E  
 St. Cosmas and Damian 1 M  
 St. Edmund 1-1 W 2 T 1 X  
 St. Boniface 2-1 X 3 H 1 M 2 C 2 B 1 D  
 St. James Prescott 1 A 2-1-3-1 T  
 St. Bede 1 W 4 X 1-1 S 20 C 1 B 1 H  
 St. Columcille 2 X  
 St. Collach 5 X  
 St. Cyprian 1 W 2-3 A 1-1-1-1-2 T 1-1 X 1-1 D 1 C 8-1-1-1 F  
 St. Clement 1 W 1-6-1-5-1-2 A 1 T 1 X 1 F  
 St. Clare 1 D 2 E 1-1-1 T 2,1,1 F 3 H 3 D 2 B  
 St. Columba 3-5-1-3-2-1 W 4 A 1 S 2 F  
 St. Cyril of Alexandria 10-2 W 1 A 1-1 T 2 B  
 St. Mary Celine 4 A 1 X  
 St. Christopher 1 \* 4 A 1 X  
 St. catherine of Alexandria 1 W 1 A  
 St. Nazise 1-1 A  
 St. Gell 1 S 1 H  
 St. Hilda Guild 3-1 W  
 St. Catherine of GENoa 1 T 1 X 1 W 1 D 1 B  
 St. Gabenuis 3 T  
 St. Gaudens Drand 4 W  
 St. Bartholomew 1-1-1 W 2-1- A 1 † 1 H  
 St. Basil 1-2 T 1-2 X  
 St. Bruno 1 W 1 A 1 B  
 St. Bernard 1 W 1 H 2 A 18 K 1-2-1-11-1 T 3 X 1 D  
 St. Bernard 2 W 1-1-1 A 1-3 T 1-1 X  
 St. Genesis 1 W 2 T  
 St. Blaise 1-1 A  
 St. Bridget of Ireland 1 M 1 A 1-2-1 T 4 X 1 W 1-1-6-2 A  
 St. St. Linus 1 A 1 E



St. Thomas Aquinas 22-19-8-1-27-12-3-4-7-2-20-2-4-5-23  
 2-15-1-2-12-5-1-15-32-4-2-3-1-1-18-  
 4-12,6-4-1-3-2,4-3-1-18-4-12,6-4 B  
 2-1-1-2-1-1-1-1-1-1-1-1-1-1-1-1-2-1  
 1-2-3-1-1-1-1-1-1-1-1-2-4-1-2-2 A  
 3 E 1-1-1-1-1-1-2-1-8-1-9-1-3-3-3-1  
 1 T 1-2-1-1-2-1-2-2-1-6-1-3-1-3-3-2  
 4-3-2-2-2 W 1-1-1-13-3-3-2-1-3-1-1 X  
 2-1-10-1-10 H 2-1-1-8-16-6-8-3-1-2-6 D  
 56-1-2-2-1-1-15-1-2-1-1-12-5-2-1-1-2  
 1,1-1-1-1-11-1-3-1 M 2-1-3-2-1-1,1-1  
 1-2-1-3-31-2-1-1-1-2-1-1-4-6-1-1,1-1,1  
 2,2 F 1-1-6-3-2-6-3-1-1 C 40,10,2-18  
 2-1-1-2-2-31-22 N  
  
 St. Ann 2 X  
 St. Augustine of Hippo 1 H 2-2-1-7-1 D 1-1 B 4,7-1-1 M  
 1-1-1-1 F 1-15-2-1-1-2 W 24-1-1  
 2-1 C  
  
 St. Albertus Magnus 10 F 10-1 B  
 St. Camillus 1-2-1 S  
 St. Francis Borgia 6 F  
 St. Boldred 2-2 D  
 St. Bartholemew 2 M 1 D 1 H  
 St. La Chapelle 3 B  
 St. Cletus 1 F 5 D  
 St. Cyril - Alexandria 1 D 1 S 1-1-1 M 1-1 F 1 H 3 D  
 St. Charles Borromeo 1 F 2 C 2 B 1-2 M 2 H  
 St. Columbanus 1 B 1 F  
 St. Catherine 2-1-1-1 B 1 F 3-1-1-1 M 1 C  
 St. Barabbas 3 S  
 St. Basil 1-1-1 M 2-1-1 D

Sachini, Rev. 2 S  
 Sarony, Duke 1 N  
 Sahara 2 F  
 Sankey, Justice 1-1-1-2 A  
 Saavecha, Pres. Vautesta 2 A  
 Samaria 1 A 1 T 1 F  
 Salina 4 A  
 Sacks, Prof. 1 A  
 SanDiego Bay 1 A 3-1 F 14 H  
 Savano 2 A  
 San Yosa Convent 1-1 A  
 Santo, Premier 1 A 2 T  
 Sacosa, Dr. J.B. 1 A  
 Sandburg, Carl 1 A 5 X  
 Sarazen, Gene 2 K  
 San Remo 1-1 F  
 Santa Fe 1 X 1 F  
 Saxony 1 X 1 F 5 H  
 Savannah 1 X 1 H 1-1-1-10 X 1 W 1 K  
 Sao Paulo 1-1-1-1-1-4 A  
 Saar Basin 3 A  
 San Lagano 2 A  
 Saratoga 2-1 A  
 Sakoa-Pacha 1-1-4 A  
 Santa Marta 1-1-1-1-1 A  
 Saratzeanu, Constantine 1-3 A  
 Salt Lake City 1-1-1-1-1-1-1 A 1 F 3 X  
 Savage, Dr. Howard J. 1-1 A  
 Sacramento 1-1 A 1 X  
 Santa Barbara (city) 1 A 1 K  
 San Ferdanande 2 A  
 Sanford, Justice Mr. 1 W 2 K  
 Salisbury 10-2-8 W 1-1 H 1 S 1-1 F  
 Sacred Congregation of Rites 1 W 2-1-2 A  
 Santa Ann 1-2 W  
 Santa Domingo 1 W 1 A 1 X 5 H 3 B 1-7 F  
 Santa, Clara 1 W 1 A 1 F  
 San Ildefonso 2 W  
 San Esteban 2 W  
 Santos Gongola N. 4 W 1 A  
 Saxons 1 W 1-1-1-1 X  
 San Francisco 1-1-3-1-2-4-1-1-1-1-1-1-1-1-2-1-2-3-1-1-1 W 1-1  
 4-1-3-1, 1-1-1-2-1-3-1-1-1-1-2-1-1-1-1-1-1-2-2  
 1-4-1-1-1, 1-1-1-1-2 A 1-1-1-1-1-1-2-1 F 5 C 1  
 H 1-1 D 1 N  
 San Martino, Ponzadi 1 W  
 Sante Fe Trail 1 W 1 F  
 San Jose 1 W 6-1 F  
 Sackett, Senator 1 W 1-1 A  
 Santa Cataline Is. 3 W  
 Samuel, Sir Herbert 3 W 2-1 A  
 San Diego 3 W 1-1-1-1-1 A  
 Sadler, Dr. Wm.S. 2 W

Santa Clara Valley 1 W 1 A 1 K 1 M  
 Salamanca 2 W 1-1 A 1 H 1 M 1 F  
 Salem 1 W 1-1 H  
 Santo Tomas 4 W  
 Saridreau, Canon 3 F  
 Sappho 4 H  
 Sackville, Fort 4 K  
 San Diego 4 K 1-1 F  
 San Gabriel, California 2 K  
 San Francisco 3-3-1 K 1 T 1-4-1-1-4-1 X  
 Salter, Dr. 2 E  
 San Marco 4 E  
 Salem, Massachusetts 3 E 1-1 T 1 X  
 Sardinia 1 T 1 X 1 S  
 Sartach 7 C  
 Savannah River 1 W 1-1 F  
 Savanarola 1 W 30 E 14 F  
 Sanora 8 W  
 Sadler, S. William 2 W 1 S  
 Santa Barbara 1 W 1 A 1 T 2 F  
 Santiago 1 W 1-1-1 A 1 K 1 X  
 San Juan Capistrano 1 W 2 K  
 Sante Fe 5-4-1-1-3-2 W 1-1-4-1-1 A 1 M 2 H 1 F  
 San Miguel 2-1-3 W  
 Saenz, Baron 1 W 2-1 A  
 Sandino, Augustino 1 W 2 A  
 Sackett, Frederic 1 W 3 A  
 Saone 3 W  
 Saltallo 1 W 1 A  
 Salvador 1 W 1-1-1-1-1-2 A 1 M  
 Sahara Dessart 1 W 1 A 1 E 1 T 1 M  
 Saul 1 W 1 T  
 Samson 1-1 W 1 T  
 Sackatchewax 1-1-1-1-1 W 1-1-1-1 A  
 Sadlier, Miss Anna 2 W  
 Sands, Wm. Franklin 1-3-1-1 W 1 A  
 Salter, Sir Arthur 1 W 1-1 A  
 Santa Anita 4 W  
 San Antonio 1 W 1-1-1-2-2 A 1 F  
 Sanger, Margaret, Mrs. 1-3 W 2 K  
 Salvation Army 2-1-1-1 W 1-1 A 3-1 F 1-1 M 1-1-1 X  
 Saule Anthony of Ostia 2 H  
 Salamanca, Dr. 2-1 A  
 San Juan 1-1 W 1-1 A 1 F  
 Saxons 2 W 1 S 3 F 1 D  
 Saxony 2 W 1-1 N  
 San Domingo 1-1-1, 1, 1-5-1 W 1-1-2-1-1 A  
 Schleicher 1 W 1-1-2 A  
 Scotland 1-1-1-1-1-3-4-1 W 1-1-7-1-1-1-1-2-1-2-1-1-1-1 A  
 1-1-1-1 K 2-1 E 1-1-1-1-1-1-1 T 1-3-4-1-1-2-1-1-1-1  
 1 X 1-1-7-2-1-2-9-4-1 H 1-1-1-1-1-1-1-1-1-1-2-2-1-1 S  
 1-1-1-1 F 7 B 1-1-1 M  
 Schacht, Dr. Hyalmar 4 W 2-1 A  
 Scott, Giles G. 1-1 W 3-1 A 2-2 C  
 Scott 1-1-1-1-1-1-1 W 1-1 A 1 X 1-1 M 1 F 4 H  
 Schenkendof 1 W 1 A

Schlueter, C. 1 W 1 A  
 Scott, James Brown 3 W 2 A 1-1-1-1 X  
 Scotch 1 W 1-2 A  
 Scholasticism 1-2-1 W 1-1-1-1-3-19-1-2 N 1 M 2-1-2 F 6-1-1  
 1-2-1-6-4-2-6-1 H 3-1 B 1-32-1-1 X  
 Scholastics 2-1-1 F  
 Schester, Dr. Paul 7 F 1 N  
 Schebert, Hans V. 2 N 6-3 D  
 Schwegler, Rev. Edw R. D. 3 F  
 Scharlieb, Re. Dame Mary 2 A  
 Schiavo, Geovanne 8 A  
 Scardole, N.Y. 2 A  
 Schubert, Franz 1 A 1 X  
 Scott, Martin J, S.J. 1 K 3 S 1-1-1 H  
 Schultz, M. Sigfred 3 E  
 Scott, Sir Walter 4 E 1 T 1-2-2-1-1 X 1-3 M 1-3-2 H  
 Schoff, Dr. 1 T 2-1-1-1-1-3 M  
 Schiller 1 X 1 H 9 N  
 Schism, Great 1-3 X 1 C 2 H  
 Schmidt, Dr. Wilhelm 3 F  
 Scotus Duns 3-2 N 1-1 M 2-1 F  
 Schlaroffia 3 F  
 Schmidt, Rev. S.V.D. 2 F 1 C 1-6-1 S  
 Saythia 1 W 2-1 H  
 Scott, Joseph E. 3 W 2 A  
 Schuman Heink Mme. 1 W 1 X  
 Scheffer, Paul 30 W  
 Scandinavians 1 W 1-2-1-1 A 1 K 1 T 5-6-1 X 1-4 H 1 M 1 C  
 Schubert 8 W 2-1 A  
 Schacht, Dr. 2 W 1-2-1 A  
 Scholasticism New 1 W 1-1- A 1-5 H  
 Scotch Irish 2 W  
 Schwarzer, Joseph 3 W  
 Schwitalla, Rev. A. M. 1 W 2 A  
 Scutari (city) 3 W  
 Schmitz, Rev. Sylvester 3 W  
 Scranton 1 W 1-1-1 A  
 Schulte, Cardinal 1 A  
 Scullin, S.J. 2-1-2-3-2 A  
 Schofer, John 1-2-1-1 A  
 Schuster, Msgr. Idelfonso 1-1 A  
 Schumy, Herr 2 A  
 Scudder, Townsend 2 A  
 Schmidlin, Joseph, Rev.D.D. 3 F  
 Scotus, J. D. 2 N  
 Scipio 2 X  
 Schwann, Theo 1 H 1 F  
 Schacht, H. Jalmer 1 W 1 A  
 Scientific Criminal Detection Lab. 1 W  
 Shahan, Bishop 4, 2 W 1 X  
 Schrab, Charles 3 W 1 X

Schall, Senator 1 W 1 A 1 E  
 Schulz, Otto 4 W 8 M  
 Schmidt, P. Wilhelm 1-1 W  
 Scylla 1-1 W 1 A 1 F  
 Schmeling, Max 3 W  
 Scholastic Age 1 W 1 A 5-3 N  
 Schehesta, Rev. Paul 4 W  
 Scripps, Ed 6 W  
 Scripps, Howard P. 3 W  
 Scott, Dr. 4 W 1 A 1-1 T  
 Scott, John 4 W 1 A  
 Scholastra omit  
 Scot, Dred 2 K  
 Schaber, Johann 1-2-1-2-1-3-3-1-2 A  
 Scullin, James Henry 2-3-1-3-4-1-2-1 A  
 Schmitz, Minister Joseph 1-1 A  
 Schrieber, Bishop 2-1 A  
 Schwab, Charles M. 2 A  
 Sherrmur, Dr. Joseph 2 A  
 Schrembs, Bishop 1-1-2 A 2-1 T  
 Schutzbund 1-1 A  
 Schmitz, Richard 1-1 A  
 Schuster Card 1 A  
 Schiele, Dr. Martiny 2 A  
 Schacht, Dr. Hjalmar 5-1 A  
 Scherat, Missionaries 2 A  
 Scurr Amendment 5 S  
 Scandinavia 1-1 S 1 N  
 Schmin, Joseph Dr. 3-2 F  
 Serry 2 M 2-8 H  
 Senecas 2 A 1 X  
 Seligman, E. Prof. 1-3 A  
 Serefini, Cardinal 1-1 A  
 Seton, Mrs. Will 1 A 1 C 1 S  
 Seton Hall 1 A 1 H  
 Secchi, Rev. 2 T  
 Sewell, Henry 1 X 4 H  
 Serusier 2-5-20 X  
 Serra, Bishop 1 X 1-1 M  
 Seraphim, Rev. 3 C  
 Seine 3 S 1 W 1 A 1 X  
 Seira Junipero 20-1-1 F  
 Senate 1-1-1-2-1-3-6, 5-1-1, 2-1-1-19-1-2, 2-3, 1-3, 1 W 2-2-3  
 1-2-2-6, 2-1-2-1-2, 1, 1, 3-5-5, 2-1, 1-2, 1-1-2- A 2 K  
 2-1-1-1-1 E 1-2 X  
 Secret Service Men 1 W 1 A  
 Seward, Sec. 1-1 W 2 A 1 K 1 T 1-1-1-2 X  
 Senate Judiciary Committee 1-1 W 1 A  
 Seattle 1-1 W 1-7-1 A  
 Sec. of State 5 W  
 Seven Years War 1-1-1-1 W 1 K 1 H  
 Seton, Ven. Elizabeth Ann 4 W 1-1 A

Serra Padu Junipera 6-1-4 W 60-5 K  
 Seldes, Gilbert 1 W 4 A  
 Seipel, Monsignor 2-1 W 1-1-1-1-3-1-1-2-2-2, 2-1-1 A 1 E 5 X  
 Sedgovich, E. 1 W 1-1 Z  
 Seabury, Judge 1-1 W  
 Serrador, S. 16 A  
 Serbia 3 W 2-1-1-1-1-1-1-1 A 1 X  
 Sec. of Agriculture 1-1 A  
 Seville 1, 1-1-2-1-1-1-1-2-1-1 A 2 X 1 H 1 F 1 C 1 D  
 Senate Finance Committee 1-1-2 A  
 Separatists 1-1-1-1 A 6 F  
 Sejm 1-3-1-1-2 A  
 Serrairele 13 A  
 Severing, Dr. Carl 1-3-1 A  
 Sforza, Count Carlo 3-1-1-1 W  
 Seminale W. 1 A 4 S  
 Seige, Grand Duke 9 X  
 Setin, Mother 1-3 X  
 Seymour, Dr. John 4 X  
 Shunitch, Joseph 2 A  
 Shouse, Jaquett 1-1 A  
 Shantung 3-1-1, 1, 2-2-1-1-1-1 A  
 Shantung, Estera 2 A  
 Shall, F. 2 A  
 Shattuck, E.P. 2 A  
 Shakespeare 1-1-1-1-3-1-1-1-1-1-1-1-1-1 A 1 K 3-11-5-1-1 E 1-1  
     1-1-1-3-1-3-1-1 T 1-1-2-1-3-3-1-1-2-1-1-5-1-1  
     1-1-2-3-3-1-1-1-1-1-1-1-8-1 X 1-2-1-2-17-2-2-1  
     1-1-1-3-1-16-5-1-4-1-1-1-1-1-2-1 W 1-1-1-1 M 1  
     -1-2 F 1-1- W 1-2-4-1 H 1-1 S 1 D 1 B  
 Shonter, Dora 4-4 A  
 Shearer, Norman 1 A 1 F  
 Shoemaker, Samuel B. 3 A  
 Sheehy, Rev. 1-1-3-5 A 1 X  
 Shubert, Franz 4, 1, 9 A  
 Sheen, Rev. Fulton 1-1 A 1 K 1 X 1-2-1-1-1-1 F 1 C  
 Shidehara, Minister 1-1 A  
 Shahan, Bishop 2, 1 A  
 Sharp, John K. 1-1 A  
 Shipman H. 1-1 H  
 Shuiz, Carl 3 F  
 Shaw, Bernard 5-1-2-2-5-10-6-1-1-1-1 X 1-1-1-4-1-1-9-6-1  
     2-5-1 A 1-1-1-2-2, 1, 1-11-2-5-5-1-2-2, 1-1-2  
     1-5-1-1-1-1-1 W 1-1 E 4-1-1 T 1 M 1-24-1 D  
     1-1-1 H 1-1 S 1-6-3-1 F  
 Shields, Gen. James 1-30 X  
 Sheldon, Charles 2 A 2 H  
 Sheppard, Senator 1 W 4-1 A 1 X  
 Shipstead, Senator 1 W 1-1-1 A 2-1 E  
 Shuster, George 2-3 W 1 X  
 Shuster, George omit  
 Shermann, Stuart 1-9 W 1-6-3 A



Simons, George A. 2 A 1 H  
 Simons, F. M. Senator 2 A  
 Sisters of Sister Dorothy 2 A  
 Singleton, Esther 4 K  
 Sidon 1 T 1-1 S  
 Singapore 1-1 X  
 Sidney 1 X 4-1 M 1-1 S  
 Sisters of Poor Clare 1-1 H  
 Sierra, Leona 1 S 1 H  
 Simmons, Wm. J. 1 W 1 A  
 Sicily 1 W 1-1-1-1 H 1-1 W  
 Sisters of Mercy 2 W 1 A  
 Sinclair, Margaret 4 W 1 X  
 Silesia 1-1 W 2-1 A 1 K 1-1 T  
 Sinclair, Upton 1-2 W 1-1 A 1 X  
 Simmons, General F. 1 W 2 H  
 Sinn-Feign Organization 3-1 W  
 Sisters of Charity of Providence 1 W 1 A 1 K  
 Simm, John Sir 8 W 1-1-1-1-1-1-1-1 A  
 Sing Sing 1-1 W 2-1-1-1 A  
 Sino-Japanese War 1 W 1-2-3-1 A  
 Siberia 1-1-2 W 1-2-2-1-1-1 A 2-1 K 1 X 4 F 2-2 D  
 Sixtus 3 F  
 Singenberger 1-1 F  
 Sidles, Gilbert 2 F  
 Sigmound 25 H  
 Simmons, A.H. 5,4 W 2 A  
 Sisters of Blessed Sacrament 3 W  
 Sioux Indians 1 W 6 A  
 Sisters of Charity of Nazareth 1 W 1-1-1 A 11 E  
 Siam 1-1-1 A 1 F  
 Sinclair, Harry 10-5-2-2,3-2-2 A  
 Sioux City 2 A 1 F  
 Sims, Admiral 2 A  
 Simeon, Czar 1 A  
 Simmat, Herr 2 A  
 Sikka, Daniel 2-1 A  
 Sino-Russian Problem 3 A  
 Simmons, Judge Fred L. 1 A  
 Singapore 2-1-1-1-2 A  
 Siles Hernado 1-1-2 A  
 Serbia 1 A 2 K  
 Skinner, Rich. Dana 1,1 W 1 A  
 Skeldon, Charles M. 2 W  
 Skaklaster 2 A  
 Skuptchina 2 A  
 Skalski, Rt. Rev. Alexander Theophilus 2 A  
 Skine 1 K  
 Skiffington 2 X  
 Slavenia 2 A  
 Slattery, Miss Frances 3 A  
 Slwatz River 2 A  
 Slovakia 1-1 A  
 Sleek, Dr. 3 F  
 Slichter, Summer H. 3 W 1 A

Slavs 1-1 W 1 X 3-3 F 2 D  
 Slovenes 1 W 1 A  
 Slavek, Colonel 1-2 A  
 Slarek, Government 1-1 A  
 Slawek, Premier 1-2-1-1 A  
 Slavery 3 F  
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 Smiddy, T. A. 1-1 A  
 Smith, Alexander 5 X  
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 Smith, Henry Bradford 1 F 2 N  
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 Smith, Halbot 2 F  
 Smits, Gen. 1-1-1 W 2-2 A  
 Smith-Tower Bell 1 W 1-1-1 A 1 E  
 Smith, Fred B. 5 W 1 A  
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 Smith, Legan Pearsall 2 W 1 X  
 Smith, Wm. W. 1-2 W 10 A  
 Smith, Rev. Paul J. 2 W 1-1-1 A 1 H  
 Smith, K. Miss 1-5 W 3 X  
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 Smith, Adam 1 W 1 A 3 F 1 S 4-1 D 1 M 1 B  
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Spokane 1 W 1-1-1 A

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Spalding, Arch. 1-1 W 1-1-1 A 1 F 2 H 2 K 1 T

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Spillane, Rev. John 1 E 1 T

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South Bend, Indiana 3-2 E

Socrates 1-1-1-1-1 X 1-2 S 1-2-2 C 1-1 M 1 F 1-3 D

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Sodlier, Michael 1-1 H

Solomon 1-1 F

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Sopline, Madeline H. 1 S

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Spenser, Earl 1-1-1 W 1 A 1 X 1 M 1 N 1 D

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Sprague, Jesse Rainsford 5 W

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Spiffin, Rev. M.A. 1-3 A

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St. Louis, City 1 M 2-1-1-1-1- F 1 H

St. Augustine Abbey 1 F 1 M 1 C 8-1 H 1-19 D

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Sunday, Billy 1-5 A  
Swedenberg (city) 2-1 A 2 X  
Swanson, Senator 1-2-1-1-1-1 A  
Swedes 6-1 A 5 X  
Swinburne 1-1-1 A 1 T 1 X 7 H  
Sweeney, Rev. Herbert 1 A  
Swopes, Mr. 3 K  
Superior Council of U.S. 2 K  
Supple, David F. 1 K  
Sulpician 10 X 1 F  
Sussex 1 N 1 X  
Syria 2-1 D 1 F 1 D 2 B  
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 Tammerlain 2 W 1 X  
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 Tayne, Hippolyte 2-1 W 2 A  
 Tacitus 1 W 3 E 1 T 2 X  
 Tallyrand 1 W 1-1-1- A 1-2-1 T 2-1-1 X  
 Talbot Frances 1 X 3 W 2, 2-1-1 A 1 T  
 Taney Chief Justice, 1 W 5-6-11-9 A 39-37 K.  
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 Talon, Fr. 2 W  
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 Taggart, Gen. 2 X  
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 Talbot, Dr. Peter 1-1-3 D 1 B  
 Tamisier, Marie 2 D  
 Tamaral Far. Miguel 4 H  
 Taylor, Rev. Dr. 2 B  
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Tejada Gov. 6 W 1-1 A  
 Tellez, M.C. 1 W 1-1-1 A  
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 Thorndike Dr. Ashely 2-1 W 2-1 A 1 X  
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 Thompson, Francis 1-12-1-1 W 1-7-7-2-1-2-1-1-3-1-1 A 1 T 8-6-2-4-1 X  
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 Tierney, Rietaud Henry 1-3- W 1 A  
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 Tilden Bill 5 W 3 K 1-1 X  
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 Victor Emmanuel 1 A 1 W 1 C 1 B  
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 Washington, D. C. 2-1-1-2-1-4-4-6-2-2-1-1,2,1-1-3,1-2-1,2,  
 1,1,2-2-3,2-2-3-2-1-1-1-2-12-4-2-3-2-1-2-1  
 1-2-1,1-1-2-1-1-2-1-1-2-1-3-3-3-1-4-1-1  
 4-2-3-3-1,1,2-1-1-1-2-3-2-2,2-2-1-1-1-1-3  
 2-2-1-2-1-4-2,2-2-2-2-3-2-2-1-4-4-2-4-2-1-1  
 3-2-2-4-2-1-4 W 4-2-4-1-5-2-2,1,1,1-1-1-2  
 3-3-1-1-2-5-1-1-1-2-3-3-3-2-1-2-2-2-3  
 2-3-2-1-2-2-2-3-2-2-1-1-7-3-4-1-2-2-3-5-3  
 2-1-6-1-3-2-2-2-1-1-2-1-1-2-1-5-2-2-2-1-2  
 1-2-4-1-1-1-3-4-1-3-4,4,4,1-4-3-1-1-3,1-3  
 2-1-2-1-2-4-1-1-1-2-2-2-3-2-3-2-1-2-1-2-1  
 1-3-1-5-2-2-1-3-2-3,3,2-3-1-4-1-2-2-1-3-2  
 3-2-3-3-1-1-1-1-1-5-2-4-3-3-1,1-1-3-3-3-1-1 A  
 2-6-4-2-2-3-1-1-7-2-3-6-1-3-2-1-2-3-1-1-1  
 1,1,1,1,1,1,4-1,1,1,1,1,1 K 2-2-1-3-1-2  
 1-6-2-1-2-3-5-1,1,1 E 2-3-3-1-1-2-2-2 T 2  
 3-3-2-3-2-2-2-1-2-2-2-3-3-1-4-1-1-4-3,1-2  
 1-2-6-7-2-2-1-8-2 X  
 Wall Street 1-1-4,2-1-6-3-2-3-3-1-1 W 1-2-2-1-2-2-2-7-2 A  
 2,1,1,1 E 2 X  
 Walken, R. A. 1 W  
 Wayne, Gen. 1-1 W 3 A  
 Warbury, Felix 1 W  
 Washington (state) 1-1-1-1-1-4-2 W 3-2-1-3-2-1 A  
 Walsh, Thomas 10,1-1-1 W 3-2-3-2-13-1-2-3 A 3 K 2-5-1 X 2 F  
 36 B  
 Warren, Whitney 1-1 W 2 D  
 Waterloo 1-1 W 1-2 X 5 D  
 Warren, Miss Florence 1 W  
 Walpole, Hugh 3 W 3 X 2 F 1 S 1-2-1 B  
 Walsh, Rev. 4-4,8-3 W 3-3-5-2-3-3-3 A 3-1 K 1 E 2-1-5 X  
 Wagner, Senator 1-1-2 W 2-2-4-1-2 A 5-4-3 X 1 F 1 D  
 Walt Whitman 1 W  
 Wan Risk Insurance Commission 1 W  
 Watson, Senator 2-2-2-2,2-1 W 2-4-2-2-4-2-3-1-1 A 2 E 1 T  
 2 S 2 B  
 Walker, Governor 1 W 2 A 4 B  
 Wallace, Richard 2 W 1 F 1 D  
 Walsh, James 2-4 W 2-2-2-1 A 1 K 1 E 1 T 1-2 X 4-4-1,1-1 F  
 1 B  
 Watson, Wm. 1 W 1-1-2 X 1 T 3-1-1 F 1 C  
 Walsh, Dr. 3-3-1 W 2-2 A 2-5 E 1 X 1-6-1-4-1-2-1 F 1 M 1 C  
 Wagner, Rev. A 1-2 W 1 X  
 Waterloo Battle of 1 W 2 X  
 Walker, Mayor 1-1-4 W 2-2-2-2-1-2-10 A 3 X  
 Weed, Mrs. Wilfred 1 W 1 T 2 W 1-1-3,15 S 1 F 1 B  
 Watterson, Hy. 1 W 1 A

White House Conference 1-2-1 A  
 White, Dr. Norman 1 A 1 F  
 Whalen, Commissioner 1 A  
 White, D. Ed Chief Justice 1 A 9 K 1 D 1-1 C  
 White, Charles A 2 E  
 Whitcomb, Emiline S 3 A  
 Whitefield, M. 1 A 1 X  
 White Chief 3 A 1 X  
 Whitehall 6,2,3,1 C  
 White, Hy. 5 D  
 Wharton, Edith 2 X  
 Whitman, Walter 1 W 1 A  
 White, Rev. Andrew 1,5-1 W 2-1-2-3 A 1 T 1 M 3 D  
 White, Ed. Douglas 1 W 2 A 1 M  
 White, William Allen 4,2 W 2 A 1 X  
 Whartson, Mrs. 1 W 2 X  
 Whitman, W. 1-4-2 W 1-2 A 2-1-2 X  
 Whitney, Warren 1-1 W 3 A  
 White, W.S. 1 W 1 T  
 White, Governor 1 W 2 A  
 Wisconsin 1-2-1,1-1-1-1-1-4-1-1-2-2-1-2-2-5-3-5-2,1-1 W  
                   2-1-1-2-3-1-2-5,1-3-1 A 3-6-1-1-5-2 K 2-2-2 E  
                   1-3 T 1-1-2-2-1 X 1-1-1-1-1-1 F 1 H 1 B 1 D  
 Wilson, Edmund 1 W 3-3-2 A 1 X  
 Wilson, Dr. 1-1 W 1-1 A 1 D  
 Willinger, Bishop 1 W 2 X  
 Willebrandt, Miss Mabel 2-2-3-1-2,6,3-1,2-2,4-2 W 2-2-9-3  
                                   4 A 2 T 1 F  
 Wilson, President 1-1-1-3-2-2-2-1-2-3-1-5-1-2-1-1-2-1-2-4  
                                   3-3-2-3-2-4-2-2 W 2-4-1-2-2-2-1-3-1-1-2  
                                   1-3-2-2-2-3-2-2-1-3-2-2-1-2-1-2-3 A 3 K  
                                   3-2-1-3-4-3-1-3-1-3 E 2-5-1-1-1-5-2 T 1  
                                   1-2-2-2-2-1 X 1 M 1-2-8-3-1 F 1 B  
 William the Conquerer 1 W 1 M 1 B  
 Willis, Nathaniel P. 1-2-1-2 W  
 Wickensham, Geo. W. 1-2-1-2-2-2-2 W 3-2-5-2-2-2-5-5-2-3-1-2  
                                   3-4-10-1-2 A 7-1-6-1 N 1 M  
 Wilbur, Secretary 2-1 W 2-2-2-1-1-6 A 3 T 2 X  
 Wiley, Mr. Louis 2 W  
 Wilder, Thornton 1-1 W 13 X  
 Wilms, Rev. 2 W  
 Wilson, Dr. Clarence 2 W 7-2 E  
 Wickersham Commission 1-4 A  
 Witlack, Brand 2 W  
 Wilson, Prof. M.L. 4-1 W  
 Williams, Vaughn 3 W  
 Williams, Dr. William Carlos 1 W 1-1 A 1 F  
 Wiggan, Robert 1 E 1 W  
 Wilbenforce, Dr. 1 W 2 D

Wilde, Oscar 1-1-1 W 2 K 1-2,6-1 F 1-1-1-1-1,1 B  
 William Kaiser 1-2 W 1 F  
 Wirth, Dr. Joseph 2 W 2-1-6-2-1 A 1 D  
 Willis, Senator 4-2 W  
 Williams, John Sharp 1 W 2 X  
 Wise, Rabbi Stephen S 1 W  
 William Rogers 3 W 4 K 3-2-3-2 E 2 C 2 F 1 B 1 D  
 Wisconsin, W. 2 W  
 Windermene, W. Lady 3 W  
 Windle, Professor 8-1 T 1 D  
 Wickham, Harvey 1-10 W 1 X  
 Williamstown 2 W  
 Wickersham Committee 1 W 1 A 6 X  
 Willard, President 5-3 A 3 X  
 Wichita 1-4 A 5-1 X 12 D  
 Wittenburg 2 A 1 F  
 Wilthye, Mr. John A. 3 A  
 Winnipeg 1-2-2 A  
 Wiseman Nichales 2 A 1 X  
 Wilson, Hugh 1-2 A  
 Wilhelm, Rrince Augusta 1-2 A  
 Williams, Miss Chorl 3 A  
 Wilbur, Dr. Ray Lymon 1-1-1 A  
 Wilkeson, Judge 3 A  
 Wisten, Owen 4 A  
 Williams, Jay F. 1 A 2 X  
 Winship A.E. 3 A  
 Wigmore, John H. 3 A  
 Willington, Gov. Geal 1-1 A  
 Wintersburg 4 A  
 Williamstown 2 A  
 Willard, Daniel 4 A  
 Winkler, Dr. Max 2 A  
 Will Allen Sinclair 4-3 K  
 Windle, Sir Bertram 1 K 1-2 T 1-1 M  
 Winthrop, Gov. John 1 K 1 C  
 Windsor Castle 1 K 2 E 1 T 2-2 C 1 B 2 H  
 Wiseman, Cardinal 1 E 2-1-3 T 1 X 1-1 B 3 M 1-1 F 3 H 1 D  
 Wilson, Bishop 1 X 1 D  
 Wickham, Harvey 3-2 X  
 Willmington 10-2 X 1-2 D  
 Widsith 1 S 1 X  
 William of Wykeham 1 D 2 B  
 Wood, Rev. 1 X 8 F 1 B 3 F 1 A  
 Woodbury, Mrs. Josephine 3 X  
 Woodlock, Dr. Mary M. 1 A 2 F  
 Woodsworth, J.S. 2 A 2 F  
 Woodson, C. G. 201 A  
 Wooklock, Rev. Francis, S.J 1 A 2 X  
 Wormser, Prof. 2 A  
 World Economic Conference in London 1 A 6-2 M  
 Woodball, Frank W 4 A



Xanthus 2 H  
 Xavier College 4-5 W 1 A  
 Xaverian Brothers 3-4 A  
 Xenophon 2 A 2-2 M  
 Xerxes 2 X  
 Ximenes, Cardinal 1-2 A 1 C 1 F  
 Kochimilco, Lake 3 W  
  
 Young, Edward 1 A  
 Young, Owen 5, 3-1-2-1-2-3-1-4-1-1-1, 2-1 W 1-1-1-1-10-1-3-1 A 1-7-1-1  
 Young Plan 3-2-1-2-1-1-1-1, 2-2, 1, 1-4-2-1-2-1 W 1-1-1-1-2-1-3-2-1-3 A  
 Young, Professor Karl 2-1 W 1-1 C 2 K 2-2 M  
 Yorkshire 1 W 1-2-1-2 X 1-1 B 1-2-1 S  
 Yorba, Senora Yosefa 4 W  
 Yorktown 1-1-2 W 1-1, 1, 1 A 1 F  
 York 1 W 1 S 2-1-1 B  
 Young, Brigham 2-2-2 F 1 N  
 Young, Cecilia Mary 3 D  
 Ynez, Sister Mary Juana 19 W  
 Ypres 1 W 6 D  
 Yuan Administration 4 A  
 Yucutan 3-1-1-1-1 W 3 X 8 D 3 M 1 F  
 Yugoslavia 6 X 1 B 1 M  
 Yukon 1 W 4 X  
 Yaleo 1 W 1 A  
 Yapple, Honorable 2 W  
 Yale 1-1-1-2-1-1 W 3-1-2 A 1-1-2-3-2 M 1 D  
 Yale, Howard 1 W  
 Yale-Princeton 1 W 2  
 Yamanaski, Vice Admiral 2 W 1 A  
 Yankoritch, Radaye 1 W  
 Yeats, William Butler 3 W 1-2-3-3-1 B  
 Yellowstone National Park 3 W 2-5 X  
 Yeusektzia 2 W  
 Yen, Y. C. 1 W 1 F  
 You College 1 W 1 A  
 Yangtse River 2 X  
 Yonkers 2-1-2 X  
 Yellow Pass 4 X  
 Y.M.C.A. 1-1-5 A 2-2-2 X  
 Young, James 2 C 2 A  
 Young, Natley 2 A 3 C  
 Young Italian Party 5 X  
 Young, Alfred 2-2 X  
 Yousaupoo, Prince 2 X  
 Ysabel de Babadilla 6 X 4 F  
  
 Zagreb (city) 1 W 2-2-1 A  
 Zacaticas 1 W 1 H  
 Zamora, Alcalá 2-2, 2-2-3-1, 2-1 W 2-1-1-1-2-1-1-1-1-2-1 A 1-2-1 K  
 Zamora, Lopez Juan 3 W  
 Zapota 2 W 1 A



Zebedee 5-4 W  
 Zélandi 4 X  
 Zeuxis 3 X  
 Zeus 2-5 X  
 Zeonism 2 W  
 Zeppelin 2-2 X  
 Zeon 3 X  
 Zimbalist 1-2 W  
 Zimmeron, Alfred 1-4, 8 W 1-1-1-1-2 A  
 Zionism 1-1-1 W 4 A 1 B  
 Ziomist 1-3-1 W 3 A  
 Zionist World Organization 1 W 1 A  
 Zita (ex Empress of Hungary) 1-2 W 1 A  
 Zog (king) 2 W 3-1 A  
 Zola 1 W 1-4-2 X  
 Zounius, Dr. David 2 A 3 X  
 Zoimir, Alexander 1-1-1 A  
 Zochoroff 1 A 1 F  
 Zochorias, Dr. H.C.C. 1 A 2 X  
 Zanzibar 3-1 B  
 Zhinkvaitoh M. 1 A  
 Zdrojefska Pollola L. 1 K  
 Zaitur 3 X  
 Zenovier 2 A  
 Zevikovitch, General 1-2 A  
 Zi-ka-wei 1-1 A  
 Zurich 2 K 1 H 1 N  
 Zangwell Israels 2 X  
 Zumarrogo, Juan de 2 X  
 Zawat, Fr. 1-1-1-1 F  
 Zamora, Alcalá 3 C 3 H  
 Zeno 1 D 1-1 N  
 Zeisman, Sigmund 2 F  
 Zealand 3 C  
 Zoleski M. 1-2 X  
 Zoroaster 1-1 D  
 Zoroasterianism 2-2-1-2 B  
 Zorn 2 X  
 Zorell, Fr. Rev. 3 F  
 Zurita Geronymo 6 X  
 Zurickert, Rev. Dominic 3 H  
 Zybura, Doctor John 1 N 1 S 4-1 F

## DATES

1274 Council of Lyons 1 W 1 X  
 1492 Discovery of America 1M 1 B 1 H  
 1649 Toleration Act Passed 1 W 1 A  
 1763 Treaty of Paris 2 C 1 H  
 1774 Quebec Act 1 F 1 H  
 1812 War of 2,1 W 1 A 2-1-1-1-2-2-4 T 2-1 X 1 F 1 B  
 1815 Concordat with Russia and with France 1,1 F  
 1829 Act of 1 M 1 B  
 1848 Liberal Movement in Europe 1,1 C  
 1861-1865 Civil War 1 H 1 D  
 1848 Revolution of 2 C 6 D  
 1870 Franco-Prussian War 1,1 F 18 B 1 W  
 1898 Spanish American War 2 X 1 B  
 1909 Vulgate Commission 1 C 1 B  
 1914 Beginning of World War 1-1 X 3-2 B  
 1918 Revolution in Germany 1 W "2 X  
 1920 Home Rule Act 2 A  
 1929 Irish Land Act 1,1 A  
 1929 Revolution in Mexico 2 W  
 1930 Census of 2 W

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BIBLIOGRAPHY

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## I. BOOKS:

- 1 Bagley, William C. The Educative Process,  
Macmillan Co., 1918, New York, pp. 358

A reference largely on psychology.

- 2 Bettem, Francis S., S.J. Ancient and Medieval History,  
Allyn & Bacon, 1928 pp. 596

This textbook was used in the Survey.

- 3 Bettem, Francis, S., S .J. and Kaufmann, Alfred, S.J.  
The Modern World, Allyn & Bacon, 1919, pp. 901

A survey was made of this textbook.

- 4 Bibliography of Research Studies in Education 1930-31  
Bulletin No. 16, 1932. United States Department of  
the Interior, U. S. Gov't Printing Office, 1932,  
Washington, D.C.

A record of researches in the various universities.

- 5 Bobbitt, Franklin, How to Make a Curriculum, Houghton  
Mifflin Co., 1924, Chicago, pp. 292

This author is quoted extensively by authors in education; the yearbooks of the Department of Superintendence also have reference to this author. The first three chapters are particularly relevant to the subject of this thesis and Chapter VII "The Social Studies" is unusually good. The objectives of the social studies are well given, as also are the fifty-nine guiding principles and assumptions of the social studies in general, the guiding principles for each of the following: history, civics, economics and geography. The author always makes clear that these aims and principles are tentative and illustrative and that each curriculum group is to formulate its own series. Some of the subjects in the High school curriculum

are given a survey by the author. This work is concise, helpful, and to the point.

- 6 Bobbitt, Franklin, The Curriculum, Houghton Mifflin Co. 1918, Chicago, pp 389

As its name implies, this book deals with the curriculum. It is more theoretical than the text mentioned above. Chapters XI and XII, the "Nature of the Good Citizen" and the "Development of the Enlightened Large Group-consciousness" pertain to this paper also.

- 7 The Calvert Association, a folder put out by the Calvert Associates, New York, and sent by the editor of the Commonweal in answer to the questionnaire sent to publishers.

- 8 Catholic Encyclopedia, Vol. XI. Appleton Co, 1911 New York.

The article "Periodical" was the only reference used in this source. Several contributors have written this article and the result is a splendid history of the periodical. Particularly interesting is the description of the development of the Catholic periodical in the various countries.

- 9 Crowley, F. M. Twenty-Sixth Annual Meeting of the N.C.W.C. National Catholic Welfare Council, Vol. XI, #3 (August 1929)

This is the first annual educational issue of the N.C.W.C. The articles by Mr. Crowley quotes the finest parts of the various addresses given at the Twenty-Sixth Meeting of the N.C.W.C.

10 Catholic Periodical Index--Library Section N.C.E.A.

Association 1930, Scranton, Pa. pp. 315

This is the first annual cumulation of guides to Catholic magazines. It does for the Catholic magazines what the Readers' Guide does for the secular magazine.

11 Department of Superintendence--A Reprint of the Fourth

Yearbook, Department of Superintendence of N.E.A. of U.S. 1201, 16th Str. N. W. Washington, D.C. 1929

pp. 559

The title of this yearbook is "The Nation at Work on the Public School Curriculum" together with a Reprint of the Research Bulletin, "Keeping Pace with the Advancing Curriculum" Chapter XIII, The Social Studies, deals with the question, "Shall the Social Studies be Unified, Tests, Problems, Curriculum Organization. "

12 Department of Superintendence -- A Reprint of the

Third Yearbook Department of Superintendence of N.E.A. of U.S. 1201, 16th Str. N. W. Washington, D.C. 1926,

pp. 403

This is research in constructing the elementary schools curriculum, but Chapter VII "The Social Studies" has much that can be applied to this thesis, especially findings by Rugg, Davis, Charters, Horn and Bagley.

13 Department of Superintendence--Fifth Yearbook of

Department of Superintendence of N.E.A. of U.S.

1201 16th Str. N.W. Washington, D.C. 1927, pp. 561

Chapter XII deals with social studies, depicts change, objectives, lists several studies, tables, stresses citizenship training, aims of social studies.

- 14 Eleanore, Sister, C.S.C. Discussion on the Writing Apostolate, National Catholic Educational Association Bulletin, Vo. XXVII #1 Nov. 1930, pp. 693

The importance of journalism to the Catholic Church is well brought out in this article (pp. 159-163).

- 15 Feeney, Rev. D. J. Preparing Pupils for Conservative Leadership in Civic Affairs, National Catholic Educational Association Bulletin, Vol XXV, #1 Nov. 1928, pp 723.

The author brings in the parallel between the civic philosophy of the United States and the civic philosophy of the Catholic Church. He makes the point that the Catholic pupil should be thoroughly trained in these Catholic and American theories, an important one.

- 16 Fitzgibbons, Gerald, S.J. Catholic Action in the High School, National Catholic Educational Association Bulletin, Vol. XXVIII, #1 Nov. 1931, pp. 864.

The author of this article deplors the lack of Catholic lay leaders. He urges more Catholic action in the High Schools. Youth should receive more training for this during the high school courses.

- 17 Jordan, Rev. E.B. The Philosophy of Catholic Education, National Catholic Educational Association Bulletin, Vol. XXVII, #1 Nov. 1931 pp. 864.

The article by Father Jordan (pp. 53-66) stresses the need of Catholic philosophy and the need of moulding every child in our Catholic schools according to the principles of that philosophy.

- 18 The Fourteenth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Co., 1922, Bloomington, Ill.

Part IV, Chapter IX, "The Determination of Minimum Essentials in Elementary Geography and History" by W.C. Bagley, is the only part pertinent to this thesis; it gives the method employed by Dr. Bagley and his seminar students in analyzing magazine and newspaper articles.

- 19 Hayes, Carlton. J. H. and Moon, Parker Thomas, Ancient and Medieval History, Macmillan Co., 1929, pp. 893.

A survey was made of this text.

- 20 Hayes, Carlton J. H. and Moon, Parker Thomas, Modern History, Macmillan Co., 1923, pp. 890

A text used in the chapter on textbooks.

- 21 Johnson, Henry, Teaching of History in Elementary and Secondary Schools, Macmillan Co., 1926 New York, pp. 497

This is used extensively in the Teachers' Course in History. Its description of the evolution of history courses in the U. S. is interesting. It describes the Madison Conference, and the several committees, tracing history in the school curriculum of the U.S. However, it lacks a description of the scientific approach to curriculum making.



- 22 Kelty, Mary, Teaching American History in the Middle Grades of the Elementary School, Ginn & Co., Chicago, Ill. 1929,

The chapter on the educational trends is particularly good, especially since on page 5 Miss Kelty states that this work is based as much as possible on the scientific studies available. The personages are selected from Bagley's, Washburne, and other lists. The interesting thing about this work, is the formation of a text using the result of the scientific studies available.

- 23 Kennedy, P. J. and Sons, The Official Catholic Directory, P. J. Kennedy & Sons, 1933, pp. 1192.

The names and addresses of the fifty Catholic High Schools were taken from this source, also statistics regarding Catholic schools.

- 24 Kimball, Reginald, S. Current Events Instruction, Houghton Mifflin Co., 1929, Chicago, pp. 310.

The importance of current events in the school curriculum, systematic methods of using them in connection with geography, English, civics, history, and methods of making current events attractive are given serious and constructive attention in this book. It contains, moreover, chapters by Paul Klapper, R. W. Hatch, Daniel Knowlton, and Leonard Packard, and how current events should be made attractive, even though they are "painless instruction."

- 25 Klapper, Paul, Contemporary Education, its Principles and Practice. D. Appleton & Co., New York 1929, pp. 660

- 26 Koos, Leonard, V. The American Secondary School Ginn & Co., 1927 Chicago, pp 755.

Chapters XI, XII, XIV, of this source relate to curriculum in high schools. Bobbitt, Charters, and Rugg are quoted as to their ideas on curriculum. The work under "The Social Studies" pp. 400-414 includes the aims in the teaching of history.

- 27 Koos, Leonard V., The Questionnaire in Education, Macmillan Co., 1928 New York, pp. 178

This is a timely contribution. It proves by tables how the questionnaire is a valuable, reliable, and worthwhile method of obtaining data for educational purposes. The author deplores the outbreaks against the questionnaire investigations. He gives splendid recommendations to the sender and to the recipient. One of these recommendations, that the sender have try-outs before sending, is worthwhile.

- 28 National Education Association of the United States,  
Proceedings of the Sixty-Seventh Annual Meeting, 1929  
Vol. 67.

"Newspaper as a Force in the Changing World--Abstract" by Gladys Boyington pp 639-641 is the only reference which was used from this source.

- 29 More, Ernest C. Minimum Course of Study, Macmillan Co., 1923, New York, pp.402.

While this book is concerned with elementary education, the method of approach to obtaining a curriculum for the schools of southern California is interesting. Their scientific approach is largely through the questionnaire method. The aims drawn up for the teaching of each subject differ from the older methods of curriculum making. The only use I made of this work was to page through it and notice the methods of drawing up the course of study.

- 30 O'Brien, Rev. W. D. "The Extension Magazine",  
Broadcasting, pamphlet, Catholic Church Extension  
Society, Chicago, pp. 12.

This pamphlet was received in one of  
the answers to the questionnaire re-  
garding the description of magazines.

- 31 Purcell, Richard J. Ph. D. The American Nation  
Ginn & Co. 1929, pp. 743.

A textbook used in the chapter on  
textbooks.

- 32 Research Bulletin of N.E.A. Vol. VI, No L. Published  
by the Research Division of N.E.A. 1201 16th Str.  
N.W. Jan. 1928, Washington, D.C. pp. 79

The division "Research and the Curriculum  
in Social Studies," pp. 30-35 contain recommenda-  
tions made by outstanding committees relative to  
the Social Studies.

- 33 Snedden, David, Sociological Determination of Objec-  
tives in Education, Lippincott Co., 1921, Philadel-  
phia pp. 322.

In Chapter III the author makes the point  
that curricula adaptations have not kept  
pace with the dynamic changes in American  
life. The question of the American high  
school in 1925 is interesting to us who have  
seen it at what Dr. Snedden called its ma-  
jority. This work is the type that wishes  
to break with many traditions of the past  
and blaze a new trail in the educational  
field.

- 34 Social Studies Eleventh and Twelfth Years. State of Minnesota, The Secondary School Curriculum and Syllabi of Subjects---Bulletin, No. 2-B, Department of Education, St. Paul, Minn. June 1932.

This includes American history and social science. This course of study is very practical for the reason that the units are specifically outlined with important details and the number of weeks devoted to each unit. While I do not agree with the selections of the aims and objectives, and in our Catholic schools there is more material to be added, I consider the syllabi the best that I have seen for the teaching of Social Studies in High School.

- 35 Social Studies Ninth and Tenth Years.--- Ancient History, Modern World History, The Secondary School Curriculum and Syllabi of Subjects--Bulletin, No. C-2 Department of Education, St. Paul, Minn. 1931

The same comment holds good for this syllabi as the preceding one.

- 36 Tryon, Rolla M. The Teaching of History in Junior and Senior High Schools, Ginn & Co. 1921 Chicago.

Chapter XI, "Planning the Course and the Lesson" is pertinent to this article.

- 37 The Twenty-Second Yearbook of the National Society For the Study of Education, Part II, "The Social Studies in Elementary and Secondary Schools," edited by Guy Montrose Whipple, Public School Publishing Co., 1923, Bloomington, Ill. pp. 344.

This compilation was prepared under the direction of H.O.Rugg, and has chapters by Washburne, E. Horn, H. O. Rugg, Earle Rugg, Charles Judd, and other educators who have aided in curriculum making in the Social Studies. It emphasizes the point that curriculum making must be scientific.

- 38 The Twenty-Sixth Year Book of the National Society for the Study of Education, Part II, Public School Publishing Co., 1927, Bloomington, Ill. p.338

This yearbook is devoted largely to the problem of how the content of curriculum shall be selected and assembled.

- 39 Wilson, Samuel Knox, S. J. American History, Loyola University Press, Chicago, 1929, pp. 816.

This text was used in the survey.

- 40 Vitalizing the High School Curriculum, Research Bulletin of National Educational Association, Vol. VII, No. 4. September 1929, published by the Research Division of N. E.A. 1201 16th Str. N. W. Washington, D.C. pp. 275

The division "Curriculum Studies in the Social Sciences" deals with scientific approach to curriculum and is splendid. The references are exact and furnish a new list for the worker in this field. This article consists largely of quotations from various authors.

## II Periodicals and Magazine Articles:

The following magazines were used in the analysis of personages, places, events and dates. A description of each magazine with the results of the questionnaire on magazines is found in one of the chapters in this thesis.

### 1 America.

120 issues were read, from January 1928 to January 1933. Alternate issues, two to each month were taken. Volumes included were from #38 to #49.

The dates, January 1, 1928 to January 1, 1933 mentioned for the America, are the same for the remainder of the list.

### 2 American Catholic Historical Society. Records.

Vol. #39	Complete	1928
Vol. #40	Nos. 1-2-4	1929
Vol. #41	Nos. 3-4	1930
Vol. #42	Complete	1931
Vol. #43	Nos. 1-2-3	1932.

### 3 Blackfriars.

Vol. #90	Complete	1928
Vol. #10	Complete	1929
Vol. #11	All numbers except July and December	1930
Vol. #12	June missing	1931
Vol. #13	March, October, November missing.	1932

### 4 Catholic Historical Review.

N. S. Vol. #8	Complete	1928
Vol. #15 (n.s. Vol. #9 complete)		1929
Vol. #16	Complete	1930
Vol. #17	Nos. 1-2-4	1931
Vol. #18	No. 1	1932

5 Catholic Mind.

120 issues were read, from Vol. #26 to Vol. #30 inclusive.

6 Catholic World.

60 issues were read, from Vol. #126 to Vol. #136 inclusive.

7 Columbia

60 issues were read, from Vol. #7 to Vol. #11 inclusive.

8 Commonweal

120 issues were read, alternate issues, two to each month. Vol. #7 to Vol. #17 inclusive.

9 Dublin Review

Nos. 365, 367, 368, 370, 372, 373, 374, 375, 376, 377, 378, 380, 381, 382.

10 Extension.

60 issues were read, from Vol. #23 to Vol. #27 inclusive.

11 Fortnightly Review.

This was a semi-monthly magazine until May 1929. 69 issues were read, from Vol. #38 to Vol. #40 inclusive.

12 New Scholasticism

Vol. #2	complete	1928
Vol. #3	complete	1929
Vol. #4	complete	1930
Vol. #5	Nos. 1-2-4	1931
Vol. #6	No. 2	1932

13 The Sower

20 issues were read, No. #86 to #105 inclusive.

14 Truth

Vol. #32	complete	1928
Vol. #33	complete	1929
Vol. #34	complete	1930
Vol. #35	complete	1931
Vol. #36	November missing	1932.

15 Gillis, Rev. James. Editorial, "Catholic World"

(October 1928) Vol. #116

## 16 Keator, A.D. "Popularity of American Magazines,"

The Library Journal, Vo. #55 (June 1, 1930)

pp. 499-502.

## 17 Maier, Rev. E. F. "Mathew Carey, Publicist and

Politician, " American Catholic Historical Society.

Records. Vol. #39 (June 1928)

18 Shuster, G. N. "Below the Book" Commonweal, Vol XI,

(November 13, 1929)