

ANALYSIS OF REFERENCES TO JEWISH
HISTORY, LITERATURE, RELIGION, CERE-
MONIES, AND OTHER SUBJECTS OF JEW-
ISH RELIGIOUS SCHOOL INSTRUCTION IN
CURRENT JEWISH PERIODICAL LITERATURE,
AS AN AID TO CURRICULUM-CONSTRUCTION.

Thesis submitted in partial
fulfillment of the require-
ments for the degree of Rabbi.

Samuel Glasner.
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To

MY PARENTS,

who held no sacrifice too great to offer
in the cause of education, this thesis
is dedicated in love and admiration.

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I - AIMS OF THIS STUDY

Adequate Curriculum the Chief Need of the Jewish School.

Probably the most important element of any educational system is the curriculum. Considerations of physical facilities, personnel, methods, text-books or anything else are all subordinate to the great question of what is to be taught. Certainly in our Jewish educational system here in America today the problem of the curriculum is by far the outstanding one. True enough, very few of our Jewish religious schools have adequate physical facilities, but this concern with the physical aspects of education is comparatively recent. For many centuries before, education was effectively carried on under the most adverse conditions in this respect. So this cannot be our chief difficulty. We also have a serious problem of personnel. Many of our schools are taught by untrained, volunteer teachers, and most of the rest, by well-trained public-school teachers with practically no Jewish background or by people with excellent Jewish background but no pedagogic training. Of course, poor teaching will ruin any educational system, but even the best teacher will prove ineffective if forced to teach a poor curriculum. Here, then, is the root of most of our discipline-problems, our attend-

ance-problems, and the difficulties we have in obtaining satisfactory enrollments and in combatting the high percentage of early withdrawals. It is because the curriculum of our schools is antiquated and attenuated.

Deficiencies of
the Traditional
Curricula.

In the Talmud Torahs we find an inordinate emphasis placed upon the study of the Hebrew language, to the exclusion of practically everything else. This emphasis derives from the Jewish education of the past, which, however, was meant to answer different needs from those of present-day American Jewry, as we shall have occasion to point out again later. Such a curriculum cannot fit the child to participate actively and intelligently in American Jewish life, and yet such participation must certainly be the chief objective of all our educational activities. And in the Sunday schools and congregational schools we find the chief emphasis placed upon the teaching of Bible stories and upon the teaching of ethics and religion through these stories. This type of curriculum derives from that of the old-time Protestant Sunday schools, although the Protestant schools are now developing away from it. As a matter of fact, it must in all justice be said that the more progressive Jewish schools have also discarded this sort of curriculum a long time ago, but then they have not known where to

turn for a new curriculum. They have picked up a suggestion here and another suggestion there, tried one thing after another in somewhat haphazard fashion, and floundered around without any definite, organized, well-directed plan.

Function of Jewish Education is Practice in Jewish Living.	The major difficulty all along has been an incorrect view of the function of Jewish education. This function is not primarily to impart a knowledge of Jewish history and literature, Jewish customs and beliefs, the Hebrew language, all that goes to make up the Jewish cultural heritage. Such knowledge cannot in itself make one a better Jew. Education, as we conceive of it today, is not the simple transmission of information, habits, skills, and appreciations which it was formerly considered. It involves much more than that. It is controlled, guided, sometimes condensed experience in actual living. In the light of such a conception of education we can see that the function of Jewish education is to train Jews to participate intelligently in Jewish life. Knowledge of the Jewish heritage is still necessary, - perhaps an even deeper, truer, more intensive knowledge than we have heretofore attempted to give, - but we are interested in it only insofar as it throws light upon contemporary Jewish life and enables us better to parti-
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cipate in that life.

The Curriculum of Jewish Education considered Historically.

Dr. Emanuel Gamoran points out in his interesting book, "Changing Conceptions in Jewish Education," in the first, historical section of the work (1), that throughout Jewish history the curriculum of Jewish education has always been based upon the needs of the Jewish life at the particular time. In Palestine, after the Destruction of the Temple, it was necessary to adjust the old, Biblical, legislation which had governed Jewish life until that time, to the new, greatly changed conditions. And as a result of the activities of the scholars in this direction we have the Mishnaic literature. But the body of law and practice represented therein was not suited to the conditions of Jewish life in a later time, and so there developed in the schools and academies of Palestine and Babylonia the vast literature of the Talmud, which strove to meet the new needs of Jewish life. And the same type of development continued down through the Middle Ages. In modern times, in Russia and Poland, to which Dr. Gamoran devotes most of his attention, the Jews were shut out of participation in the life around them and given virtual autonomy. They therefore lived in a distinctly Jewish environment, separated from the non-Jewish world by per-

secutions and restrictions of every sort. Therefore a curriculum consisting of Hebrew language, Bible, Mishna, Talmud and Codes was adequate for all the exigencies of Jewish life, since it was upon these that Jewish life was based and they regulated it in all its phases. When, as a result of the Haskalah movement, an attempt was made in the last century to establish schools where Jews might receive a more secularized education and thereby share in the general enlightenment, it failed from the very outset. It failed because these schools did not reflect the actual life which the Jew was compelled to lead, in which enlightenment could have no place, since it was given no room for expression.

Changes necessitated by the Different Character of Jewish Life in America.	But here in America the Jew has been given complete emancipation and has assimilated (in the better sense of the word) the language, thought and manners of the general American environment. Therefore the curriculum of Jewish education in America must be entirely different from any of the curricula which preceded it, just as the life which it reflects is entirely different from Jewish life heretofore, and the needs of that life, from the needs of Jewish life heretofore. The American Jew does not live an isolated, autonomous life, regulated
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throughout by traditional Jewish law and practice. American Jewish education must therefore help him adjust to the fact that he is at once an American and a Jew. It must enable him to resolve for himself the conflicts between his two loyalties and heritages, the American and the Jewish, favoring neither nor neglecting either. In short, the curriculum of American Jewish education must definitely be based upon the needs of American Jewish life.

Knowledge of
"minimum essentials"
Needed before Satisfac-
tory Curriculum
can be Planned.

Now it will readily be seen that before we can formulate a curriculum for American Jewish education we must first know what the needs of American Jewish life are. In the field of general education considerable scientific data has been accumulated as to the basic needs of life, such as would be represented by the "three R's", for instance. Of course, no educational curriculum could be built only upon these basic needs, - or "minimum essentials," as they are called. Education must also improve upon life and enrich it. But a knowledge of these Minimum essentials is necessary for laying the groundwork of a satisfactory curriculum. In the Jewish educational field, however, we have no such body of scientific information, and it is important that we immediately begin to accu-

ulate one. Dr. Gamoran writes:

"This need of formulating some essentials of a curriculum is much more urgent in the Jewish school than are the attempts to devise minimum essentials in the public school. For the attempt to devise minimum essentials in the public school is not a question of the life and death of a group." (2)

The present study, therefore, attempts to make a start in this direction.

Periodicals as a Source of Information Concerning these "minimum essentials."	One of the best ways to obtain a picture of the life of a community, group or nation is from a study of its newspapers and periodicals.
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Some investigators in the general educational field have seized upon this method in their search after minimum essentials of curricula based upon the needs of present-day life. For example, to discover what historical content really plays a part in the cultural life of the average American, certain investigators have analyzed newspapers and periodicals to see what historical references actually occur in these publications, which, of course, represent a great proportion of the matter commonly read by the average individual. Similar investigations have been made by this method in many different departments of study and have revealed very valuable information which has been used extensively in curriculum construction.

Application: To formulate the minimum essentials of
of the Method
to the Jewish a curriculum for the Jewish school, a
School.

curriculum, that is to say, which will
bear a specific relation to present-day Jewish life,
it was deemed advisable to attempt to apply the same
method to Jewish periodicals. A group of representa-
tive daily and weekly periodicals were selected for
intensive study. The details of our method, as well
as the results of the investigation will be presented
in later chapters, after we have first fully explained
the techniques used by other investigators.

Extent to which It should not be assumed that we are
the Method may
Legitimately be proceeding in this study upon the
Applied.

assumption that what is found in the
newspapers should arbitrarily determine what should
be taught in our schools. We are fully conscious of
the fact that current Jewish life as we see it reflect-
ed in the newspapers may fall far short of Jewish life
as it ought to be, conceived from the point of view of
the Jewish educator. However, while it may be unwise
to base our educational program entirely on what such
a study as this reveals, it is certainly wrong to build
an educational program without adequate regard to the
actual configuration of the Jewish life which is unfold-
ing itself before the eyes of the Jewish group (in

whose lives these Jewish periodicals play a very definite part).

Newspapers sometimes not entirely Objective. In addition to this caution, we must also recognize that newspapers and other period-

icals are human creations; and as such achieve objectivity to only a limited degree. To overcome this defect, however serious it may be regarded, we have attempted, in our selection of periodicals for study, to give adequate representation to different geographical areas and to different approaches to Judaism. We shall later discuss fully the exact nature of the selection which we finally fixed upon.

Special emphases dictated by Constituency of Staff and of Reading Public. Another factor which must be taken into consideration is the tendency for certain periodicals to give greater emphasis

to aspects of Jewish life in which the editors, the individual staff-members, or the readers to whom the publication caters are particularly interested. We have attempted to compensate for this tendency, at least in part, by using not only quantitative but qualitative measures and by various other techniques which we shall fully describe in a later chapter.

Adequacy of the Sampling. Finally, it might be objected that since, if only because of the labor involved,

such a study as this is limited to only a few of the many Jewish periodicals being published--and only a few issues of each--its findings cannot be at all conclusive. In a later chapter we shall describe a technique which we used whereby, in effect, we doubled the amount of material covered and thereby assured the reliability of our results. Furthermore, we covered the period of time which we were studying twice, once through the daily paper (the Jewish Daily Bulletin) and again through the various weeklies. And finally, we ensured the adequacy of our sampling further by a system of picking the particular issues for analysis entirely at random. Specifically, in the case of the daily paper we took the first week of the first month, the second week of the second month, and so on, likewise taking only the issues of Sunday, Tuesday, and Thursday of the first week and only the issues of Monday, Wednesday and Friday of the second week and so on with all the rest. And in the case of the weeklies we took one issue every fourth week, or one a month.

Formulation With these reservations, then, we may proceed to formulate the aims of our study as follows:

follows:

1. To determine quantitatively the relative importance of the various aspects of American

Jewish life as they are reflected in current Jewish periodicals.

2. To determine quantitatively the relative extent to which the traditional content of Jewish education,--such as Bible, Jewish History, Religion, et cetera-- plays a role in American Jewish life as reflected by the periodicals.
3. To determine to what extent our findings in regard to the above two items can afford us a valid index, as to what ought to constitute the minimum essentials of a curriculum for Jewish schools.
4. As a subsidiary aim, to determine the possible usefulness of newspapers and periodicals in actual classroom instruction in the Jewish school.

We proceed now to a closer consideration of the general method of newspaper--and periodical--analysis as an aid to curriculum construction.

II - THE METHOD

A. - GEOGRAPHY AND HISTORY

The Bagley In 1915, in the Fourteenth Yearbook of Study.

the National Society for the Study of Education, there appeared a paper by Professor W.C. Bagley called "Determination of Minimum Essentials in Elementary Geography and History," (3) describing a study which attempted to formulate a curriculum in elementary history and geography from an analysis of historical and geographical references in newspapers and magazines. This was the pioneer study in this field. The procedure was simple. Large samplings of newspapers and magazines were taken and counts made of the number of times various references appeared. Two methods were tried out. The first was to count one "for each term (such as the name of a place or of a historical event) or each statement with a geographical or historical content." The second was to take "as the unit the article in which the reference occurs," and count "one for each article containing a certain type of reference." "Thus, if London as a commercial center is referred to in an article, this group of references receives one credit, no matter how many times the word London may recur in the course of the article. But if in the same article London is referred to in another way, a separate count under its appropriate group is made for this reference)."

Dr. Bagley reported that the latter method is the preferable one. After the counting, the various names referred to were listed according to the frequencies in which they were encountered, and the resulting list was then compared with similar lists arrived at by different methods of curricular investigation.

The Washburne A similar study was made by Dr. Carleton Study.

W. Washburne, who used, however, a much more highly refined technique. (4) He took into consideration, besides the gross number of allusions to a particular subject, the number of "periodical-years" (a measure which we shall explain a little further on), the range of years, and the number of articles containing allusions to the item in question (corresponding to the second, preferred method of Prof. Bagley). Dr. Washburne and his staff analyzed the historical and geographical references appearing in four literary periodicals (Atlantic Monthly, Bookman, Century Magazine, and Scribner's), five popular fiction periodicals (American Magazine, Cosmopolitan, Saturday Evening Post, Ladies' Home Journal, and Good Housekeeping), five news periodicals (World's Work, Literary Digest, Outlook, New Republic, and Nation), and four newspapers (New York Times, Chicago Tribune, Chicago Herald-Examiner, and Christian Science Monitor). About fifteen issues of each periodical were selected,

three every third year, in such a manner that one periodical or another covered almost every month of every year from 1905 to 1922. In this way, as Dr. Washburne points out, they "avoided seasonal weightings of items, and secured information over a wide enough range of years to avoid the danger of over-emphasis of purely transitory material." Altogether they collected in this way 81,434 allusions, which were recorded on slips in the following form:

Person - Place - Date or Event	Number of Articles	Number of Times
Periodical.....		
Date of Same.....		
Information	Allusion	Special Article

These slips were then arranged alphabetically, so that all dealing with one item would come together, and they were then transcribed on large sheets, with years indicated by horizontal rows and periodicals, by vertical columns. In this way, all the allusions to any one item were recorded on one sheet, like the following:

CAESAR, JULIUS		41- 18 - 58 - 78						
Person	Place	Event		Date				
	05	06	07	08	09	10	11	etc.
A		III			I			
B	III			I	IIII		II	
C								
CH							I	
CY	I						IIII	
D						I		
E			I					
etc.								

(The vertical marks on this summary sheet represent allusions; the horizontal marks, the number of articles in which the allusions occur. The numbers in the upper right-hand corner represent:

- 1) The number of "periodical-years," which was found by counting the squares in which allusions were noted and which made periodicals and years of equal value, so that virtually it weighted each year by the number of periodicals containing allusions to the item in question during that year. Thus, the "periodical-years" showed general spread of allusions

over both time and periodicals, and consequently showed the likelihood of meeting them, giving an almost perfect index, uninfluenced by the fact that one article might have a surprisingly large number of allusions to an item that was almost never mentioned again in other articles or that during a certain space of time a number of periodicals might give a great deal of space to a current event that soon died out. The maximum possible number of periodicals-years for any one item was 261.

- 2) The range of years, which was determined by noting the lapse of time from the first year in which an allusion was found to the last year in which it was found. The maximum possible was 18.
- 3) The number of articles containing allusions to the item in question, i.e. the sum of the horizontal marks.
- 4) The gross number of allusions, i.e. the sum of the vertical marks.)

Then the summary-sheets were arranged in order of rank, first by periodical-years; then, if some were tied, by range of years; then, if some were still tied, by num-

ber of articles; and finally, if some were equal even after this, by gross number of allusions. This gave a strictly objective ranking of all the items. Washburne's study remains one of the largest and most complete studies of this type ever made. It should, however, be noted that this study was made by a considerable staff under the direction of Dr. Washburne.

B - GEOGRAPHY

Thomas. In the field of Geography alone, there have been several investigations following this method. J.B.Thomas (5), apparently using a procedure similar to Bagley's, counted the geographical references in four issues each of the Indianapolis News and the Danville Gazette and in six issues of the Youth's Companion, selected at random from the period 1911-1918. In general, his study verified Bagley's results, as also those of Branom and Reavis, who conducted a similar curricular investigation by a different method (6). However, Thomas' study, like most of the others to be discussed here, was an unpublished Master of Arts thesis and therefore not directly accessible to the present writer, who knows of it merely from a brief description of it in the Third Yearbook of the Department of Superintendence of the National Education Association.

Rugg and Hockett. H.O.Rugg and J.Hockett (7) tabulated every reference to a map location in a hundred issues of the following critical magazines during the period from November 1918 to April 1924: Our World, International Interpreter, New Republic, Nation, Outlook, Living Age, Manchester Guardian Weekly. They used two units of measurement: 1) percentage of total number of issues in which mentioned; 2) gross frequency of mention (the less important measure of the two). They also tabulated the number of articles dealing with map locations in four volumes of the Reader's Guide to Periodical Literature and the International Index for the years 1919, 1920, 1922, and 1923.

Charters. W.W. Charters (8) examined the first number of the Literary Digest for October of alternate years from 1899 to 1913 inclusive for items in place geography. Advertisements, maps and lists of places were omitted, but cartoons were included, "because they are essential parts of reading matter widely used to make ideas clear." "Mention of activities of inhabitants was as important as mention of the country." (For example, "Enlgish" was counted with "England.") Every reference was tabulated, in contradistinction to the tabulation of one reference per paragraph or per article, as was the rule in some of

the other studies of this nature. This was done because of the effort to obtain a complete analysis, the author explains. In general this study, too, supported Bagley's results.

C. - HISTORY

Bagley, Marston In the field of History alone, Bagley and McKown.

ley, L.R.Marston, and H.C.McKown made an investigation of misplacements of emphasis in seventh and eighth grade history, and amongst other criteria they used ratings arrived at by this method of periodical-analysis. (9) They studied twenty issues of the Atlantic Monthly, seventy-eight issues of the Nation, thirty-eight issues of Collier's Weekly, and twenty issues of the Saturday Evening Post. The samplings were distributed over the period of ten years from 1904 to 1913 in such a manner that each year was represented by approximately the same number of issues. Each name was credited with only one reference for each article in which it appeared.

Sharon. J.A.Sharon (10) studied two weeks' issues of each of nine representative newspapers, measuring the number of articles, like Bagley, and also the total length of the articles, or the amount of space devoted to the subject in linear inches.

Nason. J.M.Nason, in another unpublished Master of Arts thesis, (11) studied 124 editorial pages of the following periodicals, from the twelfth to the twenty-second of each month between March 1923 and March 1925: New York Times, Chicago Evening Post, Saturday Evening Post, Collier's Weekly, and London Times. He likewise studied 1057 cartoons from the Literary Digest and Current Opinion. He was interested in discovering what problems dealing with international relations were discussed in them. He then compared the list which he arrived at through this method with a list which he made up similarly of the topics in seven commonly used textbooks in American history, for all events since 1789, the time when the United States became a fully organized nation.

D. - SOCIAL SCIENCES

Davis. Miss M.B.Davis (12) made an analysis of twenty-one periodicals and a similar analysis of topics listed in the Reader's Guide to Periodical Literature for October 1920 in an effort to determine what topics should be included in instruction in Civics. The magazines were selected from a list approved by the American Library Association, the Massachusetts Library Association, the Reader's Guide to Periodical Literature, three lists recommended for high school use, and a list believed by the writer

to represent extreme radical opinion. Those magazines dealing with special subjects or devoted to particular interests were rejected. The author considered the various methods of measuring: measuring linear space, counting pages, and counting frequency of mention, and finally chose the latter on the assumption that the topics most discussed were the most important. Each magazine in which an item or a group of items appeared was credited with one score. Also each topic was credited with one score. And a similar method of scoring was used in tabulating the Reader's Guide to Periodical Literature.

Bobbitt. Professor F. Bobbitt (13) attempted to discover the major categories of man's activities through analysis of reading materials concerning "what man is thinking about, what he is dealing with, and what activities he is performing." Amongst other reading materials he included periodicals, as represented in the Reader's Guide to Periodical Literature of 1919 to 1921, and newspapers, as represented in the New York Times Index of April to June, 1924 and October to December of the same year. His unit of measure for the New York Times Index was the number of column-inches of space devoted to the several topics, only those topics being includ-

ed to which at least one half inch of columnar space was given. The study of the Reader's Guide consisted simply of a listing of the topics mentioned therein.

Palmer. P.L.Palmer (14) attempted to discover "the things which enter into man's interests and affairs" from a study of all issues of the Literary Digest from 1900 to 1925 and a random sampling of issues for the ten years previous to 1900. The various topics mentioned were tabulated and rated according to frequency of mention and index of persistency, which was computed in terms of the percentage of the total number of thirty-six calendar years in which a given item of the classification was represented by a frequency of at least one.

Wells. C.O.Wells (15) analyzed 105 issues of newspapers representing ten different sections of the country and published between December 21, 1923 and February 15, 1925, the Reader's Guide to Periodical Literature for 1924, and the New York Times Index for 1924 in an attempt "to discover the political activities of 'lay' citizens on the assumption that periodicals discuss such activities as news and thereby reflect the things people do and think about in political matters."

Dulebohn. I.H.Dulebohn (16) studied the editorials

in odd issues of nine newspapers from different sections of the country for the three months between December 1, 1924 and March 1, 1925 in order "to determine what civic and social deficiencies exist in terms of specific activities in which people engage." For a measure of persistency four Chicago newspapers for the four years between January 1, 1921 and January 1, 1925 were used. To obtain more "seasoned" editorials six magazines for the years 1921 to 1924 inclusive were used. In counting the deficiencies two methods were employed: In one case each deficiency was counted once for each paragraph in which it was mentioned. In the other case it was counted once for each article. There was an unexpected degree of parallelism in the results, the author reported.

Nietz. J.H.Nietz (17) compiled a list of the duties and traits of a good citizen from editorials in 168 issues of seven leading newspapers in the United States, covering a period of four years, from fifty-five special articles on citizenship published in eighteen leading magazines and bulletins during five years, and from personal interviews with 111 "leaders of thought," mostly in Chicago. In each case an attempt was made to secure samplings of different shades of public opinion: reactionary, conservative, progressive, and ultra-progressive, with the most, of course, of the two middle types.

Bixler. G.K.Bixler (18), studying the social problems of the labor group, and using as the unit of measurement book-pages (equated to pages of 350 words each), analyzed ten books dealing with labor problems and seven periodicals: American Federationist, Amalgamated Journal, Labor Advocate, Labor World, Monthly Labor Review, Workers' Monthly, Survey and Survey Graphic. The first four represent organized labor, the fifth is a government publication, and the sixth represents radical opinion. Of the Amalgamated Journal, the Labor Advocate and the Labor World, the first thirteen issues for 1925 were selected. Of the Workers' Monthly, the five issues from November 1924 through March 1925 were chosen. And the others were taken complete for 1924.

Lorenzen. C.H.Lorenzen (19), making a study of approved social behavior, analyzed books on etiquette, eleven "success" books, and 123 articles in the American Magazine from January 1919 to June 1925. The unit of measurement was book-pages for the books and frequency of mention in the American Magazine. The results were then given in percentages to show the relative emphases.

E. - SCIENCE

Searle and Ruch. A.H.Searle and G.M.Ruch made a study

of science articles in magazines. (20) They went through the entire files of the Literary Digest, the American Magazine, the Review of Reviews, Current Opinion, National Geographic, Atlantic Monthly, Scribner's, and World's Work for the ten years from January 1, 1914 through December 1923, through the Saturday Evening Post for five years and six months, and through five years of Science and five years of Scientific Monthly. They considered each article in the light of three questions: 1) Does the article contribute to the background needed for an intelligent understanding of the principles, discoveries and inventions of science? 2) Is the article in close relation to the interests of pupils in regard to science, and will it contribute to the satisfaction of the scientific interests of adults? 3) Will the article make a contribution toward a scientific attitude on the part of the reader? Each article meeting one or more of these criteria was selected, and the total number of column inches occupied by it was measured and recorded together with the title, source, date of publication, page and author. Naturally, not all the columns were of the same width, nor were the types used of uniform size. Therefore a thousand column inches were selected at random in each of the various magazines. The average number of words per column-inch was then determined.

This factor was multiplied by the recorded number of column inches for each article, and the product was taken as the number of words in the article. The articles were then classified according to subject, - as physics, chemistry, etc. Then the articles in each subject classification were classified according to topic and tabulated.

Hopkins. L.T.Hopkins (21) studied the scientific articles in a number of newspapers and magazines in order "to see what scientific information a person needed to know in order to read intelligently the daily newspapers and a selected list of magazines." He used the Rocky Mountain News, the Denver Times, the Denver Express and the Denver Post, of each of which he took a month's issues, including four Sunday editions, from February 15 to March 15, 1924. He also used Popular Mechanics, Scientific American, Ladies' Home Journal, Good Housekeeping, Saturday Evening Post, Literary Digest, Country Gentleman and Farm Journal, of each of which he took the issues for six months (February, April, June, August, October and December). In the case of the weeklies, he took the second issue for the month. Each article of scientific interest was clipped, labelled with the name and date of publication, and placed in an envelope.

These were then classified according to branches of science, - as biology, chemistry, etc., - and then further classified into smaller sub-divisions. To get a constant measure (since size of type, width of column and spacing between words varied), the regular column of the Rocky Mountain News was taken as a standard and the numbers of row-inches in all the other newspapers and magazines were multiplied by a constant factor in order to procure a corrected number of inches. In measuring the articles for the number of inches, he only included that part of an article which was devoted to the scientific principle or its application, the remaining filler being eliminated.

Curtis "Knowl- F.D.Curtis likewise set out to determine what sorts of scientific knowledge are demanded for an intelligent reading of the public press. (22) He used 2783 newspaper articles, 2153 of them being from the articles used by Caldwell and Finley in the study "Biology in the Public Press," (23) which we shall describe a little later, and 630 others of miscellaneous scientific content, being clipped from about two weeks' issues, consecutive, with a few exceptions, eighty-three complete issues in all, of six representative newspapers other than

those sampled by Caldwell and Finley. These 630 articles included all of the scientific content of the issues selected. All these articles were then subjected to three analyses (U,V,W), and then the 630 additional ones were subjected to three more analyses (X,Y,Z). Analysis "U" dealt with the function of the article: a) none; b) general interest; c) movement, cause, etc.; d) information - 1) useful, 2) cultural, 3) reifying value; e) advice; f) instruction as to how to do something. Analysis "V" dealt with the method of treatment: a) rambling "space-filler"; b) incidental; c) straightforward statement of fact; d) considerable amount of information; e) dignified, logically organized, unified and coherent discussion in a leisurely fashion. Analysis "W" dealt with the content: a) terminology, explained or assumed; b) general information, given or required; c) definite information, a technical process or technical information needed; d) theory and hypothesis, new hypothesis explained or old hypothesis discussed but assuming previous knowledge. Analysis "X" was simple classification as belonging to physical or biological sciences. Analysis "Y" was classification by topics and percentages of frequency. Analysis "Z" consisted of a grouping of scientific terms and recording of the number of different articles in which each appeared one or more times. This was by far the most elabo-

rate of these studies.

Curtis "Vocab- Curtis (24) also made a study of the
ulary" Study.

vocabulary of scientific articles ap-
pearing in daily newspapers, in which he counted the
words of scientific import in a number of articles
and compared the results with Thorndike's general
English word-list to see what words besides those which
Thorndike lists must be taught to enable the pupil
to understand ordinary scientific articles in news-
papers and periodicals.

Watkins. R.K.Watkins (25), in order to discover the
commonly accepted aims of General Science
instruction, using as his unit of measurement the fre-
quency of mention, compiled a list of aims by a study
of School Science and Mathematics from January 1, 1910
to December 1, 1921, of General Science Quarterly from
November 1916 to March 1922, as also of books on the
teaching of science, scattered references to other
periodical material found in bibliographies of gen-
eral science, and statements of aims found in prefaces
to all available text-books of general science.

Finley and C.W.Finley and O.W.Caldwell set out "to
Caldwell.

determine the types of biology now going
to the public through the press." (26) They studied

the complete issues of eleven prominent newspapers for the entire month of June 1921 and of three of the same papers and three other newspapers for the month of November 1921. These papers were so selected as to include those with large circulation but rather limited geographical distribution, those with large circulation and wide distribution, those with more limited circulation and narrow distribution, those published in large cities and those published in small cities. The article was then classified according to the name of the article, a serial number, its date, the number of linear inches of space, the general topic under which it might perhaps later be classified and a brief phrase suggestive of the content.

Meyers. W.L.Meyers (27) tried to find the answers to two questions: "What are the health matters which tend to give concern to the members of the general community?" and "What health matters are referred to in general news items and the discussions in newspapers and magazines?" To answer the first question an analysis was made of the letters in the health columns of 175 issues of the Chicago Daily Tribune for 1918, 1921 and 1923, and of 140 issues of the Chicago Daily News for 1918 and 1919. The issues selected were distributed rather evenly

over the years to eliminate seasonal differences. The unit of measurement was the frequency of mention. And to answer the second question a study was made of 270 issues of the New York Times for 1924 as presented in the quarterly index and of health topics treated in magazine articles as presented in the Reader's Guide to Periodical Literature for the three year period from 1919 to 1921.

F. - MATHEMATICS

Adams. Desiring to discover the mathematics encountered in the general reading of newspapers and periodicals, H.W.Adams (28) studied the mathematics employed in the news, special articles, editorials, advertisements, legal notices, market reports, sporting pages, etc. of one issue of each of twenty newspapers and magazines widely read by the general public. The following twenty periodicals were included in the study: Chicago Herald and Examiner; Chicago Evening American; St. Louis Post-Dispatch; Springfield, Mississippi, Republic; Springfield Leader; Lebanon Rustic; Pathfinder; Furrow; Dearborn Independent; Springfield Laborer; Cosmopolitan; Woman's Home Companion; American Magazine; Household; Pictorial Review; Woman's World; Literary Digest; Modern Priscilla; McCall's; and National Geographic Magazine.

Scarf. R.C.Scarf (29), studying the mathematics used in popular science, and using frequency of mention as the unit of measurement, analyzed three popular science books and five general magazines: Scientific American (August and November, 1923; February and May, 1924); Popular Science Monthly (November and December, 1924; January and February, 1925); "Science and Invention" in the Literary Digest (thirteen issues from January 6 to March 31, 1923); Science and Invention (November and December, 1924; January and February, 1925); Scribner's Magazine (six articles).

G. - ENGLISH

Pressey. S.L.Pressey (30) made a study of letters, magazines and newspapers to determine the frequency with which capitals are used for various purposes.

Ruhlen and H. Ruhlen and S. L.Pressey (31) suggested rules for punctuation upon the basis of a study of 100 business letters, fifty professional letters, and issues of several magazines and newspapers to determine the types and frequency of punctuation in common use.

H. - SUMMARY OF PROCEDURES

The Chart. Now it would be well for us to summarize the procedures used in the many studies which we have described. On pages 33A, 33B, and 33C there will be found a chart showing at a glance all the different units of measurement and factors considered in all the studies, as well as some indication of the size of each study in terms of the sampling taken. (A question-mark in the "Gross Allusions" column or in the "Articles" column or in both indicates that in the report of the investigation which the author examined the unit of measurement was given as "Frequency of Mention," which may be interpreted in either or these two sense. Since these studies, as has been stated before, were for the most part not directly accessible, but found only at second-hand, there was no way of determining which of the two meanings was intended in each case.)

All Possible
Scoring-Points
Used in This
Study.

It will be seen from the chart that the unit of measurement most frequently used in these studies has been the number of articles bearing on a topic. Next popular has been the number of gross allusions to the topic, and then column inches. In this study we have used all possible scoring-points. Our object was to de-

STUDY		Gross Allusions	Articles	Column Inches	Paragraphs	Topics	Words	Book-pages	Periodical-Years	Range of Years	No. of Issues	Index of Persist.	Function	Treatment	Content	Issues	Periodicals	Spread (Years)	Number of References etc.
1. Bagley	x	x	x													Many	Many	Large	
2. Washburne	x	x	x						x	x						270 (81, 434 allus.)	18	18	
3. Thomas	?	?														14	3	3	
4. Rugg & Hockett	x	x									x					100	7 R.G.	7 4	
5. Charters	x																Lit. Dig.	8	
6. Sharon			x	x												c. 125	9		
7. Bagley Marson & McKown			x													156	4	10	
8. Nason						x										127 pages 1057 cart.	5 2	2	
9. Davis	?	?															21 R.G.		
10. Bobbitt						x											NYT	6 mo.	

STUDY	Gross Allusions	Articles	Column Inches	Paragraphs	Topics	Words	Book-pages	Periodical-Years	Range of Years	No. of Issues	Index of Persist.	Function	Treatment	Content	Issues	Periodicals	Spread (Years)	Number of References etc.
11. Palmer	?	?									x				Many	Lit. Dig.	36	
12. Wells					x										105	R.G. & NYTI	c.15 mo. 1	
13. Dulebohn		x		x							x				c.405 - -	9news 6 mag. 4 news	3mo. 4 yrs. 4 yrs.	
14. Nietz					x										168	7	4	
15. Bixler						x	x								80	10books 7	1½	
16. Lorenzen	?	?					x									1 mag. sev. books	6½	123 arts
17. Searle & Ruch	x	x	x				x								Many	11	10	sel ect arts
18. Hopkins			x												c.120 48	4 news 8 mag.	1 mo. 6 mo.	
19. Curtis	?	x										x	x	x				2783 arts

STUDY	Gross Allusions	Articles	Column Inches	Paragraphs	Topics	Words	Book-pages	Periodical-Years	Range of Years	No. of Issues	Index of Persist.	Function	Treatment	Content	Issues	Periodicals	Spread (Years)	Number of References etc.
21. Watkins	?	?														2 books	12	
22. Finley & Caldwell		x	x												510	14	2 mss.	
23. Meyers	?	?													315	2 news NYTI R.G.	4 1 1/4 3	
24. Adams					x										20	20		
25. Scarf	?	?													25	3 books 5 mag.	3	6 ad. arts.
26. Pressey	x														?	?	?	?
27. Ruhlen & Pressey	x															150 letters sev. mags. & news		
28. The Study Here- in Reported.	x	x	x	x	x	x				x	x	x	x	x	37 daily 12 weekly	5(1 daily (4 weekly	1	c. 2002 arts 12, 545 refs.

termine, by comparison, which procedure is actually the best and to what extent the results obtained by each of them coincide with those obtained by the others. Heretofore, as can be seen at a glance, there has been no uniformity of procedure whatsoever for this type of study, each investigator setting up his own criteria for the inclusion or rejection of articles, determining the character of his sampling, and choosing his own method of analysis. It would be highly desirable to establish uniform principles of procedure which might be followed by anyone using this method, so that the results might be more easily compared and interpreted.

I. - LIMITATIONS OF THE METHOD

Bagley's State- There are several more or less serious
ment of Limita- limitations inherent in this method
tions.

of curriculum construction on the
basis of periodical-analysis. Professor Bagley, when
he made his pioneer study, was conscious of them. He
states the chief objection as follows:

"It would be reasonable to infer that, in the material which they furnish to their readers, newspapers are somewhat limited by the basis of interpretive knowledge that they may assume on the part of their readers. This inference is strongly borne out by the results of our initial tests. In certain newspapers we found geographical and historical references very few and far between. In such papers the appeal is largely upon the basis of primitive

interests (or instincts) which can be safely assumed to be common to all; hence the so-called 'sensational' character of such journals. On the other hand, there are journals that presuppose a large capital of interpretive information among their readers, and which are, for this reason, commonly limited in the number of their readers. This is strikingly illustrated by one periodical which was taken over by a publisher some years ago with the avowed intention of increasing its circulation. He succeeded admirably. We computed the number of historical, geographical, and literary references from an equal number of samplings over a period five years before and five years after the magazine changed hands. As the circulation increased the number of references decreased, and for some classes of references the decrease was almost precisely in proportion to the increase in circulation.

"It would appear.....that any method that attempts to utilize current literature as a criterion for the selection of educational materials should be applied with a distinct understanding that it may simply result in a circular form of reasoning: current literature of a 'general' nature is likely to represent pretty accurately the level of 'general' education. In some respects, it is just as valid to infer from the content of the school program what the character of current literature will be as to infer from the character of current literature what the content of the school program should be. Certainly, if there is a causal relationship, it is from the school to current literature, and not vice versa." (32)

Discussion Here, then, are two very serious objec-
of Bagley's tions to this method, though they are
Statement. both very closely related. First of all, since the
material in a newspaper or a magazine is largely
determined by the background of its readers, if we

attempt to base a curriculum upon this material we are merely perpetuating and reinforcing the deficiencies of that background. A satisfactory curriculum should improve upon life as much as possible. Secondly, since the background of the readers is a result of the educational curriculum to which they have been subjected, and since the material in the newspapers and magazines is in turn influenced by that background, if we base our new curriculum on this material we are in effect simply maintaining the status quo and retaining our old curriculum. These are the two chief arguments against this method. There are at least two others, though.

Two Additional Limitations.

The very assumption on which this method is based is questionable.

In other words, it is doubtful if periodicals do actually give a true picture of the life which they report on. Literature, even of the newspaper variety, puts entirely different emphases upon things from real life, if only because of the interest factor, or what is known as "reader-appeal." Bread and butter find very little place in our reading, though very much in our life. Literature is highly selective; life, conglomerate. And the final objection to the method is on purely scientific grounds. The validity of any scientific procedure is a direct

function of the uniformity of the criteria it employs. Now, since periodicals differ widely from one another, it would be inaccurate to base a curriculum on any of them, unless, of course, we are sure that we are taking a perfectly representative sampling, which is very difficult.

It will be seen, therefore, that the investigator using this method must be extremely cautious in the conclusions which he draws from his results and the recommendations which he makes upon the basis of his study. For this reason it would be well for us here briefly to discuss what conclusions may justifiably be drawn from such studies.

J. - JUSTIFIED CONCLUSIONS

Does Not Demonstrate Relative Importance of Specific Topics.

Obviously, if we realize that our results in this type of investigation are influenced by the reader's backgrounds and by the existing curricula, and that they represent a selection from life rather than the whole of life, we shall not fall into the error of thinking that the percentage of articles devoted to any topic, or the amount of space given to it, or any other of the frequency measures may be considered as indicating the relative importance of that topic. This is pointed out by Searle

and Ruch (33) and by Bobbitt, (34) and was no doubt recognized by the other investigators also. Finley and Caldwell amplify this idea when they comment, in connection with their study:

"The conclusion cannot be drawn that, since these biological articles have been found and since they are clearly grouped into certain definite headings, therefore these are necessarily the topics toward which all high school instruction in biology should be directed. It may be that there are types of available biological information which should be presented which are omitted in the newspaper articles. Possibly, also, some needful biological information is as yet unknown to biologists, or if known has not been made available to the public press. Possibly the press would publish, and the public would like to read, much more biological material of much wider range, if it were made available. These are questions which the present study does not determine, but which should receive later attention." (35)

Does Indicate
Significant
Topics, How-
ever.

However, although the frequencies in which the various topics occur do not indicate their relative importance, nor the omission of other topics, their unimportance, the presence of these topics in the public press shows, at least, that they are of some importance. As Bobbitt puts it:

"It is not certain that the items of most frequent mention are always the items of greatest importance. They are fairly certain, however, to be important matters, which ought to be effectively taken care of in the upbringing of the younger generation." (36)

Or in another place:

"It is probably that the number and the seriousness of the problems are the major influences in determining the frequency of discussion. It is also possible that, for education, this is the major criterion of value."
(37)

And Rugg, in commenting on this type of study in his introduction to the report on the Social Studies investigations, says:

"This does not imply that other meaningful and needed facts should not be taught..... But we are insisting that the most frequently mentioned, the most generally required, and the most crucial content.....be included and mastered." (38)

Therefore, when Nason's aim, for example, is stated as being "to discover by analyses of editorials and cartoons in newspapers and magazines what problems dealing with international relations confront the nations today," (39) we may recognize it as a valid enough objective for this type of study, which is eminently suited to supply the desired information.

Shows Knowledge This type of investigation is
Needed for Intel-
ligent Reading of also especially effective as an
Press.

index of the information which
one needs for an intelligent reading of newspapers
and magazines, which is one of the important activities of modern man, in which we should therefore train our pupils. As a matter of fact, this type of investigation provides the only such index pos-

sible, since it deals directly with those newspapers and magazines which our pupils are to be trained to read intelligently. Finley and Caldwell say of their study:

"It seems safe to conclude....that since these types of biological knowledge are going to the public in such large quantities all over the whole country, the course in school biology should consider them a part of the legitimate foundation upon which to proceed in constructing a course of study. Other evidences when developed should also be used in whatever ways those new evidences may justify." (40)

And Washburne, speaking of the list of topics in History and Geography which he had compiled in the course of his investigation, states:

"This list gives the relative probability of meeting allusions to the persons, places, and events named. It shows, therefore, the relative importance of these items from the standpoint of enabling children to read intelligently." (41)

And in line with this idea we find that several of the investigators have even stated their aims in these terms. For instance, Hopkins gives as the purpose of his study: "to see what scientific information a person needed to know in order to read intelligently the daily newspapers and a selected list of magazines." (42) Similarly the aim of Curtis' vocabulary-study is said to be "to see what words....must be taught to enable the pupil to understand ordinary scientific articles in newspapers

and periodicals." (43) And the other study by Curtis which we referred to has as its aim: "to determine what sorts of scientific knowledge are demanded for an intelligent reading of the public press." (44) Searle and Ruch likewise adopt a similar objective. (45)

Periodicals Finally, this type of investigation
As Classroom is invaluable in determining the extent to which newspapers and other periodicals can be used as classroom aids. Thus, for instance, Finley and Caldwell say:

"Teachers should use many of these types of articles, or others equally good, as cases or situations with which to begin discussions or study of classroom problems in biological instruction.... Constant employment of such specific types of public use of biology as are set forth in the newspapers studied would probably do much to advance the value of biological instruction."
(46)

Summary of Justified Conclusions. This method, then, justifies

three types of conclusions:

first, as to "minimum essentials," i.e. types of information which must undoubtedly be included in the curriculum; second, as to training in intelligent reading of the public press; and third, as to the use of the public press as a classroom aid.

K. - A NOTE ON THIS STUDY

Difference be- With reference to our own study,
tween Secular
Periodicals and we may consider several addition-
Jewish Press.

al points. First, since Jewish life in this country represents the group life of a small minority, it might be argued that Jewish periodicals are "special-interest" publications and for this reason afford, perhaps, a better index to the status of that minority-group life than the general, secular periodicals, with their broad scope and wide variations, afford to the status of the life of the majority group. Hence, a smaller sampling in our field is apt to yield more reliable results than a similar sampling in the secular field. The old preacher Masliansky jested, at the Biltmore Conference of Zionists and Non-Zionists, "Our modern Jewish press is so marvelous that if a Jew is beaten in Poland, headlines appear in every Jewish paper eight hours before it happens." This jest has enough truth in it to support our thesis.

The Vital Problems of Jewish Life Actually Represented in the Periodicals. Secondly, the argument that bread and butter plays little role in the newspapers but a great role in every-day life is not so applicable to

Jewish life as it is to secular life. What we read about in the Jewish newspapers tends to convey a much more accurate picture of Jewish life than in the parallel secular situation, because Jewish life consists to so great a degree of just those problems, institutions, movements and activities which are likely to creep into the newspaper columns. The bread-and-butter aspects of life do not fall within its purview.

Jewish Periodicals Help Shape Jewish Life. Furthermore, it seems to the writer that since Jewish newspapers exert so profound an influence on the shaping of Jewish group life and activity, and since their propaganda-(in the better sense)-value for the stimulation and enrichment of Jewish life is so consciously recognized and emphasized, we should not be going so far afield in admitting them to an influence on our school curriculum.

Great Need of Functional Content in Jewish Education. Another reason that this type of study seems so necessary and promising in our field is that, while all schools profess to aim to prepare children for participation in present-day Jewish life, examination of our curricula as they appear in actual use reveals very little content directed specifically to this end.

Is Biblical History necessary for present day Jewish living? If it is we ought to find it reflected in references in our press, at least to some appreciable extent. If it does not so appear we might question not so much, perhaps, whether we ought to teach Biblical History, but whether we are teaching it in a manner which would tend to make it functional. So with the other subjects in our traditional curriculum. A study of this nature should reveal, on the one hand, whether what we are teaching yields any evidence that it is functioning, and on the other hand, whether material that we will find from our analysis actually to function is represented in our curriculum.

III - PROCEDURE

Selecting
the Periodi-
cals.

The first step in a study of this kind is naturally the selection of the periodicals to be studied. At first we thought of including all Jewish periodicals, those published in other countries as well as those published here. But upon closer consideration we realized that since our aim was to study these periodicals in their relation to American Jewish life and American Jewish education, foreign publications did not properly belong within the scope of our study. By the same logic it was decided to exclude Jewish foreign-language periodicals published in the United States, since these cater mainly to the first-generation immigrant group, whereas in our schools we are dealing with American-born children to whom the life represented by these periodicals is completely strange. We therefore confined our attention to periodicals published in the English language in the United States.

Our first choice was, of course, the Jewish Daily Bulletin, a daily newspaper. Then, in our selection of the weekly periodicals for study, we attempted to obtain periodicals which would represent different geographical areas and different approaches to Judaism and Jewish life, realizing,

as we pointed out in our first chapter, that it is difficult for any periodical to be entirely objective. Therefore we chose the American Hebrew, representing the New York district and the East in general, the American Israelite, representing the Middle West, the Bnai Brith Messenger, representing the West Coast, and the Reform Advocate, representing the distinctively Reform point of view, (in contrast with the Bnai Brith Messenger which is rather inclined towards Conservatism). These five, we felt, would provide an adequate, representative sampling.

Period of
Time Covered.

The next question that arose was

as to the period of time to be

covered. It was felt that in view of the amount of work involved and the fact that the writer was working on the study alone, the period of time covered should not exceed one year. But then it became necessary to decide upon the exact year to be studied. We felt that the last two or three years would be unsuitable because the German situation has played so abnormally great a part in the news during this time, so that the picture of Jewish life obtained would most likely be a distorted one. On the other hand the years 5689 and 5690 (1929 and 1930) were similarly unsuitable for our purposes because of the Arab situation in Palestine. Therefore, the only

recent year from the study of which we might get a normal picture was seen to be 5691 (1930-31); And so it was to this year that the study was limited.

Random Selection of Issues.

In order to ensure that the issues which we selected to work on would be normally diversified, in other words, in order to obtain an absolutely unselected, random sampling, we followed a set, previously determined system of selection. In the case of the Jewish Daily Bulletin, our only daily, we picked the fourth week of the first month, September, since that was the first week of the new Jewish year. In the second month, October, we took the third week; in November, the second; in December, the first; in January, the second again; in February, the third; and so on through the year. (In each case the week was taken as beginning with Sunday.) Since the Jewish Daily Bulletin had no Saturday edition, we were able to divide the week exactly in half to obtain the three issues per month which we had decided to work with. Thus we alternated between Sunday, Tuesday and Thursday and Monday, Wednesday and Friday. In this way we selected thirty-seven issues of the Jewish Daily Bulletin. (The extra issue was included because the work had started before the system of selection had been

definitely determined upon, so that the issues for September 1930 and January 1931 were not selected by this system. In the week of September 29 the issues used were those of Sunday, Monday and Tuesday, and in the week of January 11, they were those of Sunday, Monday, Tuesday and Wednesday.) In the case of the weeklies, three issues of each periodical were taken, one every four weeks, so that we had of the American Hebrew the issues of September 26, October 24 and November 21; of the American Israelite, the issues of December 18, January 16, and February 12; of the Bnai Brith Messenger, the issues of March 13, April 10 and May 8; and of the Reform Advocate, the issues of June 6, July 4 and August 1. It will be noticed, incidentally, that we covered the news of the year twice, once through the daily and once through the weeklies.

The Record Now, the preliminary steps having been Card.

completed, we proceeded to the gathering of our material. In the second chapter we have pointed out the need for a uniform procedure in studies of this nature, and have mentioned our resolve to take a step in this direction by using and comparing as many of the units of measurement used in the previous studies as possible. This meant that we had to accumulate data on the gross number of allu-

sions to any subject, the number of articles devoted to the subject, the number of inches of space given to it, the number of paragraphs in which it appeared, the number of topics subsumed under it, the number of words given to it, the number of issues in which it appears, its index of persistency (the percentage of the total number of issues in which it is represented), the function of the allusion in the article in which it appears, its manner of treatment, and its content, under which last we include in this study the number of other subjects in the article which are connected with this one. It was necessary to devise some means for recording this information as completely, as accurately, as simply and as economically as possible. To this end we used 3x5 filing-cards ruled off as in the diagram below:

Subject				
Direct Cross Refer.	Periodical	Date	Page, Col and No.	Remarks
Frequen. Allusion	Column Inches	Paragraphs	Average Words	
No Explan.	Parenth.	Lengthy	Full Article	
News	Incidental	Special Art.	Integral	Connection
	No tie-up	Incidental	Chief Purpose	Connection

On the first line we placed the item referred to. On the second line we placed information which would help us locate the reference at will. The first block on the line (the one to the extreme left) was the only exception. A check-mark (✓) in this block indicated that this was the first card made out for the particular article in which the reference occurred, which generally meant that this subject was the main subject of the article. Otherwise, the block was marked with a cross. The third line was reserved for the main quantitative measures, - the frequency with which the subject was mentioned in the article, the number of column-inches of space devoted to it, the number of paragraphs in which it was mentioned, and finally, the number of words on the subject. (Headlines were also counted for frequency, but were considered as belonging to the first paragraph.) It should be noted that for the frequency and paragraph-counts only the specific mention of the subject was considered (pronouns were not counted), whereas in the inches- and word-counts all material pertinent to the subject was included, even if the subject was not specifically named at all. On the diagram we have referred to the word-count as "Average Words." This is because the words were actually counted only when there were very

few on the subject (in which case, it should be mentioned, a name or title was counted as merely one word, no matter how long it was). Otherwise the number of column-inches was simply multiplied by a constant, which was determined for each periodical by averaging the word-counts of twenty inches selected at random (the first inch of the first column, the second inch of the second column, etc.), except where the periodical employed more than one size type, in which ten sample inches of each kind were counted. It might be argued that in recording inches and words for each subject we were counting the same space over again for every subject which was mentioned therein. And actually we are doing that. But we feel that it is justifiable to do so because in so far as it deals with a different subject it should be considered different itself, since it is viewed in an entirely different light. In other words, when we finally come to add the inches together, we shall have not actual column-inches, but reference-inches, not actual paragraphs, but reference-paragraphs, and so on. That is to say, we shall really be multiplying the number of inches or the number of paragraphs or the number of words by the number of references which they include.

But to return to the record-card, the fourth line was designed to show the treatment accorded the subject in the particular article, whether it was merely mentioned, with no further comment or explanation, whether it was explained parenthetically, whether it was discussed at length (of course the judgment of this depended upon the size of the article, so that this measure might mean that a couple of sentences were devoted to the subject, if the whole article consisted of no more than a paragraph, or it might indicate a number of full columns, where the article occupied one or more pages), or finally, whether the whole article was devoted to the subject. In each case a check-mark was placed in the appropriate block.

Function. The fifth line of the card was devoted to the function in the article of the reference under consideration. The first block, "News," was generally checked in connection with geographical references only, and indicated that the reference merely stated where an incident had happened or gave some other information of purely transitory interest, and had no other function whatsoever in the article. The second block, if checked, indicated that the item was only referred to incidentally. The third block indicated that this was the main subject of the article, or at least one of the main subjects. (For instance,

if the article discussed economic discrimination against the Jews in Poland, the cards for "Employment," "Anti-Semitism," "Poland" and "Jews in Poland" would all be checked in this way.) And the fourth block was checked if the reference under consideration was integrally related to some other subject in the article, and the subject to which it was related was noted in the space which we have marked "Connection." (For instance, if the card was made out for "Passfield White Paper," this block would be checked and "Palestine" written into the "Connection" space.)

Content. The sixth and last line was devoted to the informational content of the reference. We considered this from two aspects: first, from the number of different subjects which were subordinately connected with this one in the article (as we have mentioned in the preceding paragraph), and secondly (and naturally, this only applied in the case of historical references), from the extent to which this was tied up in the article in question with some event in the present. The first block being left blank, the second block, if checked, indicated that the item was merely mentioned and no attempt made to tie it up with the present. The

third block indicated that there was an incidental tie-up. For instance, when the Balfour Declaration was said to be violated by the Passfield White Paper, this block was checked on the card marked "Balfour Declaration" and "Passfield White Paper" was written into the space marked "Connection" on this line.

And finally, if the chief purpose of the article was to draw a parallel or explain some connection between the past event or personality and some present event or personality, the fourth block was checked, and the connection indicated beside it.

However, in actuality, we found extremely few such articles.

Fields of Study.

One more important item of information, representing, in fact, the core of the study, had to be recorded adequately on the cards, and that was the general field of Jewish information to which a particular reference belonged, i.e. whether to ancient, medieval or modern history, to current events, to contemporaneous personalities, to geography, to demographical fields like organizations and institutions, to Jewish customs and ceremonials, to Jewish religion, to Jewish cultural activities, etc. These headings represent, in the main, the categories under which our final analysis will be presented and from

which we hope to deduce the "minimum essentials" of a curriculum. This we accomplished by making our notations on the cards in several different colors. Thus, for all historical references, current events, contemporaneous personalities and the like, we filled in the cards in ordinary lead-pencil. For geographical references we used red pencil. For demographic references, as to organizations and institutions, we used blue pencil. And for customs and ceremonies we used ink. For further groups we used these same colors, but filled in the upper left-hand corner of each card in the same color. Thus, for theology and religion we used lead-pencil again but filled in the corner. For literature we used ink again, filling in the corner. For references to language or topics like "Hebrew Music" or "Yiddish Stage," we used blue pencil again, filling in the corner. And then we had one other, rather unusual category. We found that there were frequent mentions of various Hebrew names, many of which recurred time and time again. Feeling that since these names did play some small part in Jewish life, they should receive a portion of our attention, we included them in a separate section, only filling in (in red pencil, with the corner filled in also) the first three lines of the card.

It should be pointed out that there is a certain amount of over-lapping between these various fields of study. Chiefly this manifests itself in that any historical reference to a country or city or other geographical location necessitates the use of two cards, one in pencil and one in red. But again, insofar as the reference is historical it may be considered entirely different from the same subject viewed as geography.

Filling the Cards. In gathering the data, the writer went

through every article in every issue selected and made out a card for every subject of Jewish interest mentioned therein, with the exception that, in the case of people's names, only important people, that is, those of more than merely local prominence, were included. After the cards for the first few issues had been completely filled out by the writer, on the cards for subsequent issues he permitted the third line (of quantitative measures) to remain blank and turned over the mainly mechanical work of counting frequencies of mention and measuring inches, et cetera, to hired assistants, who were guided by the check-marks on the third and fourth lines in determining just how much or how little they should include. (The writer might mention here that although he employed help for such mechanical

work as is mentioned here, or the compilation of summary-cards, to be discussed later, he himself first tried out every step involved on a considerable section of the material.

Checking Accuracy. After all the cards had been completed

in this manner, the writer took one issue of the Jewish Daily Bulletin and did it over completely, just as if he had never done it before, having one of the assistants fill in the third line as she had previously done, but without regard to her previous work. Then the two packs of cards for that issue were compared and all significant differences noted. A difference of a quarter of an inch in the second block or of a two or three words in the fourth block was not considered significant. Furthermore, where the word-count had been obtained by multiplication of the inches-count, only one of the two was considered as a difference, because otherwise we should have been counting the same difference twice in effect. Similarly where different blocks were checked on the fourth, fifth and sixth lines, only one of the checks on each line was counted, because there was only one difference involved. There were thus eight possible differences to a card (direct or cross-reference, frequency,

column-inches, paragraphs, words, treatment, function, present-day tie-up). In the few cases where a card was omitted from either of the two groups, it was counted as only one difference, for even though if filled out it might have contained more than one difference, it might with the same likelihood have been difference-less, and in terms of performance, it represents only one incorrect act. Furthermore, even recognizing that the complete omission of a card is a more serious error than any error made on the card in filling it in, it would be difficult to determine exactly how to weight it properly. The total number of differences, in this case 123, was then divided by the number of differences possible, found by multiplying the number of cards included in each group (121) by the possible differences per card (8), or in this case 968, giving the percentage of differences, in this case 12.7%. Then, applying the formula: coefficient of reliability = $\cos \pi U/90^\circ$, where U represents the percentage of differences, we found that the coefficient of differences in this case was .81. This coefficient is indicative of a relatively high reliability for this study. It should be borne in mind that the application of this technique represented a very rigid test of the judgments of the writer on the data studied. Most of the dif-

ferences which were scored were in reality inconsequential to the main theme of the study and represented minor and justifiable alternate judgments. Hence the statement that the differences totalled 12.7% must not be interpreted as meaning that the errors totalled that much. Actual errors, i.e. miscounts, omissions, etc., were very few in number. The coefficient of reliability in this case refers not to the mechanical accuracy of the work but rather to the efficacy of the technique as a whole as a means of securing the desired information. When it is remembered that in the field of psychometrics, where the investigator's judgments play a small role, coefficients of from .80 to .90 are regarded as thoroughly satisfactory, our figure of .81 on data composed in large measure of value-judgments, will be appreciated in its full significance. Incidentally, this study is the first one in this particular field, to which this test has been applied. The customary procedure has always been to assume, a priori, that the investigator's value-judgments are reliable.

Assembling the Data. The next step, after all the cards, of

which there were 12,545 , had been accumulated, was to divide them according to color (i.e.-general field), alphabetize them, and place

them in the order of their appearance, - that is, according to date, page, column and number. Each periodical's cards were filed separately. At this point, in order to test the reliability of our technique, we split each of the five sets of cards into two equal parts, one containing all the odd cards, and one, all the even cards. One group we called the X-group; the other, the Y-group. We were thus enabled to use the split-halves technique of estimating the reliability of our results. We then proceeded to summarize all the data concerning any subject for which there were more cards than one, on one summary card, which was marked as such by turning down the upper left-hand corner. For these summary-cards we used the same form of card which we had used for our original record-cards. But now all the entries, not merely those of the third line, were made in quantitative terms, representing the sums of the entries in the corresponding blocks on the record-cards being summarized, so that now, instead of check-marks, dates, etc., we had only numbers to deal with, as the number of different issues represented, the number of "direct references," which we might also term "first references," the number of parenthetical explanations, and so on. There were also a few other slight differences.

All the cards in each group were examined and the subjects listed in the "Connections" space noted. The totals were then recorded on the proper cards in the first block on the sixth line, which it will be remembered we had previously left blank. Thus, if fifteen cards had "Palestine" listed in the "Connections" space, the number "15" was put in the lower left-hand corner of the summary-card for Palestine. Also, in the second block on the second line, where we had previously noted the periodical, indicated by a key-letter of the alphabet, we now likewise noted the group (X or Y) and the number of record-cards which were here being summarized. Thus if the American Israelite's X-group contained eighteen cards on Anti-Semitism, the summary-card for Anti-Semitism would have recorded in this block "CX - 18," since "C" was the key-letter which we used for the American Israelite. And the fourth block on the first row was now left blank. The original record-cards which each summary-card represented were filed away alphabetically, in case they were needed for future reference, (which they frequently were), whereas the rest of the cards, with the summary-cards amongst them, were classified according to the larger topics under which these subjects fell.

Classifying the Data. Still using the same kind of card,

but turning down the upper right-hand corner instead of the left, we now summarized all the data found on the individual subject-cards, on to cards bearing the larger topic-headings under which the individual subjects could be classified. These in turn were grouped under still larger headings, the cards for which had both corners turned down. In this way the many thousands of reference cards were gradually summarized and classified simultaneously, onto a smaller number of "key" or summary-cards from which the tables were finally constructed. The number of subjects in any classification was indicated in the fourth block on the second line, and when it came to the larger headings, the block was divided in half, and the number of groups included under the particular heading was noted to the left, and the sum of the next lowest category of subjects, that is, those noted on the cards for these smaller groups, was noted to the right. The same process of synthesis and summarization which was employed with the cards, was later found usable with the tables constructed on the basis of these cards.

This system of operation was devised to reduce

the mechanical labor which all other summary systems used in different studies involved. By obviating the necessity to copy data onto sheets, it also reduced considerably the possibility of error, since the original record made served as the basis of work from the beginning to the end of the study. Furthermore, this system made it possible to retain all individual cards in their original classifications, always available for further analysis and for checking and affording complete control at all times. The summary cards could then be manipulated at will, reclassified, tabulated, etc., without difficulty, and all figures they contained could be added with ease in a few, instead of in many operations. The high degree of accuracy which obtained in all computations can thus be attributed to this system, too.

The results of this study, based upon on analysis of the tables which the techniques described above yielded, will be presented in the next chapter.

IV - RESULTS

Classification The general headings under which all
Used.

the cards were classified and then
tabulated were the following:

I. History and Current Events

A. History

1. Ancient Times(1)
 - a. Patriarch Stories
 - b. Exodus & Conquest
 - c. Kings
 - d. Prophets
 - e. Late Biblical Period
 - f. Post-Biblical Period
2. Talmudic Period (2)
3. Medieval Period (3)
 - a. Popes
 - b. Ritual Murder
 - c. Spanish Jewish History
 - d. Columbus and the Jews
 - e. Great Jews
 - 1) Jewish Scholars
 - 2) Scientists, Philosophers, etc.
 - 3) Creative Artists
 - 4) Leaders of Movements
 - 5) General
4. Modern Times (4)

a. Americas

1) United States

2) Canada

3) South America

4) Mexico

b. Asia

c. Africa

d. Australia

e. Europe (5)

f. Great Jews (6)

1) Jewish Scholars

2) Scientists, Philosophers, etc.

3) Creative Artists

4) Leaders of Movements

5) General

5. Modern Jewish Problems (7)

a. Anti-Semitism (8)

1) Anti-Semitism per se

2) Good-Will

3) Fascism

4) Others

b. Assimilation and Conversion

1) Emancipation

2) Assimilation per se

3) Conversion per se

4) Minority Rights

c. Education (9)

d. Employment (10)

e. Immigration

f. Intermarriage

g. Zionism

1) Arab Problem

2) British Administration (11)

3) Jewish National Home

a. Per se

b. Nationalism (12)

4) League of Nations

5) Palestine (13)

6) Zionism per se

6. Unclassified (14)

B. Contemporary Notables (15)

1. Philanthropists

2. Leaders (16)

3. Scholars and Professors

4. Outstanding Rabbis

5. Miscellaneous

II. Geography

A. Cities

B. Countries and Continents

C. Districts and States

D. Miscellaneous (17)

III. Demography

A. International Organizations (18)

1. Representative (19)
2. Philanthropic
3. Zionistie (20)
4. Fraternal and Recreational (21)
5. Religious
6. Youth

B. National Organizations

1. Representative
2. Philanthropic
3. Zionistie
4. Fraternal and Recreational
5. Religious
6. Educational
7. Men's
8. Women's
9. Youth
10. Miscellaneous

C. Local Organizations

1. Philanthropic
2. Zionistie
3. Educational

4. Religious

5. Homes

6. Hospitals, Sanitaria, etc.

7. Men's

8. Women's

9. Youth

10. Miscellaneous

D. Institutions of Higher Learning

1. Seminaries

2. Others

E. Press

F. Miscellaneous

IV. Customs and Ceremonies

A. House of Worship (22)

B. Sacred Calendar

C. Sacraments (23)

D. Liturgy

E. Miscellaneous

V. Religion and Theology

A. Concepts (24)

B. Movements (25)

C. Miscellaneous (26)

VI. Literature

A. Biblical (27)

B. Rabbinic

C. Medieval

D. Modern

E. Liturgical

VII. Languages (28)

A. Hebrew

B. Yiddish

C. Others

VIII. Hebrew Names (29)

Notes on The Classification

- (1) Up to and including 70 C.E.
- (2) Up to about the seventh century.
- (3) Up to about the Mendelssohnian Period, around the end of the eighteenth century.
- (4) From about the Mendelssohnian Period (including Mendelssohn) to date.
- (5) Each country was considered separately.
- (6) All dead people mentioned, even if insignificant, (except such recently deceased men as Louis Marshall, for instance, who were classified under "Contemporary Personalities"), were included here. The only living persons included were those whose lasting greatness would be universally acknowledged, like Einstein, for instance.
- (7) This heading included not only discussions of these problems, but also events and personalities (non-Jewish) which were connected with these problems, as for instance an anti-Semitic riot or a declaration against the employment of Jews in a certain industry.
- (8) This included, it will be noticed, not only Anti-Semitism itself, but the reverse of Anti-Semitism, Good-Will, as well as Fascism, which

generally has an anti-Semitic aspect.

- (9) Under this heading was also included news concerning students, as also mentions of a "Numerus Clausus."
- (10) This concerns not only references to occupations in which Jews are engaged, but also restrictions against the employment of Jews.
- (11) Here we included all references to Great Britain, to various members of the British Government, to the various White Papers, the Balfour Declaration, etc.
- (12) Because, when this classification was made, it was impossible to discriminate between references to "Nationalism" in other countries and "Nationalism" in Palestine, between Arab Nationalism and Jewish Nationalism, all these references were grouped together here. However, there were not many of them and most of those were to Jewish Palestinian Nationalism.
- (13) All references to Palestine alone were grouped here; those referring to the condition of the Jews in Palestine were placed under "Asia" in the "Modern Times" section (IA4b).
- (14) Here were placed references which did not fit particularly into any of the other categories.

Examples are "Ghetto", "Diaspora." There were not many of these, however.

- (15) This included all people of national reputation at least who were still living at the time the reference was made (except such men as Louis Marshall, mentioned above, Nathan Straus, who died during that year, and the like).
- (16) Under this heading were included only those people who were outstanding as leaders in Jewish life, people like Chaim Weitzmann, Cyrus Adler, etc.
- (17) Waterways, harbors, and the like.
- (18) This included also certain organizations, like the American Jewish Joint Distribution Committee, which, though national in structure, are international in scope. The Alliance Israelite Universelle would be another example.
- (19) Those organizations whose chief purpose is to represent the Jewish people before the gentiles, protect Jewish rights, etc.
- (20) This included also anti-Zionistic organizations, like the Agudath Israel, whose chief raison d'etre was its anti-Zionism.
- (21) References to local chapters of an international organization like the Bnai Brith also were placed

here.

- (22) Here were included all references to anything at all connected with the Temple or Synagogue, be it Torah-scroll, Sabbath services or Cantor.
- (23) By "Sacraments" we meant the various ceremonies connected with the life-cycle of the individual, like Bar-Mitzvah, Wedding, Funeral, Cemetery, Tombstone-Unveiling, etc.
- (24) Religious ideas, like "God," "Israel," "Torah," etc.
- (25) "Judaism," "Orthodoxy," "Reform," etc.
- (26) Anything not covered by the above, like "Ten Commandments." There were very few references under this heading, of course.
- (27) Including the Apocrypha and New Testament.
- (28) Including such items as "Yiddish Press," "Hebrew Music."
- (29) Merely the Hebrew names given to congregations, hospitals and the like.

The
Tables

On the following pages will be found the tabulations of our results. The first table is a condensation of the most important data of our study, giving the percentage distribution of cards, gross allusions, paragraphs and words among the broadest subject divisions. This is followed by a large table, summarizing in detail the same items of information for all topics. Following this, in turn, will be found a series of smaller tables showing the percentages of words for the various smaller subject-groups and sub-groups. Then we have separate tables for the various other data which we accumulated. And finally we have two tables, one demonstrating the reliability of our technique by a comparison of the results for the X and Y groups, and the other showing the validity of our sampling by comparison of the results obtained from the daily (the Jewish Daily Bulletin) with those obtained from the weeklies, considered together. Supplementing this last table we have another showing the results for each of the weeklies separately. We shall discuss each table as we present it.

Condensed
Results

In Table I, on the next page, we have listed the main subject-divisions in our study with the percentages of the total number of cards, allusions, paragraphs and words which each represents.

TABLE II

	Canada	Grosse	East	North
History and Current Events	35.85	41.75	40.45	52.25
Geography	16.9	19.4	18.5	22.6
Demography	25.9	25.6	24.5	31.5
Customs and Ceremonies	11.5	8.5	8.8	5.9
Religion and Theology	2.5	3.2	2.8	2.6
Literature	2.4	1.6	1.6	1.0
Language	1.1	1.0	1.0	0.4
Hebrew Names	3.6	2.2	2.6	0.1

Exact Means Perhaps it would be wise to make clear
one of these
measures again just what each of these measures
means. In the preceding chapter we said that whenever
we found in any article mention of some subject which
had not been mentioned previously in that article, we
made out a card for it. In other words, the number of
cards for any subject indicates the number of articles
in which that subject was mentioned. However, as we
grouped the various individual subjects under larger
headings, we were adding together more and more sub-
jects which had appeared in the same article. (For
instance, in one article which mentioned France, Ger-

many, Palestine, India and the United States, we should have five different cards coming under the heading of "Geography" and two each under "Europe" and "Asia.") In other words, "Cards" indicates what might be termed "reference-articles," that is, not the actual number of articles covered, but the number of articles multiplied by the number of references. We have already given our justification of this procedure when we discussed the recording of the data (page 51). Furthermore, from a purely practical standpoint, it would have been extremely difficult to make sure that there was no duplication of articles under any heading. And since our final results are in terms of percentages, there would probably be very little difference between the two procedures as far as accuracy of results is concerned, except that "reference-articles" is probably a more flexible and more meaningful measure than pure "articles." We have, however, gathered some data on "articles" alone also, recording under each subject the number of articles in which it received the first record-card, which generally meant that it was the chief subject of the article. This also gave us a rough approximation of the total number of articles

included in the study (that is, with the exception of those few articles for which no cards at all were made out, since they contained no important references, but dealt with matters of local society and the like). But we shall discuss this data in its proper place later.

Just as "Cards" indicates "reference-articles," and for the same reason, "Paragraphs" indicates "reference-paragraphs" and "Words" indicates "reference-words." After all, any paragraph may deal with several subjects, and so may any other group of words. "Gross Allusions," however, simply represents the total number of times a particular subject is referred to.

Discussion As we look at Table I, we see that,
of Table I although the percentages of cards,
gross allusions, paragraphs and words for each heading differ from one another somewhat, the general distribution remains the same. "History and Current Events" has by far the largest percentage; "Demography," the next; "Geography" next; "Customs and Ceremonies" next; "Religion and Theology" after that; then "Literature"; and finally, "Languages." We have purposely

omitted the category "Hebrew Names" because that alone fluctuates in position, from fifth highest to lowest. This is very interesting, because, quite by accident, it furnishes us a very graphic demonstration of how the various units of measurement employed actually operate, and informs us as to the comparative reliabilities of each. It will be remembered that at the outset the value of including this data regarding "Hebrew Names" was extremely doubtful. We felt, however, that since we were coming across these names quite frequently, it might be wise to record them, and then, if they yielded no information of value, to drop them from the study later. Actually we found that we were never able to record any treatment, function or content for them, and that, as regards column-inches and words, they stood absolutely alone. They were in truth, as we had supposed, almost entirely meaningless. And yet, in terms of reference-articles, that is, cards, they represented 3.6% of the total number, or more than was represented by any of three other categories, from "Religion and Theology" down. Of course, this can be explained easily enough. In any article, the very fact that a particular, unim-

portant item appears at all places it at once on the same plane as the most important item, if we take the reference-article as our unit of measurement. Though this will generally tend to even itself out in the long run, since the more important subjects are more likely to appear in more articles, certain types of references, such as these names, for instance, may very conceivably be quite wide-spread without being at all important, and without receiving more than casual mention in any one of the articles in which it appears. This would naturally tend to raise the percentages for such unimportant subjects and lower the percentages of the really important subjects proportionately. The number of paragraphs in which a reference appears is a somewhat better index of its importance, but operates in much the same way. The number of gross allusions is still better, because the more important subjects will generally be mentioned more frequently within the article, but even this is not necessarily true nor always so." Professor Bagley, in his study, reported that the use of reference-articles as the unit of measurement is better than the use of gross allusions, but from the evidence before us it would appear that the latter procedure actually gives the more reliable results, since they

are less likely to be influenced unduly by the occurrence of "freak" references. But from this standpoint, the number of reference-words seems to be the best index of a subject's comparative importance, insofar as that can be determined by a study of this nature. Such an item as the name of a congregation, for instance, which constituted the chief type of reference represented by the "Hebrew Names" category, will receive no discussion at all, and will therefore receive a word-count of one or two, whereas other subjects will receive an amount of discussion more or less directly proportional to their importance. Again we must admit that the rule does not always hold. In connection with another table we shall point out that, especially in the case of the weeklies, some of which are more like magazines than like newspapers, a single lengthy feature-article on some interesting, timely, but entirely inconsequential subject, may throw off the results as to reference words entirely. And in such cases, the gross allusions would be only a slightly better index, the number of paragraphs would be only slightly better than that, and reference-articles would be by far the best. No doubt it was such cases as this which Professor Bagley

had in mind when he gave reference-articles the preference. It should, however, be pointed out that because of the large total number of reference-words, the results in terms of percentages will be affected far less by such "freaks" than will be the smaller number of reference-articles by the accretion of unimportant items. For this reason, in most of the tables which follow, we have computed our percentages in terms of reference-words.

Comparison of the Categories From our results here, in the light of what we have said thus far, we are able to discern just what sort of treatment was accorded each of the various types of references here represented. The "History and Current Events" references were generally accorded lengthy discussions, as we can see from the fact that they received more reference-words than all the other categories combined. By observing the sizeable difference between the percentage of cards and the percentages of paragraphs and gross allusions (which generally run pretty close together, it will be noticed, since the number of allusions per paragraph is fairly constant, as a matter of style, and the numbers of allusions and paragraphs, therefore, are roughly parallel), we notice that this type of reference

usually ran to at least several paragraphs. The "Geography" references paralleled the "History and Current Events" fairly closely, because this category was included mainly to show where events of Jewish interest were taking place. The "Demography" references, on the other hand, were quite different. They frequently consisted of single, short paragraphs, which cut down, naturally, on the percentages of words and of paragraphs, as also of gross allusions, since the number of allusions per paragraph will vary somewhat with the size of the paragraph. The same was true of the "Customs and Ceremonies" category, which, it will be noticed, received far less discussion than the others previously considered. The remainder of the categories do not yield as instructive results from this standpoint as these others, because they are so small that it is difficult to discern significant differences. We can, however, see from the results for "Religion and Theology" that where this type of reference occurs it tends to recur with comparative frequency in the same article and in the same paragraph, although very little attention is devoted to any one mention. The "Literature" references are of similar configura-

tion to the "Demography" and "Customs and Ceremonies" references. The "Language" references, very insignificant, run to brief, single mentions. The "Hebrew Names" category we have already discussed.

Detailed Table of Major Measures In Table II, on pages 79A, 79B and 79C, we have included all the results, in absolute numbers, as to cards, gross allusions, paragraphs and words, for all topics included in the study. Of course, such results mean very little until they have been interpreted, and the tables following will reduce these figures, at least those for the reference-words, to percentages, so that they can be more readily discussed.

History and Current Events The first and largest category of references, containing just over half of the total referenceswords in the study, is that dealing with history, which we have taken to include modern Jewish problems, current events, Jewish personalities, and reports on the condition of Jewish life in various countries, as well as events of the past. Because most contemporary personalities have only a temporary, and frequently a more or less local importance, we have omitted entirely those individuals whom we felt

TABLE II
FINAL SUMMARY TABLE

Total (X and Y Group)	Cards	Gross	Para- graphs	Words
	12,545	26,122	19,264	1,070,331
History & Current Events	4,491	10,627	7,789	537,369
History	2,735	7,259	5,013	376,871
Ancient History	139	191	160	3,864
Talmudic Period	16	23	18	397
Medieval Period	80	135	103	4,256
Modern Times	867	2,366	1,557	122,654
Americas	187	562	376	40,457
United States	152	427	300	33,871
Canada	13	51	26	2,543
South America	5	10	7	1,214
Mexico	4	23	13	1,063
Asia	69	252	150	11,580
Palestine	62	223	149	9,954
Europe	318	945	573	42,594
Italy	8	21	18	2,452
Germany	47	155	86	7,499
Poland	65	217	109	9,673
Roumania	28	99	63	6,243
Russia	50	150	92	5,768
Great Jews	247	541	402	19,067
Modern Jewish Problems	1,600	4,361	3,028	243,455
Anti-Semitism	312	671	500	43,237
Anti-Semitism (per se)	168	393	289	29,760
Good Will	28	47	39	5,051
Fascism	89	185	136	6,124
Education	52	173	100	7,163
Employment	58	135	81	9,739
Immigration	33	60	38	3,027
Zionism	1,100	3,373	2,258	176,272
Arab Problem	170	579	360	17,855
British Admini- stration	458	1,253	961	79,686
Great Britain	130	513	348	16,243
White Paper (1930)	98	269	207	27,347
Jewish National Home	65	154	120	9,649
League of Nations	87	184	146	5,207
Palestine	116	599	490	36,435
Zionism (per se)	195	376	376	27,133

TABLE II
(continued)

Total (X and Y Group)	Cards	Gross	Para- graphs	Words
Contemporary Person- alities	1,756	3,368	2,776	160,498
Philanthropists	458	1,087	886	54,895
Leaders	311	578	475	25,194
Scholars & Pro- fessors	144	270	208	13,604
Outstanding Rabbis	287	508	437	33,481
Miscellaneous	546	925	770	53,324
Geography	2,125	5,071	3,529	219,987
Cities	989	1,821	1,387	73,961
Countries & Conti- nents	980	2,945	1,954	136,034
Palestine	304	1,128	720	56,580
United States	144	452	342	20,733
Districts & States	127	251	170	8,128
Demography	3,254	6,173	4,675	228,162
International Organi- zations	681	1,574	1,168	67,524
Zionist Organiza- tions	485	1,199	879	50,522
Philanthropic Orga- nizations	96	221	183	10,405
Fraternal & Recrea- tional	71	122	90	5,123
National Organizations	702	1,283	783	59,022
Representative	110	252	200	19,016
Zionist Organiza- tions	79	147	114	7,237
Philanthropic	46	69	54	3,053
Religious	133	215	171	7,479
Women's Organization	113	225	152	7,646
Young People's Orga- nizations	126	213	154	6,374
Local Organizations	1,488	2,633	2,002	75,228
Philanthropic	118	211	162	8,574
Federation of Jew- ish Charities	81	154	113	6,182
Religious Organiza- tions	651	1,233	928	26,903
Rabbi	357	771	548	14,747
Educational	184	306	225	8,577
Recreational	88	127	104	3,620
Young People's	80	133	1,025	5,995
Y.M.-Y.W.H.A.				4,593
Press	137	250	191	9,105
Institutions of High- er Learning	189	270	189	9,810

TABLE II

(continued)

Total (X and Y Group)	Cards	Gross	Para- graphs	Words
Customs & Ceremonies	1,480	2,164	1,701	42,218
House of Worship	544	862	672	14,996
Sacred Calendar	412	610	573	9,348
Sacraments	323	344	307	8,320
Religion & Theology	311	825	536	26,799
Concepts	87	173	130	3,736
Movements	208	573	378	22,032
Literature	299	429	351	10,768
Biblical Literature	97	157	115	2,520
Rabbinic Literature	58	73	63	1,258
Medieval Literature	17	17	17	96
Modern Literature	110	161	136	6,652
Languages	139	249	187	3,837
Hebrew Names	446	584	496	1,191

were not at least nationally known, and have placed in a separate division most of the rest, so that our results might not be unbalanced by them unduly. Only the few, universally acknowledged great, like Einstein, for instance, have we included in our section on Modern History.

TABLE III

	Words	Pont.
History and Current Events	537,369	50.2
History	376,871	70.1
Before Modern Times	8,517	2.3
Ancient	3,864	45.37
Talmudic	397	4.66
Medieval	4,256	49.97
Modern Times	366,109	97.1
Mod. Hist.	122,654	33.4
Mod. Jew. Prob.	243,455	66.6
Unclassified	2,245	0.6
Contemporary Personalities	160,498	29.9

Contemporary Personalities The separate division on "Contemporary Personalities," it will be noticed from Table III, constitutes only 29.9% of the "History

TABLE IV

Contemporary Personalities			Words	Pent.
			160,498	29.9%
Philanthropists			54,895	34.20
Felix M. Warburg	17,596	32.05		
Nathan Strauss	6,752	12.30		
Judge Julian Mack	2,112	3.85		
Ludwig Vogelstein	1,493	2.72		
Bernard I. Deutsch	1,272	2.32		
Morris D. Waldman(Y)	1,700	3.10		
Others	23,970	43.67		
Leaders			25,194	15.70
Chaim Weitzmann	11,017	43.7		
Cyrus Adler	2,792	11.1		
Menahem Ussishkin	2,144	8.5		
Others	9,241	36.7		
Outstanding Rabbis			33,481	20.86
Solomon Freehof(X)	2,821	8.4		
J.G.Heller (X)	1,978	5.9		
Tobias Schanfarber(X)	6,211	18.6		
Louis I. Newman (X)	7,079	21.1		
Harry R. Richman(X)	1,792	5.4		
Others	13,600	40.6		
Scholars and Professors			13,604	8.48
Judah L. Magnes	2,368	17.4		
Salo Baron (Y)	1,318	9.7		
Claude G. Montefiore(X)	1,320	9.7		
Others	8,598	63.2		
Miscellaneous Personalities			33,324	20.76
Robert Szold	2,246	6.7		
4X	5,530	16.6		
Others	25,548	76.7		

and Current Events" reference-words, or only 15% of the total study. Table IV shows the distribution of these references among the smaller subdivisions, philanthropists constituting the greatest percentage, outstanding rabbis the next greatest, world leaders the next (except for the miscellaneous), and finally, the scholars and professors. We have also listed certain specific individuals who received an unusually large measure of attention. Those marked "X" are authors of lengthy articles, who were credited with all the words in their respective articles, even though their names appeared only once, under the title. Those marked "Y" owe their large representation in terms of reference-words to one lengthy article. These demonstrate what we said previously about the possibility of distortion in the reference-words results.

Pre-Modern History Turning again to Table III, to the major section, that dealing with all "historical" references other than to contemporary personalities, we find that this constitutes 70.1% of the "History and Current Events" category, or 35.2% of the total study, which it will be noticed, is still larger than any of the other large cate-

gories. Of this, only 2.3% are devoted to personalities or events prior to modern times, which we have taken to begin, for Jewish history, with the Mendelssohnian period, that is, around the end of the eighteenth century. Although we are dealing here with such small figures that further analysis must be of questionable accuracy, we have computed the percentages devoted to ancient history (before 70 C.E.), 45.37%, to Talmudic times, 4.66%, and to the Middle Ages, 49.97%. Even in terms of reference-articles, that is, cards, this group of references constituted only 8.6% of the "History" section. This small amount of attention devoted to pre-modern history is one of the most interesting and significant results of our study, in view of the almost exclusive attention which this material has been receiving in the curriculum of our schools. We shall speak of this more fully in our final chapter on conclusions.

Modern Times Still looking at Table III, we see that the references dealing with the modern period constitute 97.1% of the "History" references, or 34.2% of the total study, still more than any other group of references. We have subdivided them into those dealing with events, people and the like, and those

dealing with the problems which face Jewry today. The latter, as might be anticipated, received 66.6% of the reference-words, while the former received the other 33.4%.

TABLE V

	Words	Pont.
Modern Jewish Problems	243,455	66.6
Anti-Semitism	43,237	17.8
Zionism	176,272	72.4
Arab Problems	17,855	10.1
British Admin.	79,686	45.2
Great Brit.	16,243	20.4
White Paper 1930	27,347	34.3
Others	36,096	45.3
Palestine	36,435	20.7
Zionism	27,133	15.4
Others	15,163	8.6
Others	23,946	9.8

Modern Jewish Problems In Table V we see a more detailed analysis of the references to problems of modern Jewish life. By far the greatest amount of attention is here devoted to the subject of Zionism in its various aspects, 72.4%, or 16.5% of the total study, a

very sizeable percentage for any one subject. Of this, the greatest part deals with the British Administration, which is not at all surprising, since Great Britain rules Palestine and therefore makes the most news there. A certain degree of temporary distortion may however be present in our results here, because right at the beginning of the year with which this study deals, the British government promulgated its "White Paper" of 1930, which aroused a storm of protest in the Jewish press and throughout Jewry.

Anti-Semitism, though lagging far behind Zionism, also received quite a bit of attention, and both these problems together accounted for over 90% of the references to Modern Jewish Problems. Without wishing to anticipate our conclusions, we may however note that these results would tend to justify somewhat the much-derided emphasis on anti-Semitism and Palestine in present-day Jewish thought.

Modern Events,
Etc.

Turning to Table VI, which gives the percentages for the various references to modern historical events and the like, most of which have been classified according to countries, we find that there are slightly more references to European

countries than to the Americas (Canada, Mexico, Argentina, United States, etc.), which have the second highest percentage. However, the United States, which has 83.7% of the "Americas" references, probably has a higher percentage than any single other country, which is what one would expect from an analysis of United States newspapers. Palestine also receives a sizeable amount of attention even in aspects not connected with Zionism.

TABLE VI

	Words	Pont.
Modern History	122,654	33.4
Americas	40,457	33.1
United States	33,871	83.7
Others	6,586	16.3
Europe	42,594	34.4
Asia	11,580	9.5
Palestine	9,954	85.9
Others	1,626	14.1
Great Jews	19,067	15.6
Others	8,956	7.4

TABLE VII

	Words	Perc.
Geography	219,987	20.6
Cities (256)	73,961	33.62
New York	14,051	19.0
Others (255)	59,910	81.0
Countries & Continents	136,034	61.84
Palestine	56,580	41.6
United States	20,733	15.2
Others	58,721	43.2
Districts & States	8,128	3.69
Miscellaneous	1,864	0.85

Geography Turning to Table VII, we find an analysis of the category of geographical references, containing 20.6% of the total number of reference-words. Of these, 61.84% are devoted to references to countries and continents, 41.6% of which are to Palestine and 15.2% to the United States, with all the other countries and continents references getting only 43.2%. The second section contains references to 256 different cities and receives 33.2% of the reference-words dealing with geography. Of these, 19% are devoted to New York alone, quite in consonance with that city's position as the largest center

of American, if not of world Jewry.

Demography Table VIII presents an analysis of the Demography references, dealing with organizations and institutions in present-day Jewish life. These constitute 21.3% of the total study, and yet this is a class of material which receives practically no attention in the curriculum of our schools. In this section, attention is fairly evenly divided between local, national and international organizations, as will be seen from the table. Of local organizations, the highest percentage is that of the religious organizations, for the most part, the temple or synagogue and especially the rabbi. Philanthropic and educational organizations each receive, according to this study, 11.4% of the publicity given local organizations. It is interesting to note that the single subject of rabbis received more reference-words than even any of the larger subject groups here included.

Amongst international organizations, the various Zionist organizations are far in the lead, with 74.8% of the 29.6% of reference-words devoted to this class

TABLE VIII

		Words	Pont.
Demography		228,162	21.3
International Organization	67,524	29.60	
Zionist Org.	50,522	74.8	
Jewish Agency	11,418	22.6	
World Zion C.	14,782	29.3	
Others	24,322	48.1	
Philanthropic	10,405	15.4	
Joint Distr.C.	5,241	50.4	
Others	5,164	49.6	
Fraternal & Recreat.	5,123	7.6	
Bnai Brith	3,713	72.5	
Others	1,410	27.5	
Others	1,474	2.2	
National Organizations	59,022	25.86	
Representative	19,016	32.22	
Am. Jew. Comm.	3,432	18.0	
Am. Jew. Cong.	8,700	45.8	
Others	6,884	36.2	
Zionist Org.	7,237	12.26	
Z.O.A.	3,221	44.5	
Others	4,016	55.5	
Philanthropic	3,053	5.17	
Jew. Welf. Fund	1,168	38.3	
Others	1,885	61.7	
Religious Org.	7,479	12.67	
Women's Org.	7,646	12.96	

TABLE VIII
(continued)

		Words	Pont.
Young People's Org.		6,374	10.80
Others		8,217	13.92
Local Organizations		75,228	32.97
Philanthropic		8,574	11.4
Fed. of Jew.Char.	6,182	72.1	
Others	2,392	27.9	
Religious Organizations		26,903	35.8
Rabbi	14,747	54.8	
Others	12,156	45.2	
Educational		8,577	11.4
Recreational		3,620	4.8
Community Center	2,606	72.0	
Others	1,014	28.0	
Young People's Org.		5,995	8.0
Y.M.-Y.W.H.A.	4,593	76.6	
Others	1,402	23.4	
Others		21,559	28.6
Press		9,105	3.99
Institutions for Higher Learning		9,810	4.30
Others		7,473	3.28

of organizations. Two of these Zionist organizations, the World Zionist Congress and the Jewish Agency, each had more reference-words devoted to them than any other subjects or groups of subjects in this section. One of them, the World Zionist Congress, having a few more reference-words than the subject "rabbis," had more than any other subject or group of subjects (except the group "Representative Organizations" in the "National" section) in the entire "Demography" category. This is definitely traceable, however, to the session of the Congress which took place in the summer of that year, and which was naturally reported on at considerable length. The second large group of international organizations was composed of those devoted to philanthropic activity, with the Joint Distribution Committee as the outstanding member of the group. (We have previously discussed the reasons for including the JDC in this section.) And finally, the Bnai Brith stands out as the chief international fraternal or recreational organization.

The chief group of national organizations is that composed of what we have termed "representative" organizations, of which the American Jewish Congress

and the American Jewish Committee are the chief examples. Again, however, we find a slight distortion of the results in the case of the American Jewish Congress, which held a large meeting in Washington during the year under discussion and received considerable newspaper publicity thereon. There is, however, a much more serious distortion of the results in the case of the American Jewish Committee, which was credited with 3302 of its total 3432 reference-words in the Jewish Daily Bulletin's Y-group, in only five articles, and most likely about 3,000 reference-words were in a single article. In this same group the American Jewish Congress was credited in only seven articles with over 7,000 of its 8,700 reference-words. Also, in the X-group of the Bnai Brith Messenger, the Jewish Welfare Fund was credited with 1,132 of its total of 1,168 reference-words. Otherwise, attention is fairly evenly divided in this section between women's organizations, religious organizations, Zionist organizations and young people's organizations, which have here been named in ranking order. Philanthropic organizations come next, and then a few small groups.

The Smaller Categories In reference to the smaller categories,

of which "Customs and Ceremonies" is the largest, there is some question as to the accuracy of any analysis into smaller sub-groups, because of the small numbers we are handling, which may more readily be thrown off by single chance references of considerable length. We note, for instance, that of the 9,849 reference-words on "Judaism" under "Movements" in Table X, 4,238 appeared in the Y-group of the Reform Advocate and 2,595 in the X-group of the American Israelite, mainly in a single article in each case. Likewise, of 7,070 reference-words on "Reform Judaism" in the same table, 4,118 appeared in the Y-group of the Reform Advocate and 1,448 in the X-group of the American Israelite in the same articles in which the large "Judaism" references appeared. The total number of reference-words on "Humanism," 1,176, appeared in the Y-group of the Reform Advocate in the same article, and 1,813 of 1,835 reference-words on "Israel" also appeared there. This is another example of the reservation we made in declaring reference-words to be in all probability the best of the units of measurement. However, we give the analyses of the smaller categories here for whatever they are worth. It is

TABLE IX

		Words	Pont.
Customs and Ceremonies		42,218	3.9%
House of Worship		14,996	35.52
Cantor	924	6.2	
Services	3,536	23.6	
Sermon	2,236	14.9	
Syngagogue	2,841	18.9	
Temple	1,948	13.0	
Others	3,511	23.4	
Sacred Calendar		9,348	22.14
Calendar	1,193	12.8	
Sabbath	2,040	21.8	
Others	6,115	65.4	
Sacraments		8,320	19.71
Cemetery	746	9.0	
Funeral	3,405	40.9	
Marriage	2,502	30.1	
Others	1,667	20.0	
Others		9,554	22.63
Maddish	304	3.18	
Kashruth	894	9.36	
Others	8,356	87.46	

TABLE X

		Words	Pont.
Religion & Theology		26,799	2.5%
Concepts		3,736	13.94
God	1,369	36.64	
Israel	1,835	49.12	
Others	532	14.24	
Movements		22,032	82.21
Humanism	1,176	5.34	
Judaism	9,849	44.70	
Orthodox Judaism	2,697	12.24	
Reform Judaism	7,070	32.09	
Others	1,240	5.63	
Others		1,031	3.85

TABLE XI

		Words	Pont.
Literature		10,768	1.0%
Biblical Lit.		2,520	23.4
Bible	1,608	63.8	
Others	912	36.2	
Rabbinic Lit.		1,258	11.7
Talmud	784	62.3	
Others	474	37.7	
Medieval Lit.		96	00.9
Modern Lit.		6,652	61.8
Others		242	2.2

TABLE XII

		Words	Pont.
Languages		3,837	0.4%
Hebrew	1,635	42.61	
Yiddish	1,061	27.65	
Others	1,141	29.74	

interesting to note that in comparison with Table XIX, which gives the percentages in terms of cards or reference-articles, the general distributions remain the same, even though the actual percentages differ. That is, where one group of references has a higher percentage than an other in terms of reference-words, it also has a higher percentage in terms of reference-articles, even though the differences between the two may vary rather extensively. Detailed analyses of the Customs and Ceremonies, Religion and Theology, Literature, and Languages categories are given in Tables IX, X, XI and XII respectively, and are self-explanatory.

Other
Units of
Measure-
ment

Having already discussed the main units
of measurement used in studies of this
kind, we shall now turn to a consideration

of the results given by various other units of measure-

ment which have on occasion been employed. In Table XIII we have tabulated our results in regard to what we have previously called "first mentions," that is to say, the percentage of articles in which the particular subject was the first one for which a card was made out. This generally, though not always indicated that it was the main subject of the article. In the same table we have the percentage of topics subsumed under each heading. As a matter of fact, though, these percentages are not based on the actual number of topics subsumed under the various headings, but upon the sums of the number of topics under the same headings in each X-group and each Y-group of each periodical. Thus, for instance, in the X-group of the Jewish Daily Bulletin there were seventy-one (71) different topics under the large subject-heading "Modern Jewish Problems," and in the Y-group of the Reform Advocate there were twenty-four (24) topics under the same heading, and most of them, or possibly all of them, had probably been included in the Jewish Daily Bulletin's seventy-one, and yet they were counted separately, because it would have been extremely difficult and laborious and hardly worth-while to include only different

topics from each group. Also included in Table XIII is the number of issues in which each subject was referred to, but again X- and Y-groups were counted separately, so that the maximum number of issues was ninety-eight (98) instead of forty-nine (49). In the following column we have in each case given the percentage of the total number of possible issues in which the subject was actually referred to. This corresponds to the Index of Persistency used in some of the previous studies, but is computed in terms of issues instead of in terms of years, as they were. Naturally, the computation in terms of years is the more valuable. And finally, we have included in Table XIII the percentages of what we have termed "Connections," or the number of subjects which were subordinately connected with the one under consideration in the various articles in which it was referred to. We have explained this at greater length on pages 53 and 54. We are also including, in Table XIII-A, the actual numbers represented by the percentages of Table XIII.

In discussing the results obtained by using these other units of measurement, we shall compare them with the results obtained by using reference-words, as given in Tables III and VII-XII inclusive,

TABLE XIII

	First Men- tion	Top- ics	Issues	Index of Per- sist.	Con- nect.
History & Current Ev.	32.97	41.6	98	100	31.1
History	62.1	46.4	98	100	81.2
Pre-Modern	2.9	20.5	59	60	3.7
Modern	96.8	76.7	98	100	95.0
Modern History	47.6	54.5	98	100	44.1
Mod.Jew.Prob.	52.4	45.5	98	100	55.9
Unclassified	0.2	2.8	26	27	1.2
Contemporary Person.	37.9	53.6	98	100	18.8
Geography	3.25	15.2	98	100	10.4
Cities	43.1	60.3	98	100	6.4
Countries & Conts.	52.3	25.4	98	100	92.4
Districts & States	3.1	11.7	61	62	0.2
Miscellaneous	1.5	2.6	22	22	1.1
Demography	46.4	22.5	98	100	35.5
International	15.6	18.0	98	100	28.4
National	25.5	32.4	98	100	22.4
Local	51.7	30.5	91	93	39.6
Press	1.3	7.9	62	63	1.4
Instit. of High.L.	4.4	7.7	66	67	6.3
Customs & Ceremonies	12.64	9.5	88	90	16.2
House of Worship	15.0	28.1	69	70	33.2
Sacred Calendar	16.6	33.7	56	57	22.2

TABLE XIII
(continued)

	First Men- tion	Top- ics	Issues	Index of Per- sist.	Con- nect.
Sacraments	57.3	11.0	31	32	36.0
Others	11.1	27.2	51	52	8.6
Religion & Theology	0.75	2.3	70	71	3.1
Concepts	33.3	42.4	40	41	9.0
Movements	60.0	45.6	59	60	87.3
Others	6.6	12.0	13	13	3.6
Literature	1.55	4.4	68	70	3.4
Biblical	29.0	27.6	46	47	15.7
Rabbinic	19.3	14.4	32	33	3.2
Medieval		7.0	11	11	
Modern	51.6	44.0	42	43	79.5
Languages	0.25	0.7	61	62	0.1
Hebrew	20.0	40.5	53	54	100.0
Yiddish	60.0	40.5	38	40	
Others	20.0	18.9	6	6	
Hebrew Names	2.2	3.8	59	60	0.1

TABLE XIII A

	First Men- tion	Top- ics	Index Issues of Per- Con- sist. nect.		
<u>Total</u>	<u>2002</u>	<u>5530</u>	<u>98</u>	<u>100</u>	<u>5396</u>
Hist. & Current Ev.	660	2301	98	100	1679
History	410	1067	98	100	1364
Pre-Modern	12	219	59	60	51
Modern	397	818	98	100	1296
Modern History	189	446	98	100	571
Mod. Jew. Prob.	208	372	98	100	725
Unclassified	1	30	26	27	17
<u>Contemporary Person.</u>	<u>250</u>	<u>1234</u>	<u>98</u>	<u>100</u>	<u>315</u>
Geography	65	841	98	100	563
Cities	28	507	98	100	36
Countries & Conts.	34	214	98	100	520
Districts & States	2	98	61	62	1
<u>Miscellaneous</u>	<u>1</u>	<u>22</u>	<u>22</u>	<u>22</u>	<u>6</u>
Demography	929	1244	98	100	1917
Internat. Org.	145	224	98	100	545
National Org.	237	403	98	100	430
Local	480	380	91	93	760
Press	12	98	62	63	27
<u>Instit. of Higher L.</u>	<u>41</u>	<u>96</u>	<u>66</u>	<u>67</u>	<u>121</u>

TABLE XIII A
(continued) .

	First Men- tion	Top- ics	Issues	Index of Per- sist.	Con- nect.
Customs & Ceremonies	253	526	88	90	874
House of Worship	38	148	69	70	290
Sacred Calendar	42	177	56	57	194
Sacraments	145	58	31	32	315
Others	28	143	51	52	75
Religion & Theology	15	125	70	71	166
Concepts	5	53	40	41	15
Movements	9	57	59	60	145
Others	1	15	13	13	6
Literature	31	243	68	70	185
Biblical	9	67	46	47	29
Rabbinic	6	35	32	33	6
Medieval		17	11	11	
Modern	16	107	42	43	147
Languages	5	37	61	62	4
Hebrew	1	15	53	54	4
Yiddish	3	15	38	40	
Others	1	7	6	6	
Hebrew Names	44	213	59	60	8

on the one extreme, and with the results obtained by reference-articles, as given in Table XIX, on the other extreme.

First As we examine the results for the first
Mentions of the minor units of measurement, what we have termed "first mentions," we find a smaller percentage for "History and Current Events" than for any of the other, larger units of measurement (reference-words, paragraphs, gross allusions, and reference-articles). We find an even greater difference in the same direction in the case of "Geography." But when we come to "Demography," we find that the percentage of "first mentions" is much greater than of any of the other units. These differences can, however, be explained easily enough. A geographical reference is rarely the main subject of a newspaper article. Occasionally, it is true, such an article will discuss conditions in a particular country or city, but usually the geographical reference serves merely to give the locus of some event or organization. Demographical references, on the other hand, will very frequently constitute the main subject-matter of newspaper articles, which often describe the activities of organizations and

institutions. Historical references, again, are frequently subordinate to other historical references and to references in other fields. The percentage of "first mentions" for "Customs and Ceremonies" agrees very closely with the percentage of reference-articles, but is much greater than the percentage of reference-words. This, too, is easy to explain. Many of the "Customs and Ceremonies" references were congregational announcements, funeral or wedding announcements, and the like. There were usually few references per article, and the articles were generally very brief, as we have mentioned before. "Religion and Theology" references almost never constituted the main subjects of articles. (Table XIII A shows that there were only fifteen articles in the whole study in which they did.) Therefore it is not at all surprising to find that here the percentage of "first mentions" is much smaller than any of the other percentages for this same category. Some of the "Literature" references were announcements of book-publications and book-reviews, and so there is no significant difference between any of the percentages, or at any rate, the percentages are so small that it is difficult if

not impossible to tell what differences are significant. Finally, there were practically no articles in which language was the main subject, and the percentage of "first mentions" bears this out. To sum up, the percentage of "first mentions" appears to be a fairly reliable index as to the importance which a particular subject assumes within the articles in which it is referred to.

If we consider the percentages of "first mentions" within the various categories, our surmise as to the value of this unit of measurement is further borne out. For instance, in the category of "History and Current Events," we find the "Contemporary Personalities" references receiving a much higher percentage of the "first mentions" than of the reference-words, and only a slightly smaller percentage than of the reference-articles. From this we might deduce that though this type of reference, where it occurred, was generally a comparatively short one, it was very likely to occur in an article to itself, which was actually the case. "Mr. So-and-so was recently appointed to the Board of Organization Such-and-such" was fairly typical of these references. Similarly, noting that

the percentage of "first mentions" for the pre-modern periods is only 2.9, and of reference-words, 2.3, whereas of reference-articles it is 8.6, we may well conclude that these references were generally very brief mentions in connection with other subjects, which conclusion is correct. On the other hand, of references dealing with Modern Times, those on events and the like tended to approach those on modern Jewish problems, if we accept the evidence of "first mentions," whereas from the standpoints of both reference-words and reference-articles, the latter was by far the greater. Yet, in actual fact, what we termed "events" probably had just about as many articles devoted to them as did those other events which we included under the heading of "problems," for, after all, most news deals with events, if we wish to adhere to the strict use of the word. In the field of "Geography," the evidence from reference-articles would show a very slight preponderance of references to cities over references to countries and continents. The evidence from reference-words, however, shows that the "Countries and Continents" references were generally lengthier than "Cities" references. But we have already seen from

the data on "first mentions" that neither was at all frequently the chief subject of an article, although naturally articles on conditions in certain countries would give "Countries and Continents" the slightly higher percentage. We have already mentioned in another connection that references to local organizations frequently occurred in articles by themselves, which is exactly what the evidence from "first mentions" would lead us to conclude. International organizations, on the other hand, tended to be mentioned most often in connection with other subjects, besides being mentioned least frequently, though at considerable length, and again our figures could have supplied us this information if we had not known it. Under "Customs and Ceremonies," the large number of wedding, funeral, tombstone unveiling and similar notices, already alluded to above, gave "Sacraments" an overwhelmingly high percentage of "first mentions," although these references were briefest and least frequent. The rest of the categories contained so few cases that more detailed analysis is hardly justified, but in general, except under "Languages," the data as to "first mentions" bore out the data for reference-articles and reference-words.

Topics It is reasonable to suppose that the most important subjects are those which subsume the greatest number of smaller topics. However, our data here demonstrates very clearly that this is not so, and affords us some insight as to the reasons for its not being so. As far as the larger categories are concerned, there is a certain measure of agreement between the percentages of topics and the other units of measurement which we have employed. We may, however, with justice become suspicious when we notice that "Literature" is credited with 4.4% of the topics, whereas all the other measures unanimously place it very much lower. And our suspicion is greatly intensified when we observe that the category of "Hebrew Names," whose negligible value we have already discussed, is credited with 3.8% of the topics, an even higher rating than was given it in terms of reference-articles. At once the reason for these variations becomes apparent. The size of a group of topics is no real index to the importance of the individual topics, and hence, of the group. Thus, even though we have so large a group of unimportant items as different Hebrew names, this category is still a totally unimportant one, and each of the references

is unimportant. Conversely, an important subject may very conceivably have comparatively few topics subsumed under it. These results will therefore mean very little, except as aids to the reader of a study such as this in reconstructing for himself a picture of the material studied.

Persist- The index of persistency shows the like-
ency
Index lihood of encountering references to any particular subject in any issue, and to that extent it is of some value, as in determining what subjects are most important for developing intelligent readers of the press. However, in regard to the larger subject-groups, this measure does not discriminate at all finely, and its value would probably be greater in the consideration of smaller topics. Furthermore, as we have previously mentioned, a measure such as this can only be of real significance when it represents large numbers of issues spread over a far greater period of time.

Conneco- The final unit of measurement which we
tions
 shall consider is the percentage of "con-
nections," that is, the subjects which are subordi-
nated to the subject in question in the articles

covered. One of the chief elements in the assumption of importance by any subject is the extent of its implications. And if we follow the very logical procedure of taking the number of other subjects connected with any particular subject as an index of the extent of that subject's implications, we should have an extremely reliable index of that subject's actual importance. Actually that would seem to be the case here. If one were to take the various categories of our classification here and rate them on purely a priori grounds according to their implications for present-day Jewish life, which is what we are interested in, of course, we should probably have to place "Demography" at the top, because, after all, that deals with the actual structure of Jewish life. What we have termed "History and Current Events" would come next, because that represents Jewish life in action. Since the distinctiveness of Jewish life is chiefly a function of certain practices, "Customs and Ceremonies" would probably come next. One of the most significant facts about the Jew, a fact which explains much about the Jewish psyche, is his widespread geographical distribution, and so "Geography"

would likewise stand in an important position. On the other hand, anyone who has observed present-day Jewish life at all must have been impressed immediately with the small part which what we have called "Religion and Theology" plays in it, much as that may be regretted. And similarly, although we may wish that it were otherwise, we must admit that the average Jew pays little attention and devotes little time to Jewish literature. And now, as we turn to the data on our table under "Connections," we find that this is exactly the order which these various categories take. Furthermore, as we look at the smaller subject-divisions, we find, for instance, that "Contemporary Personalities" receives a much smaller percentage of "Connections" than of other units, which is entirely in consonance with what we said before about the unimportance of many of these references. Similarly, under "Geography," "Countries and Continents" receives an overwhelming percentage of the "Connections," which is in perfect agreement with what we stated before about the importance of these references generally, in contrast to the unimportance of the mere localizations provided by the "Cities" references. The "Demography"

references conform rather closely to the distributions given them by the other measures, especially reference-words. Because, as we have said before, the "Sacraments" references were so commonly in separate articles, their "Connections" percentage would naturally be higher, as it is here, since, for instance, "funeral" would have connected with it "cemetery," "rabbi," "Kaddish," etc. Otherwise the distribution is about the same as that based on the other units of measurement. Few would deny that the various sectarian divisions and movements, like Orthodoxy, Conservatism and Reform, play a larger part in Jewish life today than individual theological concepts, and this is borne out by the high percentage of "Connections" which here goes to "Movements." Likewise, modern Jewish literature is of greater interest and of more concern to the present-day Jew than the literature of the past, and again our results confirm our conclusion.

From all this, then, we are probably correct in feeling that "Connections" is an extremely valuable index to the relative importance of the various subjects.

Treatment In Table XIV we have assembled, in terms of percentages, our data as to the treatment accorded each subject in the various articles in which it was referred to. (In Table XIV-A, for the sake of reference, we have given the numbers which the percentages of the foregoing table represent.) These percentages are computed along the horizontal, instead of along the vertical, as all the previous percentages were computed. In other words, for any subject, a fifty (50) in the first column indicates that fifty percent (50%) of all the reference-articles for that subject accorded it mere mention, and so on with all the other columns. The percentages in Tables XV and XVI were computed in the same way.

This table is self-explanatory. It should be remembered, however, that most references to any subject will be mere mentions of the subject, and therefore the significant thing to look for is the extent to which those references which are not mere mentions are lengthier or shorter, and the extent to which each of the percentages deviates from the average percentage for that column, which is to say, the percentage of the total number in that

TABLE XIV

	No Ex- plana- tion	Paren- thetical	Lengthy	Full Article
Total	51.5	6.6	13.4	28.5
History & Current Ev.	40.0	13.9	18.5	27.5
History	40.0	6.3	20.3	33.4
Pre-Modern	63.4	13.2	14.9	8.5
Modern	37.4	5.6	20.9	36.0
Modern History	31.6	9.2	18.0	41.2
Mod.Jew.Prob.	40.6	3.6	22.5	33.3
Unclassified	69.7	9.1	9.1	12.1
Contemporary Person.	40.0	25.7	15.9	18.3
Geography	56.9	2.1	8.8	32.3
Cities	63.6	2.8	5.9	27.7
Countries & Conts.	49.2	1.0	11.1	38.7
Districts & States	61.4	3.9	13.4	21.3
Miscellaneous	65.5	3.4	6.9	24.1
Demography	52.2	2.7	10.6	34.5
International	53.7	3.7	14.0	28.6
National	49.0	4.4	9.3	37.3
Local	51.0	0.5	9.7	38.8
Press	53.3	11.0	17.5	18.3
Institut.of High.L.	68.3	3.2	5.3	23.3

TABLE XIV
(continued)

	No Ex- plana- tion	Paren- thetical	Lengthy	Full Article
Customs & Ceremonies	66.2	1.3	11.2	21.4
House of Worship	71.3	0.6	16.4	11.8
Sacred Calendar	74.5	2.4	8.5	14.6
Sacraments	48.2		4.7	47.1
Others	63.7	3.0	12.9	20.4
Religion & Theology	72.0	1.9	15.8	10.3
Concepts	71.3	6.9	13.8	8.0
Movements	73.6		14.9	11.5
Others	56.3		37.5	6.3
Literature	68.6	6.7	10.7	14.0
Biblical	69.1	7.2	10.3	13.4
Rabbinic	77.6	12.1	1.7	8.6
Medieval	76.5	11.8	11.8	
Modern	60.0	3.6	14.5	21.8
Languages	84.2		5.8	10.1
Hebrew	87.9		7.2	4.8
Yiddish	79.6		2.0	18.4
Others	71.4		14.3	14.3

TABLE XIV-A

	<u>T</u> No	<u>R</u> Ex-	<u>E</u> plana-	<u>A</u> tion	<u>T</u> Paren-	<u>M</u> thetical	<u>E</u> Lengthy	<u>N</u> Full	<u>T</u> Article
Total	6231				800		1618		3450
History & Current Ev.	1798				624		833		1236
History	1695				172		554		914
Pre-Modern	149				31		35		20
Modern	923				138		516		890
Modern History	274				80		156		357
Mod.Jew.Prob.	649				58		360		533
Unclassified	23				3		3		4
Contemporary Person.	703				452		279		322
Geography	1208				44		186		687
Cities	629				28		58		274
Countries & Conts.	482				10		109		379
Districts & States	78				5		17		27
Miscellaneous	19				1		2		7
Demography	1700				87		345		1122
Internat. Organiza.	366				25		95		195
National Organiza.	344				31		65		262
Local	759				7		145		577
Press	73				15		24		25
Instit.of Higher L.	129				6		10		44

TABLE XIVA
(continued)

	<u>T</u> No	<u>R</u> Ex-	<u>E</u> plan-	<u>A</u> ation	<u>T</u> Paren-	<u>M</u> thetical	<u>E</u> Lengthy	<u>N</u> Full	<u>T</u> Article
Customs & Ceremonies	979				19		165		317
House of Worship	388				3		89		64
Sacred Calendar	307				10		35		60
Sacraments	156						15		152
Others	128				6		26		41
Religion & Theology	224				6		49		32
Concepts	62				6		12		7
Movements	153						31		24
Others	9						6		1
Literature	205				20		32		42
Biblical	67				7		10		13
Rabbinic	45				7		1		5
Medieval	13				2		2		
Modern	66				4		16		24
Languages	117						8		14
Hebrew	73						6		4
Yiddish	39						1		9
Others	5						1		1

column.

From a study of this table we see that the references to "History and Current Events" tended to be quite a bit lengthier than the average; those to "Geography" and "Demography" were somewhat shorter; those to "Customs and Ceremonies" and to "Literature," a good bit shorter still; those to "Religion and Theology," very brief indeed; and those to "Languages," practically negligible. Of the "History and Current Events" references, those to "Contemporary Personalities" ran towards the parenthetical, whereas the rest were frequently full articles, or at any rate, quite lengthy. This was only true of the modern references, however, as the "pre-modern" references were generally very brief. The "Geography" references were pretty much of a type, generally mere mentions, but frequently, also, full articles. The "Demography" references were somewhat similar to the previous, but inclined to be a little lengthier. The "Customs and Ceremonies" references were also fairly consistently mere mentions. The same may be said of the "Religion and Theology" references, except that they were even more frequently of the

brief variety. And the same applies to the other two categories also, with very little difference amongst sub-divisions.

The information afforded by an analysis of this sort is a valuable aid in the interpretation of the results, as may be seen by reference to the previous discussions of results, where we frequently had occasion to explain certain tendencies in terms of the length of the references represented.

Function Table XV shows in terms of percentages what the function of each subject generally was in the articles in which it appeared. (Table XV-A gives the same data in the original numbers.) We have already discussed, on pages 52 and 53, what each of the columns indicates. This measure, like the previous one, must be interpreted in each case by variations from the average. It is reasonable to suppose that most of the references will be integrally related to the main subjects of the articles in which they appear, and that this was actually the case in our study is shown by the average percentage of 46.5 in the "Integral" column. The "History and Current Events" references tended to conform to the average, except that more of them were integral to their

TABLE XV

	News	Inci- dental	Spe- cial Article	Inte- gral
Total	2.3	25.8	25.5	46.5
History & Current Ev.	0.9	22.5	25.0	51.6
History	1.2	17.9	28.0	52.9
Pre-Modern		42.1	14.0	43.8
Modern	1.3	15.3	29.4	54.0
Modern History	1.0	18.5	40.0	40.5
Mod.Jew.Prob.	1.5	13.6	23.6	61.3
Unclassified		42.4	21.2	36.4
Contemporary Person.	0.4	29.7	20.3	49.7
Geography	9.8	40.9	24.0	25.4
Cities	16.2	46.3	15.2	22.2
Countries & Conts.	4.2	34.6	33.5	27.8
Districts & States	4.7	45.7	20.5	29.1
Miscellaneous	6.9	41.4	17.2	34.5
Demography	0.5	23.9	32.1	43.5
International	1.0	20.0	25.6	53.5
National	1.0	25.9	36.9	36.2
Local		19.0	35.4	45.6
Press	0.7	57.7	18.3	23.4
Institut.of High.L.		41.8	22.2	36.0

TABLE XV
(continued)

	News	Inci- dental	Spe- cial Article	Inte- gral
Customs & Ceremonies	0.5	14.4	22.0	63.1
House of Worship	0.4	14.2	10.9	74.6
Sacred Calendar	0.7	15.8	16.3	67.2
Sacraments		5.0	49.2	45.8
Others	1.0	27.4	20.4	51.2
Religion & Theology	0.6	31.8	9.0	58.5
Concepts		46.0	8.0	46.0
Movements	1.0	24.5	9.1	65.4
Others		50.0	12.5	37.5
Literature	0.3	30.8	14.4	54.5
Biblical	1.1	33.0	14.4	51.5
Rabbinic		39.7	6.9	53.4
Medieval		41.2		58.8
Modern		25.5	22.7	51.8
Languages	0.7	43.1	5.8	50.4
Hebrew		48.2	2.4	49.5
Yiddish	2.0	36.7	10.2	51.0
Others		28.6	14.3	57.1

TABLE XV-A

	News	Inci- dental	Spe- cial Article	Inte- gral
Total	275	3123	3080	5621
History & Current Ev.	40	1012	1121	2318
History	33	491	765	1446
Pre-Modern		99	33	103
Modern	33	378	725	1331
Modern History	9	160	347	351
Mod.Jew.Prob.	24	218	378	980
Unclassified		14	7	12
Contemporary Person.	7	521	356	872
Geography	209	868	509	539
Cities	160	458	150	220
Countries & Conts.	41	339	328	272
Districts & States	6	58	26	37
Miscellaneous	2	12	5	10
Demography	15	779	1045	1415
International	7	136	174	364
National	7	182	259	254
Local		283	527	678
Press	1	79	25	32
Institut.of High.L.		79	42	68

TABLE XV-A
(continued)

	News	Inci- dental	Special Article	Inte- gral
Customs & Ceremonies	7	213	326	934
House of Worship	2	77	59	406
Sacred Calendar	3	65	67	277
Sacraments		16	159	148
Others	2	55	41	103
Religion & Theology	2	99	28	182
Concepts		40	7	40
Movements	2	51	19	136
Others		8	2	6
Literature	1	92	43	163
Biblical	1	32	14	50
Rabbinic		23	4	31
Medieval		7		10
Modern		28	25	57
Languages	1	60	8	70
Hebrew		40	2	41
Yiddish	1	18	5	25
Others		2	1	4

articles and fewer incidental. However, upon closer analysis, we find that the "Contemporary Personalities" references were more often incidental, much less often the main subjects of articles, while the other historical references were more often integral, more often the main subjects, and much less often merely incidental. However, this did not apply to the "Pre-Modern" references, which were less often integral, very much less often main subjects, and extremely frequently incidental. On the other hand, modern events and the like were far more frequently the main subjects, which is what one would expect, of course, since they have such great "news-interest," while "Modern Jewish Problems" references were integral far more often than not, and very seldom incidental. The "Geography" references were generally incidental, far more rarely integral, and all of them ran pretty much to type, with little difference between subject-headings. The "Demography" references were frequently main subjects in their articles. This was especially true of references to local and national institutions, as we have indicated before. "Customs and Ceremonies" references were most often integral, but "Sacraments" were very frequently main subjects,

as we have previously noted. The "Religion and Theology" references tended rather definitely to be either integral or only incidental, and were very rarely main subjects. The same was true of the "Literature" and "Language" references also.

As with the evidence on treatment of the material, this information is valuable in the interpretation of the results, and we have already made use of it in this way, it will be recalled, notably in connection with the "Local Demography" references and the "Sacraments" references under "Customs and Ceremonies." In other words, it is of little significance independently, but becomes important in conjunction with the other data.

Content In Tables XVI and XVI-A we have collected our data on the connection of the material with present-day life. Since most of our material was of a timely nature, dealing with present-day events, personalities, institutions and the like, the question as to connection with present-day life was generally not at all pertinent. It could only be meaningful in regard to references to the past. Therefore, the only group of references for which we have any considerable data on this point is the section

TABLE XVI

	No Tie-up	Inci- dental	Chief Purpose
Total	62.8	34.8	2.4
History & Current Events	65.4	32.2	2.4
History	65.5	32.6	1.9
Pre-Modern	78.1	20.9	0.9
Modern	56.6	40.8	2.6
Modern History	88.6	10.8	0.6
Modern Jewish Problems	14.9	79.9	5.2
Unclassified	75.0	25.0	
<u>Contemporary Personalities</u>	<u>63.8</u>	<u>27.7</u>	<u>8.5</u>
Geography	75.0	25.0	
Cities	80.0	20.0	
Countries & Continents	50.0	50.0	
Districts & States	0	0	
<u>Miscellaneous</u>	<u>100.0</u>		
Demography	40.0	60.0	
International	100.0		
National	100.0		
Local	0	100	
Press		100.0	
<u>Institutions of Higher L.</u>	<u>0</u>	<u>0</u>	

TABLE XVI
(continued)

	No Tie-up	Inci- dental	Chief Purpose
Customs & Ceremonies	33.3	66.7	
House of Worship	50.0	50.0	
Sacred Calendar	50.0	50.0	
Sacraments	20.0	80.0	
Others	20.0	80.0	
Religion & Theology	50.0	50.0	
Concepts	33.3	66.7	
Movements	100.0		
Others	100.0		
Literature	26.3	68.4	5.3
Biblical	11.1	77.8	11.1
Rabbinic	42.9	57.1	
Medieval	50.0	50.0	
Modern		100.0	
Languages		100.0	
Hebrew		100.0	
Yiddish	0	0	0
Others		100.0	

TABLE XVI-A

	No Tie-up	Inci- dental	Chief Purpose
Total	399	221	15
History & Current Events	376	185	14
History	346	172	10
Pre-Modern	168	45	2
Modern	175	126	8
Modern History	155	19	1
Modern Jewish Problems	20	107	7
Unclassified	3	1	
Contemporary Personalities	30	13	4
Geography	6	2	
Cities	4	1	
Countries & Continents	1	1	
Districts & States	0	0	
Miscellaneous	1		
Demography	2	3	
International	1		
National	1		
Local	0	0	
Press		3	
Institutions of High. Learn.	0	0	

TABLE XVI-A
(continued)

	No Tie-up	Inci- dental	Chief Purpose
Customs & Ceremonies	6	12	
House of Worship	3	3	
Sacred Calendar	1	1	
Sacraments	1	4	
Others	1	4	
Religion & Theology	4	4	
Concepts	2	4	
Movements	1		
Others	1		
Literature	5	13	1
Biblical	1	7	1
Rabbinic	3	4	
Medieval	1	1	
Modern		1	
Languages		2	
Hebrew		1	
Yiddish		0	
Others		1	

on "History and Current Events." It is extremely significant that in connection with most of the references there was no attempt made to tie them up with the present. Their occurrence was purely fortuitous. They were merely adornments to the real content of the article.

Reliability On page 60 we have described the
of Technique procedure whereby we in effect

doubled the amount of material covered and thereby tested the reliability of our results. By dividing our cards into two groups, X and Y, we achieved approximately the same effect as if we had taken an entirely new sampling and treated it in the same way we had the previous one. In such a case, if there is a close agreement between the first set of results and the second, the method of treatment may be adjudged a reliable one, whereas if the results are widely divergent, the method may be considered proven unreliable. This is known as the "split-halves" technique."

In Table XVII we have tabulated the percentages of reference-words for each of the main subject-headings in the X-group, the Y-group and the total

TABLE XVII

SUBJECT	X %	Y %	Total %
Total	100.00	100.00	100.00
History & Current Ev.	53.07	47.22	50.2
History	69.03	71.43	70.1
Pre-Modern	1.50	3.12	2.3
Modern	98.26	95.87	97.1
Mod. History	30.31	37.20	33.4
Mod. Jew. Prob.	69.69	62.80	66.6
Unclassified	0.24	1.00	0.6
Contemp. Person.	30.97	28.57	29.9
Geography	19.14	22.02	20.6
Cities	35.13	32.25	33.62
Countries & Conts.	59.15	64.27	61.84
Districts & States	4.70	2.79	3.69
Miscellaneous	1.02	0.69	0.85
Demography	20.53	22.13	21.3
International Org.	29.63	29.56	29.60
National Organiza.	22.56	29.07	25.86
Local Organisation	38.25	27.87	32.97
Press	4.27	3.72	3.99
Instit. of Higher L.	4.40	4.20	4.30
Others	0.89	5.58	3.28

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TABLE XVII
(continued)

SUBJECT	X %	Y %	Total %
Customs & Ceremonies	3.56	4.35	3.9
House of Worship	39.44	32.18	35.52
Sacred Calendar	21.33	22.83	22.14
Sacraments	20.21	19.28	19.71
Others	19.02	25.71	22.63
Religion & Theology	2.11	2.91	2.5
Concepts	6.82	19.32	13.94
Movements	86.92	78.66	82.21
Others	6.26	2.02	3.85
Literature	1.09	0.92	1.0
Biblical	17.62	30.49	23.4
Rabbinic	13.12	9.92	11.7
Medieval	1.11	0.62	0.9
Modern	66.78	55.63	61.8
Others	1.37	3.33	2.2
Languages	0.39	0.33	0.4
Hebrew Names	0.10	0.12	0.1

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TABLE XVII-A

SUBJECT	X	Y
Total	546,133	524,198
History & Current Ev.	289,857	247,512
History	200,080	176,791
Pre-Modern	2,994	5,523
Modern	196,615	169,494
Modern History	59,600	63,054
Mod.Jew.Prob.	137,015	106,440
Unclassified	471	1,774
Contemporary Person.	89,777	70,721
Geography	104,535	115,452
Cities	36,724	37,237
Countries & Conts.	61,829	74,205
Districts & States	4,911	3,217
Miscellaneous	1,071	793
Demography	112,140	116,022
International	33,225	34,299
National	25,300	33,722
Local	42,891	32,337
Press	4,791	4,314
Institut.of High. L.	4,934	4,876
Others	999	6,474

TABLE XVII-A
(continued)

SUBJECT	X	Y
Customs & Ceremonies	19,434	22,784
House of Worship	7,664	7,332
Sacred Calendar	4,146	5,202
Sacraments	3,927	4,393
Others	5,697	5,857
Religion & Theology	11,535	15,264
Concepts	787	2,949
Movements	10,026	12,006
Others	722	310
Literature	5,931	4,837
Biblical	1,045	1,475
Rabbinic	778	480
Medieval	66	30
Modern	3,961	2,691
Others	81	161
Languages	2,132	1,705
Hebrew Names	569	622

study. (Table XVII-A gives the actual numbers of reference-words in each case.) It will be noticed that all differences are very slight and that the general distribution amongst the various subjects in each category remains the same, except in the case of the "Demography" references. However, if we remember that the "National Organizations" section in the Y-group is weighted by the "freak" references we have already mentioned (see page 89), we see that even here there is very little difference. In other words, if we remember to correct for "freaks," which is to say, if we use the evidence from several units of measurement instead of from only one, our results are very consistent, and therefore reliable.

Validity
of Sampling

We have mentioned in our introduction the necessity for obtaining a representative sampling of periodicals for use in a study like this. Aside from the fact that we have attempted to include in this study periodicals representing all different geographical areas and points of view, the question as to the validity of our sampling resolves itself mainly into a question as to the extent of

agreement or disagreement between the individual periodicals included here. If we find, for instance, that each of the periodicals we have used differs widely in the results it yields from all of the others, we have no way of knowing that any other periodical which we might study might not differ just as widely. On the other hand, if, after taking all due precautions for obtaining an "unselected" sampling, that is to say, one so carefully selected that it includes all possible variations, we find that the results for each periodical are almost identical with those for each of the others and for the total, then we may be fairly certain that any other periodical which we may study will probably likewise conform.

In Table XVIII we have the percentages (Table XVIII-A giving the actual numbers) of reference-words for the Jewish Daily Bulletin, the single daily, and for the weeklies as a whole, with the percentages of the total given in the final column for purposes of comparison. The distributions in the "History and Current Events" and "Geography" categories is about the same in each case. However, in the "Demography" references we find a complete

TABLE XVIII

SUBJECT	J.D.B.	Weeklies	Total
Total	100.00	100.00	100.00
History & Current Ev.	54.40	44.31	50.20
History	75.54	60.77	70.10
Pre-Modern	1.21	4.50	2.30
Modern	98.75	93.70	97.10
Modern History	30.81	39.62	33.40
Modern Jew. Prob.	69.19	60.38	66.60
Unclassified	0.05	1.80	0.60
Contemporary Person.	24.46	39.23	29.90
Geography	24.31	15.26	20.60
Cities	31.46	38.49	33.62
Countries & Conts.	64.22	56.48	61.84
Districts & States	3.47	4.20	3.69
Miscellaneous	0.85	0.84	0.85
Demography	18.55	25.24	21.30
International	41.76	16.96	29.60
National	30.61	20.94	25.86
Local	15.55	51.06	32.97
Press	6.65	1.23	3.99
Institut. of High. L.	3.95	4.66	4.30
Others	1.47	5.15	3.28

Table XVIII
(continued)

	J.D.B.	Weeklies	Total
Customs & Ceremonies	1.49	7.42	3.9
House of Worship	35.42	35.55	35.52
Sacred Calendar	25.25	21.26	22.14
Sacraments	14.19	21.27	19.71
Others	25.14	21.92	22.63
Religion & Theology	0.47	5.38	2.5
Concepts	10.26	14.39	13.94
Movements	89.37	81.33	82.21
Others	0.37	4.27	3.85
Literature	0.59	1.60	1.0
Biblical	30.75	19.60	23.4
Rabbinic	14.19	10.39	11.7
Medieval	0.54	1.07	0.9
Modern	54.52	65.53	61.8
Others		3.41	2.2
Languages	0.23	0.54	0.4
Hebrew Names	0.02	0.23	0.1

TABLE XVIII-A

SUBJECT	J.D.B.	Weeklies
Total	626,799	443,532
History and Current Ev.	340,772	196,597
History	257,408	119,463
Pre-Modern	3,108	5,380
Modern	254,178	111,931
Modern History	78,311	44,343
Mod.Jew.Prob.	175,867	67,588
Unclassified	122	2,152
Contemporary Person.	83,364	77,134
Geography	152,289	67,698
Cities	47,904	26,057
Countries & Cnts.	97,800	38,234
Districts & States	5,287	2,841
Miscellaneous	1,298	566
Demography	116,225	111,937
International	48,537	18,987
National	35,581	23,441
Local	18,072	57,156
Press	7,733	1,372
Institut. of High. L.	4,591	5,219
Others	1,711	5,762

TABLE XVIII-A

(continued)

	J.D.B.	Weeklies
Customs & Ceremonies	9,323	32,895
House of Worship	3,302	11,694
Sacred Calendar	2,354	6,994
Sacraments	1,323	6,997
Others	2,344	7,210
Religion & Theology	2,935	23,864
Concepts	301	3,435
Movements	2,623	19,409
Others	11	1,020
Literature	3,672	7,096
Biblical	1,129	1,391
Rabbinic	521	737
Medieval	20	76
Modern	2,002	4,650
Others		242
Languages	1,434	2,403
Hebrew Names	149	1,042

reversal between the daily and the weeklies, with the total representing a compromise between them, naturally. First of all, the Jewish Daily Bulletin had a smaller percentage of "Demography" references than of "Geography" references, whereas in the weeklies and in the total the converse is true. Then, in the Jewish Daily Bulletin the international organizations were the largest group, the national organizations were next, and the local organizations constituted the smallest group of the three, whereas in the weeklies we find exactly the reverse order, with the local organizations far in the lead, the national organizations much behind, and the international organizations somewhat behind the national. The total finds the local organizations still in the lead by a small margin, with international organizations next, and national organizations last. Of course, this distribution can be understood easily enough when we consider the nature of the Jewish Daily Bulletin and that of the weeklies. The weeklies are almost all purely local periodicals, whereas the Jewish Daily Bulletin was distributed throughout the whole country. As a consequence, the Jewish Daily Bulletin did not publish announcements of meet-

ings and the like, as did the weeklies, and even in its news it concerned itself more with international and national affairs than with local, since its appeal was to a larger public. Also the Jewish Daily Bulletin frequently quoted other newspapers, which accounts for its higher percentage of "Press" references. Under "Customs and Ceremonies" the weeklies had a higher percentage of "Sacraments" references because of the marriage, funeral and similar notices already several times referred to. The other results distributed pretty much the same in all three cases.

Table XIX gives the percentages (and Table XIX-A the numbers) of reference-articles (since this information was more readily available) for each subject in each of the periodicals and in the total (the figures having been corrected to exclude the "Hebrew Names" references, which, we have already pointed out at some length, tended to distort results in terms of reference-articles). Allowing for differences which we have previously pointed out between reference-articles and reference-words and between the Jewish Daily Bulletin, which was unique, on the one hand, and the weeklies on the other hand, we see that there

TABLE XIX

	<u>J.D.B.</u>	<u>AM.HEB.</u>	<u>AM.IS.</u>	<u>B.B.M.</u>	<u>REF.AD.</u>	<u>TOTAL</u>
<u>Total</u>	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
<u>Hist.&Cur.Ev.</u>	<u>46.36</u>	<u>45.18</u>	<u>29.17</u>	<u>21.06</u>	<u>27.01</u>	<u>37.12</u>
<u>History</u>	<u>64.6</u>	<u>62.31</u>	<u>47.95</u>	<u>60.87</u>	<u>54.59</u>	<u>60.90</u>
Pre-Modern	4.88	14.34	13.21	18.75	13.11	8.59
Modern	94.36	83.22	86.43	79.46	83.61	90.20
Mod.Hist.	28.72	34.03	47.93	49.44	59.31	35.14
Mod.J.P.	71.28	65.97	52.07	50.56	40.69	64.86
<u>Unclassif.</u>	<u>0.76</u>	<u>2.45</u>	<u>0.36</u>	<u>1.79</u>	<u>3.28</u>	<u>1.21</u>
<u>Contemp.Pers.</u>	<u>35.4</u>	<u>37.69</u>	<u>52.05</u>	<u>39.13</u>	<u>45.41</u>	<u>39.10</u>
<u>Geography</u>	<u>25.29</u>	<u>13.48</u>	<u>11.59</u>	<u>9.16</u>	<u>9.67</u>	<u>17.56</u>
Cities	45.89	48.90	46.12	40.00	57.50	46.54
Countr.&Cont.	46.24	45.26	49.57	50.00	36.88	46.12
Dist.& States	6.69	5.11	2.16	6.88	5.00	5.98
<u>Miscellaneous</u>	<u>1.18</u>	<u>0.73</u>	<u>2.16</u>	<u>3.12</u>	<u>0.62</u>	<u>1.36</u>
<u>Demography</u>	<u>21.57</u>	<u>23.72</u>	<u>32.72</u>	<u>37.38</u>	<u>29.00</u>	<u>26.90</u>
Intern.Org.	38.20	12.45	10.08	10.41	10.21	20.93
Nation.Org.	24.90	28.22	23.66	18.38	11.25	21.57
Local Org.	20.82	44.81	54.04	67.99	68.12	45.73
Press	7.92	1.66	2.90	0.77	2.50	4.21
Inst. of H.L.	5.63	9.96	8.24	1.84	6.25	5.81
<u>Others</u>	<u>2.53</u>	<u>2.90</u>	<u>1.07</u>	<u>0.61</u>	<u>1.67</u>	<u>1.75</u>

TABLE XIX

(continued)

	<u>J.D.B.</u>	<u>AM.HEB.</u>	<u>AM.IS.</u>	<u>B.B.M.</u>	<u>REF.AD.</u>	<u>TOTAL</u>
<u>Customs & Cere.</u>	<u>2.98</u>	<u>9.55</u>	<u>17.58</u>	<u>24.16</u>	<u>26.59</u>	<u>12.23</u>
House of Wor.	37.87	43.30	41.76	33.18	34.32	36.76
Sacred Cal.	27.22	36.08	32.67	21.57	28.41	27.84
Sacraments	10.06	2.06	10.23	31.28	30.91	21.82
<u>Others</u>	<u>24.85</u>	<u>18.56</u>	<u>15.34</u>	<u>13.98</u>	<u>6.36</u>	<u>13.58</u>
<u>Relig. & Theol.</u>	<u>1.34</u>	<u>3.84</u>	<u>4.49</u>	<u>2.40</u>	<u>3.87</u>	<u>2.57</u>
Concepts	28.95	46.15	15.56	23.81	35.94	27.97
Movements	68.42	46.15	81.11	66.67	57.81	66.88
<u>Others</u>	<u>2.63</u>	<u>7.69</u>	<u>3.33</u>	<u>9.52</u>	<u>6.25</u>	<u>5.14</u>
<u>Literature</u>	<u>1.41</u>	<u>3.25</u>	<u>3.40</u>	<u>4.12</u>	<u>2.78</u>	<u>2.47</u>
Biblical	32.50	30.30	30.88	43.06	19.57	32.44
Rabbinic	20.00	30.30	7.35	22.22	23.91	19.40
Medieval	6.25	6.06	2.94	6.94	6.52	5.69
Modern	41.25	27.27	44.12	27.78	39.13	36.79
<u>Others</u>		<u>6.06</u>	<u>14.71</u>		<u>10.87</u>	<u>5.69</u>
<u>Languages</u>	<u>1.06</u>	<u>0.98</u>	<u>1.05</u>	<u>1.72</u>	<u>1.09</u>	<u>1.15</u>

TABLE XIX-A

	<u>J.D.B.</u>	<u>AM.HEB.</u>	<u>AM.IS.</u>	<u>B.B.M.</u>	<u>REF.AD.</u>	<u>TOTAL</u>
<u>Total</u>	<u>5,679</u>	<u>1,016</u>	<u>2,002</u>	<u>1,747</u>	<u>1,655</u>	<u>12,099</u>
<u>Hist.&Civ.Ev.</u>	<u>2,633</u>	<u>459</u>	<u>584</u>	<u>368</u>	<u>447</u>	<u>4,491</u>
<u>History</u>	<u>1,701</u>	<u>286</u>	<u>280</u>	<u>224</u>	<u>244</u>	<u>2,735</u>
Pre-Modern	83	41	37	42	32	235
Modern	1,605	238	242	178	204	2,467
Mod.Hist.	461	81	116	88	121	867
Mod.J.Prob.	1,144	157	126	90	83	1,600
<u>Unclassified</u>	<u>13</u>	<u>7</u>	<u>1</u>	<u>4</u>	<u>8</u>	<u>33</u>
<u>Contempor.Per.</u>	<u>1,932</u>	<u>173</u>	<u>304</u>	<u>144</u>	<u>203</u>	<u>1,756</u>
<u>Geography</u>	<u>1,436</u>	<u>137</u>	<u>232</u>	<u>160</u>	<u>160</u>	<u>2,125</u>
Cities	659	67	107	64	92	989
Countries&Con.	664	62	115	80	59	980
Dist.&States	96	7*	5	11	8	127
<u>Miscellaneous</u>	<u>17</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>29</u>
<u>Demography</u>	<u>1,225</u>	<u>241</u>	<u>655</u>	<u>653</u>	<u>480</u>	<u>3,254</u>
International	468	30	66	68	49	681
National	305	68	155	120	54	702
Local	255	108	354	444	327	1,488
Press	97	4	19	5	12	137
Inst.of H.L.	69	24	54	12	30	189
<u>Others</u>	<u>31</u>	<u>7</u>	<u>7</u>	<u>4</u>	<u>8</u>	<u>57</u>

TABLE XIX-A
(continued)

	<u>J.D.B.</u>	<u>AM.HEB.</u>	<u>AM.IS.</u>	<u>B.B.M.</u>	<u>REF.AD.</u>	<u>TOTAL</u>
<u>Customs&Cerem.</u>	169	97	352	422	440	1,480
House of Wor.	64	42	147	140	151	544
Sacred Calend.	46	35	115	91	125	412
Sacraments	17	2	36	132	136	323
<u>Others</u>	42	18	54	59	28	201
<u>Relig. & Theol.</u>	76	39	90	42	64	311
Concepts	22	18	14	10	23	87
Movements	52	18	73	28	37	208
<u>Others</u>	2	3	3	4	4	16
<u>Literature</u>	80	33	68	72	46	299
Biblical	26	10	21	31	9	97
Rabbinic	16	10	5	16	11	58
Medieval	5	2	2	5	3	17
Modern	33	9	30	20	18	110
<u>Others</u>		2	10		5	17
<u>Languages</u>	60	10	21	30	18	139

is still a considerable amount of agreement between the periodicals, sufficient to justify the validity of our sampling.

V - CONCLUSIONS

Plan of
Conclusions

Before we draw our final conclusions from the results of this study, it would be well for us to review briefly the various items of information which we wish our study to yield us. First of all, we set out to obtain a quantitative index of the relative importance of the various aspects of American Jewish life. Next, we wished to find out to what extent the traditional content of Jewish education plays a part in American Jewish life, insofar as that life is reflected in current Jewish periodicals. An attempt was to be made to use the above two items of information in determining the minimum essentials of a curriculum for Jewish schools. And incidentally, we wished to discover to what extent newspaper and periodical material might be used in actual classroom instruction in the Jewish school. As a subsidiary aim we set ourselves to test as many as possible of the procedures used in previous studies of this kind, to find out how each one operates in regard to the results which it yields, and to make some suggestions towards a uniform procedure for all succeeding studies.

Aspects of Towards the end of our second chapter
American
Jewish Life we spoke of the caution which must be
exercised in drawing any conclusions as to the
relative importance of various subjects from the
amount of attention given them in our periodicals.
We also pointed out, however, that such conclusions
were more justifiable in the Jewish field than in
the secular field, because Jewish life, insofar as
it differs from the life surrounding it, is made
up of just those elements which find their way into
the press. Furthermore, since in this study we
have used not one quantitative measure but many,
and not only quantitative measures but qualitative
measures as well, we are in a better position to
draw conclusions of this sort than other investi-
gators. If we should, then, attempt to draw such
conclusions, we should have to say that from our
study it becomes apparent immediately that the
dominant aspects of American Jewish life are organi-
zational and what we might term "nationalistic." A
great deal of attention is paid to the problems which
concern the Jewish people as a whole, such as Anti-
Semitism and Zionism, and practically no attention
at all is paid to other problems of Jewish life.

Similarly, the interests of the typical American Jew, as seen reflected in his newspapers, are mainly centered around the organizations which serve his needs, and he is very little concerned with Jewish life of the past, with Jewish literature, with religious doctrines or ceremonials, with any of the traditional content of Jewish education.

From the standpoint of one interested in Judaism and in the preservation of what have been called "the higher Jewish values," the picture is indeed a bleak one. And yet there is a certain force to the argument that if we are to formulate an effective program of Jewish education we must cease to sentimentalize over a traditional content which objective study shows to have no function in present-day Jewish life, apparently having been out-grown and out-worn, and which should therefore be discarded. We must, the argument continues, be more realistic about the whole thing, adopt a more dynamic approach to Jewish life and to Jewish education, and recognizing that the character of Jewish life has changed, adapt our educational program to fit our pupils for active participation in that life as it is being lived, basing our curriculum on the results of such

a study as this, throwing out the traditional content almost entirely and introducing instead intensive, systematic study of Jewish current events, modern Jewish problems, Jewish communal organization and institutional life.

On the other hand, it might be argued with equal force that it is not at all the traditional content itself which is at fault, but simply the American Jew's woeful ignorance of it. We are assuming here that the results of a study such as this actually do depict American Jewish life and not the lack of Jewish background of the editors and the uncultivated interests of the readers of these periodicals. It is true, of course, that this poor background and these uncultivated interests are a part of and give a certain character to the life in which they find a place, and so we may grant the assumption. But after all, can we as Jewish educators accept as the basis for the curriculum of our schools a Jewish life divorced from all those values which have given it its distinctive character heretofore? The view that Jewish group-survival needs no other justification than itself, that the Jew has as much right to exist

as a separate entity in the modern world as has the Englishman or the Frenchman, has received wide-spread acceptance in certain quarters. But there are others who hold that Jewish life can only be meaningful insofar as it serves to perpetuate certain definite Jewish values, which are rooted in the Jewish past and in the Jewish cultural heritage. To forget that past and relinquish that heritage is nothing short of suicidal. It matters little that the modern American Jew is oblivious of his past and heedless of his cultural heritage. The Jewish school may not on that account surrender the only content which can justify its continued existence. It must, rather, redouble its efforts on behalf of that content, improve its methods, and strive to make that content actually functional in the American Jewish life of tomorrow, if not of today.

There is much to be said on either side. If we are to train our children for active, intelligent participation in Jewish life, the curriculum of our schools must concern itself definitely with that life, its nature and its structure. But if that participation is to have any purpose, any meaning, it must be regarded as merely one small

part of a long chain of development, beginning somewhere in the far, far distant past and ending only in infinity. Therefore our curriculum must likewise concern itself with the roots of Jewish life and inspiration and with outstanding movements and trends. But correctly viewed, there is no real contradiction here. We must remember that such a study as this aims at the formulation of merely the "minimum essentials" of a curriculum, and the emphasis may well be placed upon the word "minimum." If we be permitted to quote our own first chapter, we said (p. 6):

"Of course, no educational curriculum could be built upon these basic needs, - or 'minimum essentials,' as they are called. Education must also improve upon life and enrich it. But a knowledge of these minimum essentials is necessary for laying the groundwork of a satisfactory curriculum."

In our second chapter (p. 38) we quoted Bobbitt as saying:

"It is not certain that the items of most frequent mention are always the items of greatest importance. They are fairly certain, however, to be important matters, which ought to be effectively taken care of in the upbringing of the younger generation."

And we also quoted Rugg (p. 39), who said:

"This does not imply that other meaningful

and needed facts should not be taught...
But we are insisting that the most frequently mentioned, the most generally required, and the most crucial content.. be included and mastered."

In other words, although we must base our curriculum definitely upon the present, according to the picture of the present which we obtain from this and other similar scientific studies, we must also enrich it with the treasures which we can draw out of the vast sea of Jewish experience and creativity. However, this enrichment, in order to have any pertinence and value must also be clearly connected with the present and of use in it. The entire curriculum of our schools, then, must be "present-motivated," if we may use that expression.

The Curriculum It would be well for us now to consider more specifically the nature of the curriculum which our findings here would suggest. First of all, since, as we pointed out in our first chapter, education is to be viewed as experience, and education for American Jewish life, therefore, as experience in Jewish living, or, to put differently, as actual participation in American Jewish life, our emphasis must shift almost completely from the

pre-adolescent child to the adult and near-adult, who alone can be expected to participate at all fully. That is not to say that the child should be neglected at all. As a matter of fact, we should start the Jewish education of our children at a much earlier age than we do, at the cradle, in fact, and we should make it a far more intensive affair than we do.

The Child It is in the early ages that the strong emotional attachments to Judaism and Jewish things, which are so important for the type of Jewish life which we desire to create, must be formed. It is in the early years that the child can be fed a rich diet of Jewish legend and Jewish lore, of Jewish song and saying, even, perhaps, of the Hebrew language and of Yiddish, too. It is in these years that he can well be introduced into the more colorful ceremonial practices. As he grows older, he can be given Jewish books to read, mostly poetry and fiction, all attractively gotten up. He could become familiar in an informal way with his people's early history, with some of the more suitable material from Bible, Talmud and later Jewish writings. The Jewish school could give him, still informally, joy-

ful celebrations of the various holidays, special worship-services, with emphasis on worship-activity rather than mere verbal prayer, always especially suited to each different age-level, and various creative activities directed along Jewish lines. It should afford him a chance, even at this early stage, to develop Jewish social contacts, to meet other Jewish children and enjoy prolonged contact with them. (We believe that it is right here that we have a large measure of prophylaxis against inter-marriage.) But for most of this a much different sort of background on the part of the parents is needed, forming the basis of a much different sort of home environment.

Parent We come, then, to the conclusion that one
Training of the first phases of an adequate Jewish

educational program must be training for Jewish parenthood. This is not the place for a detailed discussion of what such training should entail.

That is matter for another treatise in itself. We may, however, point out that here is an ideal place for much of that traditional content from which we are taking the emphasis in other parts of our curriculum. In order that the parents may be able to

feed their children on Jewish lore, they must themselves be acquainted with it. In order that they may introduce them into ceremonial practice, they must themselves be adept at the conduct of these ceremonies. In order that they may make Jewish literature available to their children, they must themselves know something about Jewish literature. In order that they may give their children a pride in their people's glorious history, they must themselves be suffused with such pride. But always the Jewish educator must be careful that in his zeal for transmitting the traditional content he does not include anything which is not of direct, present value and usefulness. Though his hand be dipped into the past, his eye must be upon the present.

The General
Adult Program

Parents are not the only adults that we must reach. We must meet the needs of all, those in middle-life, with children already grown, and the as yet unmarried, as also the early adolescent. For all these groups the most important single group of educational experiences, in the light of this study, are those associated with what we have called "Demography." Under this

heading we have classified all those elements which make up the organized structure of American Jewish life. Naturally, if one is to participate actively in Jewish life in America, it must be through these various organizations. Our educational program, then, must provide for a knowledge of these organizations, their purpose, their constitution and their operation, but it must also go further and involve actual participation in the work of these organizations. How this is to be accomplished is not our concern, being a problem of method, not of content. We must be satisfied here to point out the need, without venturing any detailed proposals as to how that need is to be met. Of course, this participation will not be so definite and complete for the adolescents as for the young adults, and it will only reach its climax in the fully mature. This constitutes the main difference between the groups, but it is only a difference of degree.

All organizations of a group represent attempts at solving various problems of the group, and therefore, closely associated with participation in Jewish organizational life must inevitably be a concern with modern Jewish problems, the category which our

study shows to be next important, if not even slightly more important. Here the various age-groups will differ in the depth of their consideration of these problems and in the amount of practical experience and mature thought which they will be able to bring to their discussion. In this connection we might point out that an opportunity is here afforded the wide-awake educator to bring in material from Jewish history and extracts from Jewish literature to throw added light upon the problems, provided always that this supplementation is directly applicable and to the point. An attempt should constantly be made to keep the consideration of these problems from being merely sterile discussions. Consideration of any problem should whenever possible (and it is always possible) lead to some sort of action, preferably in conjunction with some already existing agency in Jewish life.

Anyone interested in Jewish problems and Jewish organizations cannot fail to be interested in current Jewish events and personalities. As a matter of fact, the study of Jewish problems and institutions might well start out from items of current news. This answers the question which we asked ourselves at the

outset as to the use of newspapers and periodicals as classroom aids. If the curriculum is to be based on Jewish life of the present, the material in current Jewish newspapers and periodicals will always be pertinent and enlightening. As a matter of fact, modern Jewish literature in general would prove more significant and meaningful than heretofore to the Jewish layman, and his interest therein, as also, to some extent, in Jewish literature of the past, would be infinitely heightened.

Customs and
Ceremonies

Although we have described above the main constituents of an ideal curriculum (and "curriculum" is conceived of, it will be noticed, in no mere academic sense), we may add a word or two as to the place of customs and ceremonies in such a program. We have already pointed out in this study that the major emphasis in Jewish life today appears to be away from the individualistic aspects and more upon what we have previously referred to as the "nationalistic" or group aspects. It is probable that we have here a clue as to the role which customs and ceremonies might play in the new "curriculum." It used to be that the chief

center of the group life was in the home. It was the occupational center and it was the recreational, or social center. It was even the primary religious center. But changing times have changed that too. The Industrial Revolution took industry out of the home and placed it in the large store, shop or factory. And the automobile, the movies, the country club and the community center have robbed the home similarly of its social function. Even the radio has not succeeded in restoring the home to its pre-eminence in this regard, except for one hour on Sunday evenings, when Major Bowes goes on the air. And the home as a religious center is today also definitely a thing of the past, and the church, temple or synagogue has taken over this function in its entirety. A program such as we have described above in our paragraph on "The Child" would no doubt restore to the home a great deal of its former religious influence, but we must recognize once for all that religion, in its more formal aspects, at least, is now no longer taken care of in the home and must therefore be more adequately treated by our religious organizations. Perhaps the modern Palestinian movement can afford us some guidance in this direction, as in so many

others. There, in Palestine today, the various religious ceremonies and practices have been made largely communal, instead of merely family observances. We have done something similar in instituting community-Seders. We might well carry the idea much further, extending it to a great many more of our traditional ceremonies. These could be prepared for long in advance by large groups or committees, who would make intensive studies of the customs and strive to make their observance as beautiful as possible and as rich as possible in Jewish spirit and content.

Geography There is one more large category of subjects in our study whose place in the curriculum we have not yet mentioned, namely "Geography." Since our people are so widely scattered over the whole surface of the globe, it seemed to us important for any real understanding of what is happening to Jews in the many lands in which they are scattered to know something of these countries, their location, their governments, their inhabitants, and perhaps something of their history and their manners. That such knowledge is important for an

intelligent understanding of the press (which was one of our aims in the formulation of a curriculum, it will be remembered) this study definitely demonstrates. It might be well, therefore, to institute courses in Jewish geography (that is, geography insofar as it bears upon Jewish life) in our schools, or to indulge in frequent geographical excursions in the course of our other discussions and activities.

Procedure And now, as we bring this study to a close, we wish to make a few suggestions towards a more uniform procedure in studies of this kind than has been employed heretofore. It seems to us that for gathering and handling the data the method which we used is ideal, namely the recording of all information upon 3x5 cards, which are easily filled in, easily handled, easily classified and re-arranged as often as may be desired. In the present study, it will be seen, we have gathered much more information than is at all valuable or useful, merely for the purpose of comparing the various methods previously used. The most valuable measures, we have found, are reference-words and

reference-articles, representing the two main trends which the results may take, as pointed out early in the preceding chapter. "First mentions" we found to be a valuable supplement to reference-articles. Gross allusions, as Bagley pointed out, is not a particularly valuable unit of measurement. Column-inches represents another form of reference-words, and must be translated into that unit. Paragraphs, like Gross allusions, adds little or nothing. Topics, too, has little meaning. Book-pages would fall into the same class as Column-inches. Our study, being based on the periodicals for only one year, could not yield us any information as to the measure Periodical² years, used by Washburne. Our own Index of Persistency was, as we pointed out, of little value, although no doubt, if enough years and enough issues were involved, it would prove of considerable value in supplementing the other information. The same is true of the Range of Years and the Number of Issues, all of them being related. This study has definitely shown the value of analyses as to Function, Treatment and Content (chiefly what we have called "Connections") in the interpretation of the results. This information is easy to obtain and record, once a definite system,

such as ours, has been worked out for it, and also acts in certain cases as a means of checking the accuracy of the work. In this connection, we should also recommend checking accuracy by a simple procedure such as we used (see pages 57-59 inclusive). The split-halves test of reliability might also well be applied in all future studies. And we must re-emphasize the need for obtaining as representative and "unselected" a sampling as possible.

Epilogue In submitting this study the author realizes that there is still much work that can be done along this and closely related lines, which he has not even attempted to do. For one thing, the number of periodicals studied could be much enlarged and more issues of each taken from a much longer period of time. Yiddish and other Jewish foreign-language publications in America might also be included, although they were definitely excluded from the limits of the present study at the very beginning. They might, however, afford some interesting and valuable comparisons. Certain non-Jewish publications might also be studied in regard to the material about Jews appearing in them and this infor-

mation too used for purposes of comparison. The author did procure an alphabetical index to the contents of Time Magazine for the period covered in this study, as also one of the Literary Digest. However, the magnitude of the task prevented his including them. The Readers' Guide to Periodical Literature and the New York Times Index might be combined with the above two in one study. Monthly magazines of Jewish interest and the publications of Jewish professional and special-interest groups and other Jewish organizations might likewise be studied. A similar analysis of Jewish publications in foreign lands might also prove fruitful. Finally, it might be profitable to analyze by a similar method the various textbooks available for Jewish religious school use and compare those results with these other results.

The author hopes that this study will be accorded the serious attention of all those interested in the cause of Jewish education, not for his sake, but for the sake of a better, fuller, richer and more satisfying Jewish life.

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