A study of the historical material used in discussing modern civic problems

J. A. Swisher

State University of Iowa

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A STUDY OF THE HISTORICAL MATERIAL USED IN DISCUSSING
MODERN CIVIC PROBLEMS

By

J. A. Swisher

Submitted to the Faculty of the Graduate College
of the State University of Iowa in Nineteen-Eighteen in
Partial Fulfillment of the Requirements
for the Degree of Master of Arts

Iowa City, Iowa
1918
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The subject of this study was suggested by Dr. Ernest Horn, under whose direction and supervision it has been pursued. Acknowledgment is made of obligations to him for the helpful suggestions and criticisms which have materially aided in bringing this report to its present form. Appreciation is also due to the members of the Political Science Department of the State University of Iowa for suggesting the reference books used in this study. Appreciation should also be expressed to Prof. F. C. Ensign for his helpful suggestions.
Introduction:

The purpose of this study is to ascertain what historical facts are most frequently mentioned in connection with modern civic questions, and thereby to determine, in a measure, what facts are essential to an intelligent understanding of modern civic problems, conditions, and activities.

Former Studies.

There has developed, in the field of education within recent years, a desire to know what facts should be taught in any given subject of the school curriculum. This desire has led to numerous studies in an attempt to find the best method of determining the minimum essentials for any particular subject. In subjects such as spelling, for example, the problem has been comparatively simple. While the authorities do not all agree as to the best method to pursue in determining the essentials, it is perfectly clear that the problem may be removed somewhat from the field of mere individual opinion, and to that extent, it may be approached in an experimental and scientific manner. Words for spelling may be selected upon the basis of frequency of occurrence, or they may be chosen because of the comparative ease with which they are spelled. In either case the approach is simple and direct. In other subjects, such as geography or history, the means of securing objective data is more difficult. In connection with
such subjects, however, a few scientific studies have been made. The result of this work, it is believed, is significant as marking the present tendency, and as indicating future possibilities in the field of curriculum making. It may be well, therefore, to review briefly the work that has been done, to indicate where-in the data secured are significant, and, if possible, to suggest methods for further investigation.

At a meeting of the Committee on Economy and Time held in 1912 it was suggested that current literature could be profitably employed as a standard for determining the kind of geographical information that the schools should provide. It was believed that the geographical facts actually used in literature vary widely from those taught in the public schools.

Acting upon this suggestion, in 1913, Prof. William C. Bagley together with a number of graduate students at the University of Illinois made a study of the geographical and historical references found in a large number of newspapers and magazines. (1) This investigation in so far as it deals with historical material is significant in this connection. It was found, for example, that Presidents are more frequently referred to than any other group of historical personages-

(1) The Fourteenth Year Book of the National Society for the Study of Education. p. 131.
the name of Lincoln being found the most frequently. The following table indicates the twelve Americans, not now living, who were most frequently mentioned. (Lincoln is given an arbitrary value of 100.) (2)

<table>
<thead>
<tr>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln</td>
<td>100</td>
</tr>
<tr>
<td>Washington</td>
<td>66</td>
</tr>
<tr>
<td>Jefferson</td>
<td>51</td>
</tr>
<tr>
<td>Jackson</td>
<td>24</td>
</tr>
<tr>
<td>Grant</td>
<td>20</td>
</tr>
<tr>
<td>Clay</td>
<td>20</td>
</tr>
<tr>
<td>Cleveland</td>
<td>17</td>
</tr>
<tr>
<td>McKinley</td>
<td>17</td>
</tr>
<tr>
<td>Webster</td>
<td>13</td>
</tr>
<tr>
<td>Franklin</td>
<td>10</td>
</tr>
<tr>
<td>J.Q. Adams</td>
<td>10</td>
</tr>
<tr>
<td>Buchanan</td>
<td>10</td>
</tr>
</tbody>
</table>

In reading articles from a general and rather popular magazine covering a period of ten years it was found that European characters were frequently mentioned. Of these persons the name of Napoleon appears most frequently. Other names frequently mentioned are Caesar, Louis XIV, Jeanne d'Arc, and Luther. In this connection Prof. Bagley observes that "Caesar is referred to more frequently than any American character except Lincoln, Washington, and Roosevelt; Jeanne d'Arc as often as Cleveland; and Napoleon more frequently than any living political or military character." (3)

This study is significant in showing the kind of historical material found in modern newspapers and magazines.


(3) The Fourteenth Year Book of the National Society for the Study of Education. p. 137.
If one can say that the newspapers and magazines represent a criterian of what the child should be taught in the public school, and if the study is considered as adequate, then the data secured by Mr. Bagley must be taken as representing essentials which should be considered in connection with the making of a course of study in history.

In recent years, however, there has developed the idea that the study of history is important primarily because of the light that it throws upon modern problems. It is conceivable that many of the historical references in the modern newspapers and magazines appear there because of existing conventionalities, and because of the social like-minded-ness of men, rather than because of any vital connection which they have with modern problems. If this more recent conception of history were accepted, and a study made with a view to ascertain the historical characters most closely connected with present-day problems, it is possible that the results would differ somewhat from those obtained by Mr. Bagley. His study is valuable, however, as an early attempt to evaluate data. Accordingly, the results obtained should not be minimized.

A second method of determining the minimum essentials in history was attempted under the direction of Prof. Bagley in 1914. At this time a questionnaire was submitted to 150 members of the American Historical Association, 52 dates were mentioned with the request that the 20 most important dates in this list be arranged in order of their importance, and that other dates not given be inserted, if in the judgment of the
persons making the reply, these other dates were more im-
portant than any given in the list. Eighty-six replies were
received in response to this questionnaire. Of these 49 were
used in making a final report. The 20 dates which received
the highest ranking were as follows: (4)

1. - 1776  
2. - 1492  
3. - 1607  
4. - 1789  
5. - 1620  
6. - 1803  
7. - 1861 (April 14)  
8. - 1787  
9. - 1863 (January 1)  
10. - 1820  
11. - 1812  
12. - 1765  
13. - 1783  
14. - 1865 (April 14)  
15. - 1850  
16. - 1854  
17. - 1775  
18. - 1781  
19. - 1823  
20. - 1846

This second study attempts to determine the essentials
by taking the judgment of a large group of individuals. It
is conceded that group opinion is, as a rule, more reliable
than is the opinion of a single individual. Group opinion
does not, however, represent scientific results and is, there­
fore, not considered as the best evidence.

A further objectionable feature is found in the fact
that a list of fifty-two dates was selected as a basis of the
study. This is comparable to asking a leading question. The
tendency would be to choose from the dates already mentioned
and not to add others to the list. Moreover, from the view-
point of the study of modern problems it would seem that a

(4) The Fourteenth Year Book of the National Society for the
Study of Education. p. 140.
majority of the persons questioned would, upon reflection, agree that certain dates, such as those marking the beginning of large industrial and political movements are more important than many of the dates chosen. It should be noted, moreover, that the knowledge of the approximate location of a period in history, such, for example, as the reconstruction period in American history, is not suggested by such a questionnaire.

The results of the newspaper-magazine study suggested the need of further research and investigation. Accordingly, a third study was undertaken by Prof. Bagley and Mr. H. O. Rugg, with a view to ascertain what historical facts are actually being taught in the elementary schools. As a basis of this investigation twenty-four text-books were analyzed. The results show that in the more recently published books there is clearly a tendency to lay less stress upon military affairs and to give more attention to social and economic problems.

In the opinion of Mr. Bagley the names of persons found in connection with the various periods of history are particularly significant. Indeed he expresses a belief that "there is no 'Hall of Fame' that can compare for a moment with the common pabulum of the elementary program." (5)

For the period of exploration and discovery, a total of 109 names were found in 22 books. Of these names only 4

were found in all of the 22 books. Giving these an arbitrary value of 100, the ranking is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus</td>
<td>100</td>
</tr>
<tr>
<td>John Cabot</td>
<td>100</td>
</tr>
<tr>
<td>Balboa</td>
<td>100</td>
</tr>
<tr>
<td>Raleigh</td>
<td>100</td>
</tr>
<tr>
<td>Vespucci</td>
<td>95.5</td>
</tr>
<tr>
<td>Drake</td>
<td>95.5</td>
</tr>
<tr>
<td>Queen Elizabeth</td>
<td>95.5</td>
</tr>
<tr>
<td>Sebastian Cabot</td>
<td>91</td>
</tr>
<tr>
<td>Ponce de Leon</td>
<td>91</td>
</tr>
<tr>
<td>Queen Isabella</td>
<td>91</td>
</tr>
<tr>
<td>Gilbert</td>
<td>86.5</td>
</tr>
<tr>
<td>Magellan</td>
<td>82</td>
</tr>
<tr>
<td>Cortes</td>
<td>82</td>
</tr>
<tr>
<td>Virginia Dare</td>
<td>82</td>
</tr>
<tr>
<td>De Sota</td>
<td>77.5</td>
</tr>
<tr>
<td>Verrazano</td>
<td>77.5</td>
</tr>
<tr>
<td>Menendez</td>
<td>77.5</td>
</tr>
<tr>
<td>White</td>
<td>77.5</td>
</tr>
<tr>
<td>Narvaez</td>
<td>77.5</td>
</tr>
<tr>
<td>King Ferdinand</td>
<td>77.5</td>
</tr>
<tr>
<td>Cartier</td>
<td>77.5</td>
</tr>
<tr>
<td>Leif Ericason</td>
<td>73</td>
</tr>
<tr>
<td>Gosnold</td>
<td>73</td>
</tr>
<tr>
<td>Henry VII</td>
<td>73</td>
</tr>
</tbody>
</table>

For the period of colonial growth the names given are:

John Smith, John Winthrop, Peter Stuyvesant, William Penn, Roger Williams, Edmund Andros, William Berkely, James Oglethorpe, George Carteret, Nathaniel Bacon, Pocahontas, King Philip, George Calvert and John Berkely.

For the Revolutionary period are found the following:

(The first 7 having an arbitrary value of 100.) (6)

<table>
<thead>
<tr>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>100</td>
</tr>
<tr>
<td>Greene</td>
<td>100</td>
</tr>
<tr>
<td>Gates</td>
<td>100</td>
</tr>
<tr>
<td>Arnold</td>
<td>100</td>
</tr>
<tr>
<td>Cornwallis</td>
<td>100</td>
</tr>
<tr>
<td>Gage</td>
<td>100</td>
</tr>
<tr>
<td>Lafayette</td>
<td>100</td>
</tr>
<tr>
<td>Franklin</td>
<td>95</td>
</tr>
<tr>
<td>Jones</td>
<td>95</td>
</tr>
<tr>
<td>Stark</td>
<td>95</td>
</tr>
<tr>
<td>Wagne</td>
<td>95</td>
</tr>
<tr>
<td>Howe</td>
<td>95</td>
</tr>
<tr>
<td>Schuyler</td>
<td>90</td>
</tr>
<tr>
<td>Allen</td>
<td>85</td>
</tr>
<tr>
<td>DeKalb</td>
<td>85</td>
</tr>
<tr>
<td>Morgan</td>
<td>85</td>
</tr>
<tr>
<td>Tarleton</td>
<td>85</td>
</tr>
<tr>
<td>Lincoln</td>
<td>85</td>
</tr>
<tr>
<td>Warren</td>
<td>80</td>
</tr>
<tr>
<td>Putnam</td>
<td>80</td>
</tr>
<tr>
<td>Montgomery</td>
<td>80</td>
</tr>
<tr>
<td>J. Adams</td>
<td>80</td>
</tr>
</tbody>
</table>

For the period 1783 - 1812 the men ranking the highest are Washington, John Adams, Jefferson, Madison, Jay, Hamilton, Napoleon, Aaron Burr and Tecumseh.

From 1812 - 1861 the leading men as indicated by this study are: O. H. Perry, Winfield Scott, Henry Clay, John Calhoun, J. C. Freemont, John Brown, Isaac Hull, Webster, Douglas, and Dred Scott.

The histories in dealing with the period of the Civil war indicate the importance of the following men: Lincoln, Anderson, Beauregard, Jackson, McDowell, McClellan, Rosencrans, J. E. Johnston, A. S. Johnston, Burnside, Buell, Thomas, Grant, Farragut, Davis, Sherman, Lee, Hooker, Meade, Early, Sheridan, Bragg, Mason, Slidell, Pope, and Hood. (7)

(7) The study from which these data were taken was published in Bulletin No. 16 of the School of Education, University of Illinois. A Summary of the names and topics is embodied in an article by Prof. Bagley published in The Sixteenth Year Book of the National Society for the Study of Education.
The results of this study are significant as showing the material that has actually been taught in the public school during the past years, and as such the study is valuable and presents facts in their true light. Here again, however, no attempt is made to evaluate the men in terms of their connection with modern problems.

In the fall of 1916 Dr. Ernest Horn of the State University of Iowa conducted a study the purpose of which was to determine what the content of the course of study in history would be if such material as is not essential to an intelligent understanding of present-day problems were eliminated, and if items which are essential to such an understanding were added. Briefly, the problem was to determine just what historical facts are essential to a clear understanding of modern conditions.

The study was undertaken with the belief that an author in dealing with any given problem will use such historical material as in his judgment is essential to a clear understanding of his subject. Accordingly a list of twenty-seven books dealing with crucial present-day problems was chosen, and analyzed to find the historical material actually used by the authors. To supplement this data a group of graduate students at the State University of Iowa checked the historical material in the International Encyclopedia in
in connection with thirty-eight topics, with cross references sufficient to make a total of one hundred and forty-two articles.

In this study it was found that census dates appeared much more frequently than non-census dates. Moreover, it was found that the dates commonly insisted upon in the study of history, as for example, 1492, 1607, 1765, 1812, and April 14th, 1861 very rarely appeared.

With regards to the periods of history and the countries referred to, it was found that the history of modern times is mentioned much more frequently than that of the remote periods. American history received more attention than that of foreign countries. Considering the foreign countries alone the order of frequency of mention was as follows: England, Germany, France, Russia; other countries frequently mentioned were Norway, Sweden, Holland, Belgium, and New Zealand.

Another striking contrast found in this study was in connection with the persons mentioned. The list is markedly different from Dr. Bagley's "Hall of Fame". The ten names appearing most frequently were: Roosevelt, Adam Smith, John Stuart Mill, Malthus, Napoleon, Karl Marx, Robert Owen, Gompers, Ricardo, and Wilson.

It is not contended that the frequency with which a name appears can be taken as an index to the greatness of
the man. Indeed, it is agreed that occasionally names which have little claim to greatness, must never-the-less be reckoned with, and accordingly are frequently found in print. Moreover, it is clearly shown that men of more recent years are, in general, mentioned more frequently than those of more remote periods. Notwithstanding these facts, it is believed that the frequency test is valuable in eliminating individuals who are not directly connected with present day problems.

This study differs from those previously made, in that it attacks the question through a direct study of modern problems, and seeks to point out the relation that history bears to the development of such problems. This leads one to consider history aside from its conventional aspect. It presents relative values, and indicates in a measure what facts should be taught in order that the pupil may understand existing conditions. Obviously, the material for a study of this kind is unlimited. Moreover, it is clear that the more extensive the study, and the more numerous the problems studied, the more nearly reliable will be the results.
Method of Conducting the Study

No very extensive study is required to convince one that historical references are found in connection with the discussion of practically every modern problem. Take for example the question of Civil Service. No adequate understanding of the subject can be secured without reference to history. In discussing this topic a leading cyclopedia presents the historical setting in the following language:

"Following the unsuccessful attempts to mitigate the evils of the spoils system, first by means of noncompetitive examinations under the law passed in 1853 and second through competitive examination established by authority of the Civil Service Act of 1871, which failed of its purpose owing to the opposition of Congress, a complete and detailed civil service law, known as the Pendleton Act, was signed by President Arthur on January 16, 1883". (8)

Thus history is made the basis of the discussion, and necessarily so. The same is true of almost any subject connected with modern problems.

Moreover, many of the modern problems have political significance. Indeed many of them are primarily political questions. Because of this fact it has seemed wise

to conduct the present study with a view to determine what historical facts are essential to an understanding of modern political problems.

The investigation has been undertaken with the hypothesis that if a representative list of modern political problems could be secured, and if books dealing with these problems could be carefully analyzed, with a view to obtain all historical references, the results obtained would represent, in a fair measure, the sort of historical material, which in the judgment of the authors is essential to a proper understanding of the problems considered.

Accordingly, members of the staff in the department of Political Science of the State University of Iowa were asked to make a list of crucial present-day political problems, and to indicate a book dealing in a representative manner with each of these problems. Books which deal primarily with local conditions, and also books which are plainly historical were barred from consideration.

As a result of the choices expressed by these men, the following list of twenty-two books was chosen as a basis of the study:


   (Civil Service) Ginn and Co. 1909.

   Macmillan Co. 1906.


   Yale Uni. Press. 1913.

To supplement the data secured from these books, Twenty-two articles, corresponding in subject matter with the material found in each of the several books, were checked in the Cyclopedia of American Government. The data thus obtained were compiled separately, and are frequently used as a basis of comparison.

In analyzing the material both in the books and the cyclopedia articles an attempt was made to secure the following classes of data.

1. The historical characters referred to in each book.
2. Specific dates, and the frequency of reference to the various periods in history. For periods prior to 1860, the classification was made to correspond to that followed by Dr. Horn in his study in The Sixteenth Year Book of the National Society for the Study of Education. Following the date 1860, ten year periods were used.
3. The frequency of reference to the leading foreign countries.
4. Historical movements, events, conditions and problems.

In analyzing the material in this connection an outline, given by Albion W. Small in his General Sociology was used as the basis.

This outline was adopted because it is believed to be a standard outline of movements, conditions and events in the field of social service.
It represents a very thorough study by an eminent authority and is recognized as presenting modern educational views.

According to Dr. Small's presentation there are six general heads under which the efforts and activities of man may be grouped. These headings are:

I. Achievements for the Protection of Health.
II. Achievements for the Promotion of Wealth.
III. Achievements in Harmonizing Human Relations.
   A. Political Achievements.
   B. Industrial and Property Interests.
   C. Opportunities for Culture.
IV. Achievements in Discovery and Spread of Knowledge.
V. Achievements of Fine Arts.
VI. Achievements in Religion. (9)

It is a fact recognized among leading educators that the individual differences and the variability of opinion render it very difficult for two persons to check the same material and secure the same results -- even though they follow a very detailed outline. As an example of this, Dr. Horn in 1915 asked eight individuals to check the same page of a certain newspaper with a view to ascertain how many modern problems were mentioned.

(9) The complete outline by Dr. Small is given as an appendix to this manuscript.
The scoring was done in connection with an outline consisting of broad topics, and the results show a very wide range of opinion. One of the eight individuals found only 30 modern problems where another found 137.

Because of the recognition of the difficulties in securing uniform results, it was thought best not to follow the details of Mr. Small's outline, but to list each individual reference under the exact name used by the author, and to assemble these items under the several main headings of the outline. For example, in the book dealing with Statute Law-Making, the specific references which have to do with health are found in connection with Pure Food Regulations. Accordingly, Pure Food is made a sub-topic under the general heading of Achievements for the Protection of Health. In like manner, in the discussion of Child Labor, reference is made to the regulation of injurious employments, health regulation for children in factories, and improved safety devices. These specific subjects are, therefore, made sub-topics under the general heading of health, and each sub-topic is checked in order to indicate the frequency of mention.

This method, it is believed, eliminates to a very large extent the variability of opinion, and at the same time secures valuable data with reference to specific subjects dealt with by the several authors.

In checking and classifying these historical data, the following rules and regulations were observed.
1. Score only those references that are clearly historical.
2. In case of historical movements, events and problems, indicate the same in the specific terms of the author, and place the reference under the main section of the outline where it seems most logically to belong. In case the reference clearly has a double significance it may be checked under two headings as for example, under the Protection of Health and under Achievements in Harmonizing Human Relations.

A legislative measure dealing with health regulations, or one providing for the use of safety devices might fall in this class.

3. Score any given item but once in a single paragraph.
4. Dates in parenthesis are not to be checked.
Specific dates are not counted in determining references to general periods.

The analysis of a single paragraph may serve to further illustrate the classes of data desired, and the method used in checking the several books and cyclopedia articles. The following paragraph taken from a contemporary writer upon the subject of Equal Suffrage will serve as the basis of this analysis. This author says:

"The movement for equal suffrage may be said to have begun in England toward the close of the eighteenth century. In 1792 Mary Wollstonecraft published a book on the Vindication of the Rights of Women which, though greeted with a
storm of ridicule and abuse, gave the first considerable impulse to a discussion on the subject. In 1797 Charles Fox is quoted as saying that all the superior classes of the female sex in England must be more capable of exercising the elective suffrage with deliberation and propriety than the uninformed individuals of the lowest class of men to whom the advocates of universal suffrage would extend it. Bentham likewise remarked upon the injustice of refusing women the right to vote. In 1835 Bailey strongly advocated the extension of the suffrage to women in his treatise entitled The Rationale of Political Representation. Likewise Benjamin Disraeli in 1848 declared in the House of Commons that he saw no reason for denying women the right to vote. But the most influential advocate of equal suffrage in England was John Stuart Mill, who espoused the cause with great power in his book on The Subjugation of Women published in 1869. Moreover, in 1867 Mill championed the cause of equal suffrage in the House of Commons by proposing it as an amendment to the Reform Bill then pending." (10)

The specific items of historic interest in this paragraph are (1) Equal Suffrage - a subject to be classified under the heading of Achievements in Harmonizing Human Relations.

(2) Reform Bill - Likewise under the heading of Achievements in Harmonizing Human Relations.

(3) England - to be placed under the classification of the leading foreign countries. Equal suffrage is mentioned three times, but since there is but a single paragraph the subject receives but one check. England is mentioned twice but receives but one check.

The specific dates occurring in this paragraph are 1792, 1797, 1835, 1848, 1867, 1869. The general period of the eighteenth century is also mentioned.

The historical characters mentioned are Bailey, Bentham, Benjamin Disraeli, Charles Fox, John Stuart Mill, and Mary Wollstonecraft. Each of these persons receives a single check, notwithstanding the fact that Mill's name appears twice.
Results of the Study

Persons
In analyzing the twenty-two books, a total of 563 names were found. Of this list many appeared but once, others appeared several times, but in connection with a single subject. Twenty-three of the names appeared in connection with at least three subjects. These names are as follows:

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>No. of times Mentioned</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt, Pres.</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Cleveland, Pres.</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Smith, Adam</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>McKinley, Pres.</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Taft, Pres.</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Jackson, Pres.</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Grant, Pres.</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Mill, John Stuart</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Wilson, Pres.</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Garfield, Pres.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Malthus</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Montesquieu</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Eliot, Charles W.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hamilton, Alexander</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Harrison, Pres. W.H.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Walker, Francis</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Hughes, Charles Evans</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Lincoln</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bryce, James</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Clay, Henry</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cobden, Richard</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>List, Frederick</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Washington, Pres.</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

In analyzing the twenty-two articles in the *Cyclopedia of American Government* seventy-nine names were found. Only five of these names, however, were found in connection with more than one subject.
The names ranking highest in these articles are:

<table>
<thead>
<tr>
<th></th>
<th>Number of Articles</th>
<th>No. of times Mentioned</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Taft</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Wilson</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Wright Francis</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

These two lists indicate that authors, in discussing modern civic problems, refer more frequently to the presidents than to men in private life. Six of the names, Cleveland, McKinley, Jackson, Grant, Lincoln, and Clay are found among the list obtained by the graduate students of the University of Illinois in 1913, as referred to on page three of this manuscript. Moreover, five of the names, Roosevelt, Adam Smith, John Stuart Mill, Malthus and Wilson occur in the list presented in the study made by Dr. Horn. On the other hand, it will be observed that the list varies widely from that presented in Mr. Bagley's "Hall of Fame".

Dates
In the books analyzed 214 separate dates were found, and in the Cyclopedia of American Government 89 dates. In the two lists a total of 221 dates occurred, many of which appeared but once. The twenty dates appearing most frequently are as follows:
<table>
<thead>
<tr>
<th>Date</th>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>17</td>
<td>78</td>
</tr>
<tr>
<td>1900</td>
<td>18</td>
<td>73</td>
</tr>
<tr>
<td>1908</td>
<td>13</td>
<td>71</td>
</tr>
<tr>
<td>1912</td>
<td>19</td>
<td>69</td>
</tr>
<tr>
<td>1890</td>
<td>20</td>
<td>66</td>
</tr>
<tr>
<td>1907</td>
<td>18</td>
<td>61</td>
</tr>
<tr>
<td>1894</td>
<td>14</td>
<td>54</td>
</tr>
<tr>
<td>1897</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>1909</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>1896</td>
<td>13</td>
<td>45</td>
</tr>
<tr>
<td>1898</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>1901</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>1904</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>1903</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>1911</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>1899</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>1887</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>1882</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>1893</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>1906</td>
<td>10</td>
<td>33</td>
</tr>
</tbody>
</table>

It is significant to note that no date prior to 1619 was found in connection with more than one subject. The following table indicates the dates most frequently found for each quarter of a century, subsequent to 1600.

<table>
<thead>
<tr>
<th>Date</th>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1619</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1648</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1676</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1691</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1713</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1746</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1769</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1790</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>
It will be observed from these lists that recent dates appear much more frequently than more remote dates. Moreover, the dates commonly required in the study of history, and those recommended by the members of the American Historical Association are not frequently referred to. The date 1492 was found but once, and that in connection with the problem of immigration. In like manner the date 1607 appeared but once, and 1812 but six times. While 1765, and April 14th, 1861 was not found at all in any of the books or articles.

Historical Periods. A study of the frequency of references in these books and articles to historical periods indicates that in discussing modern problems, authors refer frequently to recent periods, whereas in the elementary texts much attention is given to more remote periods. The data for American History from the present study are summarized in the table below, along with the data from the studies by Horn, and by Bagley and Rugg.
Horn Bagley & Rugg

<table>
<thead>
<tr>
<th>Period</th>
<th>International Books</th>
<th>International Cyclopedia</th>
<th>Elementary Texts</th>
<th>Present work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified</td>
<td>3.7</td>
<td></td>
<td>8.27</td>
<td>0.93</td>
</tr>
<tr>
<td>Dis. &amp; Explor.</td>
<td>0.1</td>
<td>0.67</td>
<td>19.62</td>
<td>2.46</td>
</tr>
<tr>
<td>Col. to 1764</td>
<td>2.5</td>
<td>2.0</td>
<td>13.69</td>
<td>1.72</td>
</tr>
<tr>
<td>1764-1783</td>
<td>3.8</td>
<td>3.5</td>
<td>14.17</td>
<td>4.38</td>
</tr>
<tr>
<td>1783-1812</td>
<td>1.8</td>
<td>6.0</td>
<td>21.00</td>
<td>16.39</td>
</tr>
<tr>
<td>1812-1861</td>
<td>4.7</td>
<td>11.0</td>
<td>24.67</td>
<td>74.12</td>
</tr>
<tr>
<td>1861-1916</td>
<td>85.7</td>
<td>74.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis of the period from 1861 to 1916 is given in the following table:

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage of references to Each Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860-1870</td>
<td>3.58</td>
</tr>
<tr>
<td>1870-1880</td>
<td>7.04</td>
</tr>
<tr>
<td>1880-1890</td>
<td>10.53</td>
</tr>
<tr>
<td>1890-1900</td>
<td>20.53</td>
</tr>
<tr>
<td>1900-1910</td>
<td>22.17</td>
</tr>
<tr>
<td>1910-1917</td>
<td>10.27</td>
</tr>
<tr>
<td>Total since 1860</td>
<td>74.12</td>
</tr>
</tbody>
</table>

In this connection, it is interesting to note that more than 90 per cent of the dates mentioned were those subsequent to 1812, while in the elementary texts less than 48 per cent of the space is devoted to this period of history.

The contrast is even greater if we consider the period since the beginning of the Civil War. (11)

(11) In this connection it should be observed that in the present study all dates are included, while in the other studies compared only those dates referring specifically to American History are included. This would make a slight variation in results.
Foreign Countries: The frequency of reference to foreign countries, as found in this study, corresponds closely to the results obtained in the study by Dr. Horn. He reports that the countries most frequently mentioned are England, Germany, France and Russia. The present study shows that in a discussion of modern civic problems authors refer to England more than twice as often as to any other foreign country, Germany ranks second and France third.

Historical Movements and Events: Following the outlines presented by Mr. Small the historical movements and events were classified under six general headings. (12)

I. Achievements for the Protection of Health.

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanitation</td>
<td>4</td>
</tr>
<tr>
<td>Care of sick</td>
<td>3</td>
</tr>
<tr>
<td>Safety devices</td>
<td>5</td>
</tr>
<tr>
<td>Pure food</td>
<td>3</td>
</tr>
<tr>
<td>Contagious diseases</td>
<td>6</td>
</tr>
</tbody>
</table>

II. Achievements for the Promotion of Wealth.

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade and Commerce</td>
<td>7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>9</td>
</tr>
<tr>
<td>Wages</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>6</td>
</tr>
<tr>
<td>Transportation</td>
<td>4</td>
</tr>
<tr>
<td>Wealth consumed in drink</td>
<td>3</td>
</tr>
<tr>
<td>Slave labor</td>
<td>1</td>
</tr>
<tr>
<td>Industrial revolution</td>
<td>4</td>
</tr>
<tr>
<td>Capital and labor</td>
<td>3</td>
</tr>
<tr>
<td>Mining</td>
<td>2</td>
</tr>
</tbody>
</table>

(12) Items mentioned in connection with only one subject are omitted.
III. Achievements in Harmonizing Human Relations.

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Legislation</td>
<td>14</td>
</tr>
<tr>
<td>State legislation</td>
<td>12</td>
</tr>
<tr>
<td>Foreign legislation</td>
<td>10</td>
</tr>
<tr>
<td>Boards and Commissions</td>
<td>8</td>
</tr>
<tr>
<td>Elections</td>
<td>7</td>
</tr>
<tr>
<td>Tariff</td>
<td>8</td>
</tr>
<tr>
<td>Municipal Government</td>
<td>9</td>
</tr>
<tr>
<td>Civil Service</td>
<td>8</td>
</tr>
<tr>
<td>Representation</td>
<td>3</td>
</tr>
<tr>
<td>Immigration</td>
<td>2</td>
</tr>
<tr>
<td>Taxation</td>
<td>5</td>
</tr>
<tr>
<td>Referendum</td>
<td>8</td>
</tr>
<tr>
<td>Poor Relief</td>
<td>4</td>
</tr>
<tr>
<td>Inter State Commerce</td>
<td>3</td>
</tr>
<tr>
<td>Federal Constitution</td>
<td>8</td>
</tr>
<tr>
<td>Nominations</td>
<td>4</td>
</tr>
<tr>
<td>Commission Plan</td>
<td>2</td>
</tr>
<tr>
<td>Initiative</td>
<td>6</td>
</tr>
<tr>
<td>Federal Executive</td>
<td>7</td>
</tr>
<tr>
<td>Trusts</td>
<td>6</td>
</tr>
<tr>
<td>State Constitution</td>
<td>5</td>
</tr>
<tr>
<td>Unemployment</td>
<td>4</td>
</tr>
<tr>
<td>Suffrage</td>
<td>4</td>
</tr>
<tr>
<td>Short Ballot</td>
<td>5</td>
</tr>
<tr>
<td>Liquor legislation</td>
<td>3</td>
</tr>
<tr>
<td>Old Age Pension</td>
<td>5</td>
</tr>
<tr>
<td>Federal Judiciary</td>
<td>6</td>
</tr>
<tr>
<td>Pauperism</td>
<td>3</td>
</tr>
<tr>
<td>Spoil System</td>
<td>3</td>
</tr>
<tr>
<td>State Judiciary</td>
<td>3</td>
</tr>
<tr>
<td>Insurance</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Judiciary</td>
<td>4</td>
</tr>
<tr>
<td>Strikes</td>
<td>3</td>
</tr>
<tr>
<td>Legislative Reference</td>
<td>3</td>
</tr>
<tr>
<td>Crime</td>
<td>2</td>
</tr>
<tr>
<td>International Law</td>
<td>2</td>
</tr>
<tr>
<td>Child Labor</td>
<td>3</td>
</tr>
<tr>
<td>Civil War</td>
<td>8</td>
</tr>
<tr>
<td>American Revolution</td>
<td>6</td>
</tr>
<tr>
<td>European War</td>
<td>5</td>
</tr>
<tr>
<td>French Revolution</td>
<td>6</td>
</tr>
<tr>
<td>Spanish American</td>
<td>2</td>
</tr>
<tr>
<td>Boer War</td>
<td>3</td>
</tr>
</tbody>
</table>

Wars

<table>
<thead>
<tr>
<th>Wars</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>8</td>
</tr>
<tr>
<td>American Revolution</td>
<td>6</td>
</tr>
<tr>
<td>European War</td>
<td>5</td>
</tr>
<tr>
<td>French Revolution</td>
<td>6</td>
</tr>
<tr>
<td>Spanish American</td>
<td>2</td>
</tr>
<tr>
<td>Boer War</td>
<td>3</td>
</tr>
</tbody>
</table>
IV. Achievement in Discovery and Spread of Knowledge.

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Press</td>
<td>8</td>
</tr>
<tr>
<td>Schools</td>
<td>5</td>
</tr>
<tr>
<td>Women in Education</td>
<td>2</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>5</td>
</tr>
</tbody>
</table>

V. Achievements in Fine Arts.

VI. Achievements in Religion.

<table>
<thead>
<tr>
<th>Different Problems</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Freedom</td>
<td>3</td>
</tr>
<tr>
<td>Catholicism</td>
<td>2</td>
</tr>
<tr>
<td>Oaths and religion</td>
<td>2</td>
</tr>
</tbody>
</table>

Conclusions

This study does not attempt to arrive at a complete course of study, but only to ascertain, in a measure, what facts are essential to an intelligent understanding of modern civic problems. Moreover, the author realizes that the present changing conditions may radically change the emphasis which should be given modern civic problems, and thus greatly influence the making of a course of study. The data secured, however, seem to justify certain conclusions, which may be summarized as follows:
(1) With regard to historical characters, it will be observed that aside from the Presidents, the names of modern economic and political leaders have been found most frequently mentioned. Many modern educators emphasize the importance of the study of biography in connection with the study of history. In the light of the present study, it is believed that biography is essential, and especially that the biography of men who have been connected with the development of modern problems, should be emphasized.

(2) The dates in history which are apparently of most importance to the student of modern civic problems, are those subsequent to 1890. There has been much debate as to the importance of dates in history, and there is still a wide variation of opinion. The present study does not attempt to answer this question, but it does indicate that many of the early dates often required in history are in no way essential to the understanding of modern civic problems.

(3) The historical facts and events of most importance to the student of modern civic problems, are those in connection with such subjects as Legislation; Municipal Government; Bureaus, Boards and Commissions; Tariff; Political Parties; Civil Service; The Federal Constitution; and Poor Relief.
If then we are justified in assuming that one of the functions of the teaching of history is to develop a better knowledge of modern civic problems, and to lead to a more intelligent understanding of political issues, it would seem advisable to reconstruct the course of study in history, in such a way as to emphasize the subjects mentioned above and to give less attention to the consideration of such isolated historical facts as are frequently found in the modern text.
APPENDIX

The Outline presented by Dr. Small.

DIVISION I. ACHIEVEMENT IN PROMOTING HEALTH.

1. Public sanitation and hygiene, including systems of quarantine, isolation and colonization (for lepers, epileptics, etc.)

2. Preventive and curative medicine and surgery, including the apparatus of hospitals, dispensaries, ambulances, "first aid" instruction to police, etc.

3. Safeguards against accidents and protection in dangerous occupations.

4. Fire and police protection in general.

5. Development of dietetics and prevention of adulteration of food.

6. Protection against disease germs in food.

7. Improved dwellings and workshops.

8. Topographical arrangements of cities, especially extension of workmen's dwellings into suburbs.

9. Water, light, and transportation supply.

10. Parks, playgrounds, sewerage, baths, outings.

11. Promotion of temperance.
12. Control of sexual vice, and treatment of its consequences.

13. Shortening of labor day.


15. Cooking schools.


17. Disposal of garbage and sewage.

18. Physical culture, gymnastics, health resorts.

19. Athletic sports.

**DIVISION II. ACHIEVEMENT IN PRODUCING WEALTH.**

A. Two Points of View.

1. Achievement in each industry.

2. Achievement in each country.

i.e., the composite view must include total achievement in all industries in all countries. Another double view-point is:

1. Achievement in production merely.

2. Achievement in accumulation.

B. Certain Forms of Achievement Common to All Industries.

1. Improved tools and machinery.

2. In use of waste and by-products.

3. Increase in amount of capital invested in machinery.


5. Improved managerial ability.
6. Improved processes of production.

7. Standardizing weights and measures.

8. Improved industrial organizations.
   a) In division of labor.
   b) In size of plant.
   c) In co-ordination with other industries; e.g., fuel, ore, transportation, and factory in hands of one organization.

9. Localization of industry.
   a) With respect to nearness of raw material.
   b) With respect to nearness of labor.
   c) With respect to nearness to market.

10. Increased regularity of production.

11. New uses for materials and products.

12. Improved means of storing and preserving products.

13. Achievement in the development of motor power.

14. Bounties, tariffs, subsidies, patents, etc., as stimuli of production.

C. Achievement in the Principal Industries.

1. Extractive industry.
   a) Agriculture and grazing.
   b) Stock-breeding.
   c) Fisheries.
   d) Forestry.
e) Exploitation of mineral resources, including oil and gas.
f) Quarrying.
g) Irrigation.
h) Work of agricultural experiment stations.
   (1) Extent of each crop or output.
   (2) Achievement in preserving sources of supply.
   (3) Achievement in the peculiar technique of the industry.

2. Manufactures.
a) Food.
   (1) Milk.
   (2) Breakfast foods.
   (3) Slaughtering and meat-packing.
   (4) Butter, cheese, and oleo.
   (5) Canning and preserving.
   (6) Salt.
   (7) Beet sugar.
   (8) Rice.
   (9) Cottonseed products.
   (10) Alcoholic liquors.
   (11) Malt liquors.
   (12) Tobacco.
   (13) Ice.
   (14) Glucose.
b) Textiles.

(1) Including metallurgical progress and new uses for mineral products.

d) Metals.

e) Chemicals.

f) Vehicles.

g) Clay, glass, and stone products.

h) Explosives and firearms.

3. Achievement in all branches of engineering, except as more properly discussed in Division I.

4. Achievement in the building arts.

5. Achievements in the handicrafts.

6. Transportation.

a) Marine.

(1) Structure of vessels.

(2) Charts, lighthouses, life-saving stations, and other protections of navigation.

(3) The Weather Bureau.

b) Land.

(1) Railroads.

(2) Urban transit.

(3) Autos and other vehicles.

(4) Improved highways.

(5) Improved water-ways.
7. Means of communication.
   a) Postal systems.
   b) Telegraph and telephone systems.
   c) Minor improvements; e.g., tubular posts, messenger service, organization of news service, etc.

8. Achievement in the art of printing and in methods of publication.

9. Achievement in trade and commerce.
   a) Improvement in machinery for bringing buyer and seller together; produce exchanges, etc.
   b) Commercial banking and credit.
   c) Savings institutions.
   d) Insurance.
   e) International commerce.
   f) Domestic commerce.

10. Shipbuilding.

DIVISION III. ACHIEVEMENT IN HARMONIZING HUMAN RELATIONS.
I.e., in adjusting relations of groups to groups and of individuals to individuals in the process of securing proportional shares in political, industrial, and social opportunity; i.e., achievement in harmonizing claims respecting primarily --
   A. Political Rights.
   B. Industry and Property.
   C. Opportunities for Culture.
These may be indicated more in detail as follows, viz:

A. Political Achievement.

1. Between nations within the international-law group.
   a) Achievement in definition of rights through alliances, treaties, spheres of interest, mediation, arbitration, etc.
   b) Achievement in securing international peace, and in improving articles of war.

2. Between the international-law group and other people.
   a) Administration of dependencies.
   b) International status of non-civilized peoples.

3. Adjustment of political balance between minor political units and the central power (local self-government.)

4. Achievement in admission of individuals and classes to civic rights.

5. Achievement in civic organization.
   a) Responsibilities of ministries.
   b) Enhanced representative character of parliaments.
   c) Enlistment of expert service in administration (including all branches of civil and military.)
   d) Improvements in fiscal systems.
   e) Improvements in currency systems.

6. Improvements in status of aliens and in naturalization laws.
7. Movements aimed at further civic progress largely by voluntary initiative.
   a) Agitation for extension of constitutional guarantees (in various countries of the world).
   b) Organization of political parties.
   c) Agitation for minor political reforms.
      (1) In principle of representation, e.g., minority representation.
      (2) In control of nominations and elections.
      (3) In popular check upon legislation (initiative and referendum.)
      (4) Enlargement of areas of uniform regulations (in continental Europe imperial federation, in Great Britian colonial federation, in the United States uniform legislation of state, etc.).
      (5) In extension of the merit system.
      (6) Good-government clubs of the various types.
      (7) Associations for promoting international peace.

B. Achievement in Harmonizing Industrial and Property Interests.

1. Primarily by law.
   a) Improved legal status of various kinds of property; partnerships, corporations, franchies, etc.
   b) Removal of artificial barriers to enterprises (international and domestic); i.e., increased freedom of industry and migration.
c) Labor laws.
d) Homestead laws.
e) Laws protecting seamen.
f) Arbitration laws.
g) Simplification of procedure.
h) Checks on oppressive power of capitalists or labor organizations.
i) Governmental pensions and insurance.
j) Governmental supervision of industrial and commercial enterprise, including departments of agriculture, commerce, transportation, bureaus of labor, etc.
k) State ownership of industries.
l) Improvements in status of married women and of children, both as to property and as to industry.
m) Municipal pawn-shops.
n) Asset banking.
o) Improvement in legal status of professional and personal service.
(1) Clergymen.
(2) Lawyers.
(3) Teachers.
(4) Physicians.
(5) Dentists.
(6) Pharmacists.
(7) Artists.
(8) Clerks and other salaried employees.
(9) Domestic servants.

2. By voluntary action.
   a) Capitalistic and labor organizations.
   b) Organizations among farmers.
   c) Same among farm laborers.
   d) Profit-sharing and other forms of partnership between labor and capital.
   e) Improved forms of labor contract -- the sliding scale, etc.
   f) Private pension systems.
   g) Private insurance systems.
   h) Organization in other occupations; i.e., forestry, mining, fisheries, etc.
   i) Progress in apprentice systems.
   j) Organizations of professional and other occupations.

C. Achievement in Harmonizing Culture Interests.
(Using the term "culture" to include all interests not more conveniently classified under political rights, property, or industry.)

1. Primarily legal.
   a) Marriage and divorce laws.
   b) Laws affecting freedom of thought, research, speech, publication, teaching, and worship.
c) Laws removing culture disabilities from individuals and classes.

d) Public institutions for culture.

(1) Churches.

(2) Schools of all grades and types scheduled in Division IV, Part II.

(3) Libraries and reading-rooms.

(4) Art galleries.

(5) Theaters.

(6) Concerts.

(7) Recreation halls and grounds.

(8) Baths.

e) Laws aimed at improvement of rural social conditions.

2. Primarily voluntary.

a) Organizations for protection of the family.

b) Private foundations for the different cultural purposes scheduled above.

c) Women's clubs.

d) Municipal, national, and international missions.

e) Social settlements.

f) Neighborhood guilds.

g) Municipal improvement associations.

h) Child-saving.

i) Children's aid societies.

j) Forms of social intercourse and recreation.
In addition to the three main divisions of human relations thus outlined we must schedule:

D. Achievement in Treatment of the Subsocial Classes.

1. Dependents.
2. Defectives.
3. Delinquents.

In this case, as with A, B and C above, we must examine, first, the legal, second, the voluntary systems and efforts which aim to prevent, to restrain, and to cure the development of these classes.

DIVISION IV. ACHIEVEMENT IN KNOWLEDGE.

Part I. ACHIEVEMENT IN DISCOVERY.

A. General Questions.

1. What discoveries and inventions have been made?
2. What improvements have been made in the methods of research?
3. What improvements have been made in the apparatus of research?
4. What improvements have been made in the organization of research?
5. What gains have been made in providing financial means for research?
6. What rewards and other incentives are available for discovery and invention?
B. Achievement in the Sciences:

1. The inorganic sciences.
2. The organic sciences.
3. The psychological sciences, including child-study and pedagogy.
4. The linguistic sciences.
5. Literary criticism and interpretation.
6. The archaeological sciences.
7. The historical sciences.
8. The economic sciences.
9. The statistical sciences.
10. The administrative sciences.
11. The sociological sciences.
12. Philosophy.
13. Ethics.
14. Theology.
15. The technological sciences.

Part II. ACHIEVEMENT IN MAKING KNOWLEDGE ACCESSIBLE.


1. Achievement in the different forms of education.
   a) Intellectual education.
      (1) Kindergarten and primary.
      (2) Secondary.
      (3) Higher.
(4) Professional.

b) Moral education.
c) Religious education.
d) Aesthetic education.
e) Physical education.
f) Manual training.
g) Trade and craft education.
h) Education of defectives.

2. Achievement of different educational institutions.

a) Universities and professional schools.
b) Colleges.
c) Secondary schools.
d) Chautauquas.
e) Primary schools, including kindergartens.
f) University extension.
g) Trade schools.
h) Evening schools.
i) Sunday schools.
j) Literary clubs.
k) Schools for defectives.

B. Other Means of Education.

1. Museums.

2. Art Galleries.

3. Libraries.
4. Lecture platform.
5. Expositions.
6. The press
   a) The periodical press.
      (1) Achievements of different classes of periodicals: newspapers, magazines, including periodical scientific publications, trade journals, fraternal periodicals, including labor papers and religious papers.
      (2) Progress toward low-priced periodicals.
      (3) Improvement in the quality of periodical literature.
   b) Books and pamphlets.
7. The learned societies.
8. The pulpit as an educational force.
9. Improved postal, telegraph, and telephone facilities as factors in the spread of knowledge.
10. Governmental bureaus for the collection and spread of knowledge.
11. International commerce in knowledge.
12. Comparison of educational institutions of different nations.

C. Achievement in Educational Technique.
   1. In pedagogical methods.
2. In pedagogical apparatus, textbooks, etc.
3. In co-ordination of educational institutions.
4. In progress toward rational co-ordination of studies.
5. In educational finances.
6. In administration of educational institutions.
7. In compulsory education.

DIVISION V. ACHIEVEMENT IN AESTHETIC CREATION AND IN POPULAR APPRECIATION OF ART PRODUCTS.

A. Literature.
B. Sculpture.
C. Painting.
D. Music.
E. Architecture.
F. Landscape Architecture.
G. The Minor Arts.

DIVISION VI. ACHIEVEMENT IN RELIGION.

A. In defining standards of religious authority.
B. In shifting center of religious interests from another life to present life.
C. In enlarged religious tolerance, with distinction between religion and theology.
D. In definite religious tendencies, promoted by the example of eminent religious men of the century; e.g., Pope Leo XIII, Cardinal Newman, Phillips Brooks, Spurgeon, Moody, General Booth, etc., etc.
E. In federation of religious effort.
F. In religious extension.
G. In local, national, and international enlargement of the sphere of religious activities.
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