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Encyclopedia of Saints: A Database of the Saints of the Catholic Church

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Abstract

Encyclopedia of Saints: A Database of Saints of the Catholic Church was written and designed to provide students in grades two through eight with a database file of searchable information about saints of the Catholic church. Saints included in the database came from the Litany of Saints prayer, saints listed in the official calendar of the Catholic church, saints mentioned in three religion textbook series, and saint names cross-referenced to the most common names given to babies at birth. Biographical information was compiled from fourteen collective biographical sources and placed in nine fields of the database. This database will enable children to have easy access to information about the holy and canonized members of the Catholic church.

Encyclopedia of Saints:

A Database of Saints of the Catholic Church

A Graduate Research Project

Submitted to the

Department of Curriculum and Instruction

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Julia A. Mroch

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has been approved as meeting the research project requirements for the Degree of Master of Arts.

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Abstract

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Chapter 1

Introduction

Computer-based technology for educational purposes has shown significant

growth during the past twenty years. The Office of Technology Assessment reports that

18% of American schools were using computers in 1981 and, by 1987, that number had

risen to 95%. It is estimated that as of December 1994, 6.2 million computers will be

installed in K-12 public and private schools in America (Sivin-Kachala & Bialo, 1996, p.

1).

During this same time, computer-based technology has made a positive impact on

education. Hancock (1995) states that educational technology has shown a significant

effect on how students learn and how teachers teach. Educational technology is shown to

"improve learning, efficiency, comprehension, problem-solving, and decision-making to

enhance both student and teacher performance" (p. 34).

Educational research suggests that the use of technology is providing a catalyst for

changing the learning environment in our schools. Seven years ago, Software Publishers

Association (1990) published its first Report on the Effectiveness of Microcomputers in

Schools. The research studies in this report show that students increased achievement,

demonstrated an improved attitude, and increased their number of interactions with

teachers and other students when technology was used (Sivin-Kachala and Bialo, 1996, p.

1). Interactive classrooms have replaced instructional classrooms in schools where

technology has been incorporated (Hancock, 1995, p. 76). According to Farmer (1996),

with the appropriate computer software, a lesson can be designed that enables the student to plan search tactics and locate the information needed to accomplish the proposed goal.

Other advantages of using computer software are information storage, retrieval, and portability. Barron (1993) suggests that some computer software storage methods have a large capacity, a fast searching capability, and the potential for obtaining large amounts of precise information in a short period of time (p. 6). Some computer software is very durable and is not affected by magnetic fields. Because of its small size and light weight, the software can be carried from site to site or easily sent through the mail. Some computer software can also be readily transported electronically. Berger and Kinnell (1994) suggest that computer software storage methods are "digital and can be searched, sorted, saved, transferred, printed out, or used in other ways" (p. 26). Students and teachers can locate and use the information in as much depth and with as much speed as they choose. Each user can transfer, copy, and save the data without altering the original information.

Christian educators have been using computer technology for the past ten years. Some of these educators know how important technology has become to all schools. If Christian schools are to survive, Christian educators will need to take another look at the teaching and learning going on in their classrooms to make sure technology tools are available and are being used (Nuzzi, 1996). Zukowski (1995) suggests that Christian educators must actively explore, design, and develop technology and media resources. Computer software needs to become an integral part of the curriculum in Christian

schools. Frohne (1996) points out that Christian students need computer software that supports Christian education and demonstrates and shares their values.

Houk (1996) often hears complaints from educators that there is not enough good Christian-related software on the market (p. 20). Frohne (1996), however, does report that some quality Christian software is available. Most religious computer software for education is related to the Bible. Conflict in Jerusalem: Jesus' Last Days (1994) is a Bible adventure game that can be used with children. (See Appendix A.) A Bible game called Play and Learn the Bible (1994) is designed to transform the Old and New Testaments into a fun learning game. Bible Study and Games (1994) is another piece of computer software for children and adults which provides the user with a range of Bible topics to explore.

The Bible is an important part of Christian heritage, but the saints are also. Woodward (1990) points out that "the lives of saints constitute an important--some theologians would say the most important--medium for transmitting the meaning of the Christian faith. . . . For as long as Christianity has existed, people have told and retold the stories of saints" (p. 18). Roman Catholics honor their saints by praying to them privately or a s a congregation. They pray the Litany of Saints and honor the saints on their feast days, especially during the Mass. Roman Catholics also honor them by naming their churches and children after them.

In the Curriculum Guide for Religious Formation Programs Early Childhood through Older Adolescent (1989), the Archdiocese of Dubuque (Iowa) prescribes the religious curriculum for grades preschool through eight. This curriculum guide lists the

study of saints at every grade level. Most schools in the Archdiocese of Dubuque (Iowa)

have adopted one of the three approved textbook series which teachers in their schools

use to provide religious instruction to their students. These textbooks include information

and activities about patron saints, feast days, saints of interest to the students, the Litany

of Saints, and the Mass.

Only one piece of religious computer software is available on the saints. Angels,

Saints, and Icons (1995) contains over 1000 images of angels, saints, and icons set to

music. This CD-ROM allows access through a menu bar and boolean searching. The

audience level is given as adult (Holmburg, 1996, p. 1996). The Internet contains several

sites related to the saints. Catholic Online Catholic Calendar (1996) lists the feast days of

the official calendar of the Church. A site called Catholic Online Saints & Angels (1996)

has a list of over 100 saints with their biographies. Children have written the 50 short

biographies of the saints at the site called L. P. H. Book of Saints (1996). The Patron

Saints (1996) site contains a list of some saints and gives the subject for which they are

the patron saint. No known site was available with a search engine; therefore, the

information on the Internet sites was not searchable.

Many books have been published on the subject of saints. With print materials,

however, users lack the ability to search full-text, one of the greatest strengths of

computer software. Gilster (1997) comments that searching full-text is "potent magic" to

users who are accustomed to scanning paper indices and tables of contents (p. 159).

Some software has the capability to search most words, numbers, and symbols located on

the database. Even a single-level sort allows the user to sort by author, title, or document

type. (Jacso, 1992, p. 77). Because of the search capabilities of search engines, it takes only seconds to locate information which could have taken hours using a print source. As a result of electronic searching capabilities, users are improving their thinking and researching skills and making better use of the reference possibilities available to them. The advantages of the search feature in some computer software "far outweigh the advantages and familiarity of print" (Tenopir, 1991).

Computer software about saints designed for elementary and junior high school students is not available. The sites on the Internet are not designed for students aged 7-15 and do not contain a search engine. Books lack the important keyword searching capability that computer software allows.

Project Purpose

The purpose of this project is to create a database of saints of the Catholic Church designed for students aged 7 to 15. This database will fill a need in Catholic education for religious software for the elementary and middle school student. The database of the saints will enable student users to quickly access information about saints of interest to them so that they can better understand and appreciate the most holy and recognized members of the Catholic Church.

Definitions

For purpose of mutual understanding between the writer and the reader, the following terms are defined.

Canonization: "The Church's official declaration that a person is already in heaven and worthy of public veneration and imitation" (Stravinskas, 1991, p. 171).

Catholic: Catholic refers to the "Church membership, the creeds, churches, institutions, clergy and hierarchy who follow the same teachings of Christ as given to the Apostles" (Stravinskas, 1991, p. 184).

Christian: "The designation of believer in Christ" (Stravinskas, 1991, p. 210).

Curriculum: A "collection of information and belief that in a given time and place has achieved sufficient status to be incorporated into that body of knowledge intended for deliberate teaching, usually in school settings" (Alkin, 1992, p. 264).

Database: "A set of one or more files created and used with a database management system" (Desautels, 1989, p. 609).

Database management systems: "A program used to create and manage a set of files that can be used together in retrieving information and preparing reports" (Desautels, 1989, p. 609).

Feast Days: Days in the official calendar when "the Church commemorates a mystery of the Lord or Our Lady, or keeps the memory of a saint" (Stravinskas, 1991, p. 401).

Interface: " A common boundary between 2 systems, devices, or programs" (Illingsworth, 1991, p. 229).

Menu: "Listing of options in a program from which the user can make a selection to perform a particular task" (Puffenbarger, 1993, p. 104).

Patron Saints: "Saints who are acknowledged to be special protectors and intercessors for persons, churches, dioceses and the universal Church" (Stravinskas, 1991, p. 733).

Relational Database: "Type of database or database management system that stores information in tables---rows and columns of data---and conducts searches by using data

in specified columns of one table to find additional data in another table" (Puffenbarger, 1993, pp. 197-198).

Saints: "People whose lives were notable for holiness and heroic virtue. Through the process of beatification and canonization, the Church officially declares them saints" (Stravinskas, 1991, p. 860).

Software: "Computer programs that are instructions that cause the hardware--the machines---to do the work" (Puffenbarger, 1993, p. 227).

Sort: "Process that organizes data, typically a set of records, in a particular order, such as alphabetic" (Puffenbarger, 1993, p. 228).

Assumptions

It is assumed that there will be a sufficient number of saints and information about them to make this a useful project. It is also assumed that the saints selected will make a contribution to the religious education of students taught in Catholic elementary and junior high schools.

Limitations

The study will be limited by the availability of biographical information about the selected saints, the types of facts available, and the amount of material that can be obtained.

Chapter 2

Methodology

Literature Review

The literature review focuses on database design, the importance of curriculum development in schools, and the saints and their importance to the Catholic Church and its religious programs for elementary and middle school students.

Database Design.

A database file management system allows the user to manage a large amount of information. A well-designed database allows the user to store, organize, and retrieve information quickly and accurately. The amount of information contained in one file is only limited by the storage capacity of the disk. The successful use of a database is dependent on the quality of the design and the level of understanding the person using the product has acquired (Bopp & Smith, 1995; Rooze, 1986).

Educational research needs to focus more attention on the design of databases and database instruction in our schools. "To more and more of us, the ability to survive and thrive in modern society requires that we become better information handlers" (Hunter, 1983, p. 321). In 1985, Liesener predicted that the school library media center would be taking on more of the responsibility for preparing students to learn in the electronic information era. Kuhlthau (1987) observed that the use of databases is quickly becoming a necessity to students' academic achievement.

Neuman (1993), in her case study research of Washington DC high school students, states that "little research has addressed the ways in which the design of bibliographic databases and database systems enhances and constrains their successful use by students" (p. 25-26). She also points out the need for research in the area of database design and database instruction in our schools. Hunter (1988) comments that

> much experimentation needs to be done with such [database] systems in the areas of interface, pedagogy, browsing and retrieval capabilities, classroom management, curriculum integration, relationship to textbooks. Work especially needs to be done in the area of knowledge representation and appropriate learner interface with various knowledge domains. More support is needed for the design, development and evaluation of promising new technology tool applications specifically aimed at elementary and secondary education. (p. 8)

Neuman (1993) suggests that database design failures can inhibit higher level learning. Students can spend too much effort trying to navigate the system, time that would be better spent locating and using the information (p. 33). Schneiderman (1987) states that user interface problems "include inconsistent command languages, confusing operation sequences, chaotic display formats, inconsistent terminology, incomplete instruction, complex error recovery procedures, and misleading or threatening error messages" (p. vi). "Of course an interface must put the user in control, address the user's skill level, operate consistently, be organized logically, and employ sound graphic design" (Crow, 1994, p. 172). Hazari (1994) conducted a survey research of 102

undergraduates in a technical writing course offered at a public university in the

southeastern United States. He comments that user interfaces must be designed to allow

young, inexperienced computer users to easily access and use the system (p. 225).

Jacso (1992) mentions three types of interfaces used in databases: template driven

or form fill-in, command driven, and menu driven. Template-driven interfaces provide

guidance but also include a fill-in form which supply the criteria by which the database

may be searched. Schneiderman (1987) suggests that to use this interface effectively, an

operator "must understand field labels, know the permissible values and the data entry

method, and be capable of responding to error messages" (p. 59). Designers of databases

are not always successful when they try to accommodate the needs of users at all ability

levels.

> Form fill-in . . . provides a knowledgeable user with an easy and flexible
>
> search format. Yet, trying to accommodate the needs of novices with this
>
> interaction mode quickly leads to screen clutter and a lack of focus on the
>
> task at hand. (Crow, 1992, p. 175)

The command-driven interface requires the user to enter the appropriate

command, including the correct syntax (Jacso, 1992). Schneiderman (1987) says that

although the user can enter his/her search rapidly without having to read the onscreen

prompts, training is needed. He adds that error rates are high and the retention rate is

poor. Command-driven interfaces are used most effectively by the expert, frequent

operator.

Menu-driven systems provide a step-by-step approach to selecting and searching. Schneiderman (1987) explains that "the users read a list of items, select the one most appropriate to their task, apply the syntax to indicate their selection, confirm the choice, initiate the action, and observe the effects" (p. 59). This interface is ideal for the novice or infrequent user of databases. Neuman (1993) suggests menu-driven interfaces would be chosen for high school students.

Schneiderman (1987) mentions two interaction style interfaces: natural language interface and direct manipulation interface. "Natural language interaction usually provides little context for using the next command, frequently requires 'clarification dialog,' and may be slower and more cumbersome than the alternatives" (p. 60). Direct manipulation creates a visual representation which allows the user to point at objects of interest and manipulate them. The task can be performed quickly, and the results are immediate. Both direct manipulation interface and natural language interface appeal to novice users. Some designers blend interfaces to accommodate the task and needs of the user.

The students in Neuman's study (1993) offer several suggestions to improve screen design. Students prefer larger type sizes and more spacing, as well as use codes and abbreviations adapted to their age and ability level. Another suggestion by the students was to use standard display formats. According to Neuman (1993), the students "struggled not only with the variety of terminology but with the use of terms that were in direct conflict with vocabulary they had mastered in other situations" (p. 34). The study indicates that students are frustrated when they fail to respond correctly to screen

instructions. These results suggest that more attention needs to be paid to "designing the digital/visual clues embedded in screens" (p. 33).

Color is another factor that needs to be considered in screen design. Soft and non-abrasive colors enhance the background on a desktop, but highly-saturated colors can cause fatigue when the user is exposed to them for extended periods of time. McFarland (1995) suggests that a designer use consistent color schemes for the entire database to avoid user confusion (p. 68).

Reilley & Roach (1986) conclude that there should be an apparent order to the information displayed on a screen. "Data should be presented using spacing, grouping, and columns to produce an orderly and legible display" (pp. 36-37). The information on a screen should be left-justified and arranged vertically.

Documentation can include manuals, tutorials, and a help key. Murphy (1995) states that "documentations should be as user friendly as possible and should allow users to maintain their focus on the task at hand" (p. 621). Crow (1992) comments that, "in principle, a multi-leadership help system and primary command functions should be available anytime, anywhere in the system" (p. 184). Neuman (1993) encourages the use of more headings and subheadings, boldface titles, and outline format in organizing information.

The students in Neuman's study also encountered problems when they misspelled words or were unable to generate accurate search terms. Some solutions mentioned include a thesaurus, a simple index, spell-checkers, and, at the very least, a list of key words.

More research needs to take place in database design. Designers must then use this research to create databases that facilitate easy access to information with interfaces that are intended for the skill level of the students and screens which have a standard format. The placement of information and directions on the screen must also be carefully studied. Poor database design frustrates students and stifles their learning potential (Neuman, 1993; Schneiderman, 1987).

Curriculum Issues.

Alkin (1992) describes curriculum as a "collection of information and belief that in a given time and place has achieved sufficient status to be incorporated into that body of knowledge intended for deliberate teaching, usually in school settings." Over the past twenty years there has been an evolution in the curriculum of United States schools relating to computer technology. Teachers and administrators are taking a second look at their schools, and they are working to change their curriculums to adequately meet the changing needs of their students (Hunter, 1988; Neuman, 1993).

Schools are moving from the study of technology itself to integrating technology into the curriculum. Neuman's (1993) case study looks at the problems that students in a suburban Washington, DC high school encountered when using databases. These problems are directly related to database design, curriculum planning, instruction, and policy. Neuman found that educators do not know how to design curriculum and plan instruction to take advantage of the learning opportunities that computer technology can provide (p. 25). She suggested that curriculum, instruction, and policy issues need to be addressed (p. 26).

Educators must be aware of the need to integrate technology into classroom assignments. Hunter (1988) comments that the "use of the [computer] tool must support the existing curriculum and textbooks if teachers are to adopt the innovation. But existing curriculum and textbooks were designed to meet the goals and needs of a paper-and-pencil, print-oriented world" (p. 4). Integrating technology tools into the curriculum will only happen if the current curriculum is changed to accommodate the skill and information needs of the information age.

De Laurentiis (1993) placed educational software into four categories. The first category, "edutainment" or games, is "rote-learning, drill and practice programs, in the guise of entertainment" (p. 3). Simulations are the second type of educational software. These programs allow students to take part in an imaginary situation. De Laurentiis suggests that tutorial software, the third kind of educational software, should be designed to adapt to each student's learning style and ability level as well as be tied to a specific curriculum. The last category, reference software, features "animation, sound and digital video, and [is] often distributed on CD-ROMs" (p. 4). All four types need to be included in a well-balanced, technology-integrated curriculum.

According to Hunter (1988), "hand in hand with the need for curriculum reassessment is the need for new methods of 1) evaluating students' progress and diagnosing their individual needs for learning; and 2) evaluating the effects of technology-based tools and their characteristics on the learning process" (p. 8).

Frohne (1996) comments that research in the area of affective education could bring us "closer to a goal of leading persons to a commitment to Christ. Christian

education should proceed in directions that require critical and innovative thinking among learners" (p. 14). Computer programs should be part of the curriculum materials used by Christian schools.

Educators must take a new look at the curriculum of American schools. Teachers and administrators need to be guided to design curriculum that integrates technology and uses the variety of software that is available. New ways of assessing students' use of technology must also be addressed. The curriculum of the past, designed before computer technology was available, is no longer adequate (Hunter, 1988; Neuman, 1993).

Significance of Saints.

Veneration of the saints dates back to the early Catholic church, and examples are even cited in the Old Testament. "One of the hallmarks of popular Catholic spirituality has always been a lively devotion to the saints" (Finley, 1995, p. 14). Children especially enjoy hearing and sharing stories about these heroes and heroines, stories that help young people retain their Catholic identity and heritage (Gargiulo, 1994, p. 10).

For centuries, Catholic parents have been naming their babies after a favorite saint. "The tradition of taking a saint's name in baptism began in Germany and France in the Middle Ages" (Dues, 1994, p. 34). This tradition is often ignored today, even though the church still recommends that a saint's name be selected when a child is given his/her name at birth. According to law (Canon 855), the church still "counsels the parents, sponsors, and the pastor to see that a name foreign to Christian mentality is not chosen" (pp. 34-35). In religion classes, children are often encouraged to discover facts about their

patron saint. They can use this "stimulus to their own personal efforts to follow the way

of Jesus in our own time, situation, and culture" (Dues, 1994, p. 35).

Catholics sometimes pray to specific saints, expecting that they will intercede for

them.

According to popular Catholic tradition, we pray to St. Anthony of Padua

for the recovery of things lost. St. Joseph doubles as the patron saint of

fathers and as the saint to petition for a happy death. St. Therese of

Lixieux is the patron saint of florists, and St. Teresa of Avila is the patron

saint of headache suffers. Journalists claim St. Francis de Sales as their

patron; if you're a locksmith, your patron is St. Dunstan (Finley, 1995, p.

14).

The official calendar of the Catholic church lists the names of saints who are

significant to the entire church (Dues, 1994, p. 36). The other saints are honored with

celebrations in countries, regions, diocese, and religious communities.

Saints are an integral part of the heritage of the Catholic Church. Parents name

their children after a favorite saint, students enjoy learning and reading about them, and

church celebrations honor them. The examination of saints will remain a part of the study

of religion in American Catholic Schools (Finley, 1995; Gargiulo, 1994).

Summary

The curriculum in American schools must be revised so that computer technology

is an integral, integrated part of units. It is apparent that more research needs to be done

on database design. Students need and want databases with well-organized and

standardized features that fulfill their assignment requirements. Administrators and

teachers want guidelines to design curriculum that meets the changing needs of the

information age. Catholic school educators also see the importance of integrating

technology into their curriculum; therefore, there is a need to develop more quality

Christian software for use in Catholic schools (Frohne, 1996; Hazari, 1994; Neuman,

1993).

Procedure

The project is a database file of searchable saint information which will be stored

on a floppy disk. The project includes documentation for both students and teachers. (See

Appendix B.) Each record contains nine fields: *Names*, *Patron Saint*, *Feast Day*,

Nationality, *Birth Date*, *Death Date*, *Canonization Date*, *Title/Occupation*, and

Biography.

The first step in this project was to secure a database file management program on

which to enter the information. The program needed to have certain features in order to

meet the requirements of the project. First, the program needed to be a relational

database. Being able to relate data between tables is necessary when, at a later time, the

saint file is added to other tables of data that may include pictures of the saints, artwork,

and additional saints. The program needed to be user friendly and be designed for the

novice user. The sorting, record selection, and printing features needed to be easily

accessible and easy to use. The database file had to have a capacity large enough to

accommodate the information for a minimum of 300 saints. The cell sizes needed to have

the capacity to hold the large amount of information included in the biography field.

Microsoft Access (1994) was the database file management program selected to be used in the project. The program met the above criteria and has been rated as one of the top database programs available. The review analysis in Software and CD-ROM Reviews on File (1997) ranks Microsoft Access 1997 as the best database program on the market. "The program offers superior data-management tools, a powerful application-development environment . . . and online guidance (p. 137). Access is a relational database which allows the user to link information between tables (Robinson, 1996, p. 284).

Saint selection.

The next step was to determine the saints to be included in the database. (See Appendix C.) In their Curriculum Guide for Religious Formation Programs Early Childhood through Older Adolescent (1989), the Archdiocese of Dubuque (Iowa) prescribes the religious curriculum for grades preschool through eight. This curriculum guide lists the study of saints at every grade level. The only specific saints the guide recommends are the study of St. Mary, the mother of Jesus, and St. Joseph, the father of Jesus. Each Catholic school in the Archdiocese of Dubuque has adopted one of the three approved textbooks published by Brown, Sadlier, and Silver Burdett & Ginn. The teachers in the Archdiocese of Dubuque schools use these textbooks to provide specific information and activities relating to the saints; therefore, the activities and topics contained in the grades two through eight religion textbooks published by Brown, Sadlier, and Silver Burdett & Ginn were examined. (See Appendix D.)

The names of any saints mentioned in these textbooks are included in the first field of the database which was titled *Name*. This field also contains the names of the saints listed in the Litany of Saints prayer and the saints mentioned in the official calendar of the Catholic church. Because children are sometimes given an assignment to find the patron saint for their given name, this field also includes the 50 most common names given to white boys, non-white boys, white girls, and non-white girls based on lists of names printed in the book The Facts on File Dictionary of First Names. (Dunkling & Gosling, 1993, pp. 304-305). If these given names are not saint names, they were cross-referenced to the name of a saint. For example *Julie* would be listed as *Julie*. *See Julia.*

The third step was to enter the information into the fields of the database. The data for this information was obtained from fourteen sources. (See Appendix E.)

Documentation and readability study.

Step number four was to write documentation explaining how to use the database. The instruction sheet was written so that teachers could load the database and teachers and students would know how to sort and select records and print the data.

Because students in grades two through eight will be using the database, an attempt was made to write the text in the database and on the instruction sheet at the fifth grade level. This level was chosen because it is midway between second and eighth grade. Most intermediate and middle school students could use the database independently. Most second and third grade students will be using the database with teacher guidance. The readability level was tested by using the Flesch-Kincaid

Readability feature of Microsoft Word. Biographies were randomly chosen. The text of each of these biographies was copied and pasted into a Word document. The Flesch-Kincaid Readability Study was accessed from the tools icon under grammar. The text of each biography was highlighted and the test was applied. The same procedure was used on the text in the instruction sheet.

Next, the database was field tested with ten students in grades four through eight. (See Appendix F.) Since students in grades two and three will be using the database with teacher guidance, their age groups were not tested. All Saints School, a Cedar Rapids (Iowa) Catholic school in the Archdiocese of Dubuque (Iowa), provided the sample for this test. The last step was to revise the database and the instruction sheet based on the results of the sample tests.

Chapter 3

For a copy of the project, see additional notebook.

Chapter 4

Conclusions and Recommendations

Conclusions

This project began with a short-term goal and a long-term goal. The short term goal was to create a simple student-friendly saints database that would be used with a database file management system. A major limitation of this goal was that a copy of the database file management program was required to use the data file. The long term goal was to transfer this database of saints into a CD-ROM format. This format would be much more user friendly for students and might contain a search engine to allow for more sophisticated searches.

To achieve the short-term goal, Microsoft Access (1994) was selected to allow for additional tables in the future. Since Microsoft Access (1994) has a file capacity of one gigabyte, it would be able to handle the short term information that was entered. From a design perspective, Microsoft Access (1994) was easy to use with features that facilitated the development of the Encyclopedia of Saints. The icons on the toolbar enabled the developer to access operations quickly and easily. The help icon provided guidance when it was needed and even allowed the user to print directions if desired. The program permitted the developer to move the fields to different locations within the form mode. The shorter fields were retained on the left side of the screen. The biography box was moved to the right side so that the information about two saints would fit on one screen. This format also allowed two records to fit on one page for printing, thus conserving paper. (See Appendix H.)

Printing information was accessed from an icon on the toolbar. This icon provided quick and easy access to printing a single form, a specified number of forms, or all the forms. It was also easy to access, use, and print from the table mode.

The four criteria used to select the saints proved to be adequate. Some of the names were repeated from one list to another. Forty-two given names could not be cross-referenced to any saint's name. Biographical information on four saints could not be located. The final database contains 303 records.

The biographies were a challenge to develop. The information was hard to write at a fifth grade level because of the frequency and difficulty of place names, saint names, and Catholic Church terminology. When these were omitted from the text, the readability level went from an average grade level of 6.0 to 4.9. This language is essential for effective student research, so it was retained. It is assumed that teachers will assist younger students who use this information. An attempt was made to limit the length of sentences in the biographies which also contributed to a reduction in the readability level. The documentation, written for teachers and students, tested at a 2.9 level.

The limitations of Microsoft Access (1994) became evident during the student field test. Students indicated the database was clumsy to use. They found the selection of several icons to perform an operation to be tedious. Students often said, "What do I click on next?" Several problems were apparent during the search mode. When students selected the search feature, a box appeared, covering up the information underneath. They were forced to move the box to another location on the screen or close the box before they could read the data. Every time a search was done, they had to go through this

process. The form of the entry created some problems as students tried to search for information. For example, incorrect spelling or the wrong selection of the singular-versus-plural form of a word sometimes resulted in unsuccessful searches. An alphabetical list of subjects to search was not available.

Problems also occurred when students tried to sort fields. Students wanted and needed the option of sorting based on individual words in an entry and then displaying a list of these words on one page or screen in the table mode. Microsoft Access (1994) sorts only the first word in the entry. In the name field, names appear in a given name, surname order, while single given names stand alone, creating problems with assorted alphabetical lists. John of God would be sorted under *J.* while Elizabeth Ann Seton sorted under Elizabeth. In the title/occupation field, a person might be the patron saint of more than one country, occupation, or cause which required listing multiple words within the field, creating another sorting problem.

A final limitation was in using the biography field. Since the field contained so much information, the data type selected would not allow this field to be searched.

The long term goal of this project is to add the database of saint information to a dedicated database file management system that resides on a CD-ROM. Not only would this solve the various access problems, it would also provide features that make access to the information more user friendly. More than one operation would be hidden behind an icon. Only the icons that students needed to access and print information would be accessible on the screen. The icons could also be larger and placed more appropriately on the screen.

The software of a CD-ROM format would make it possible to search full-text. An alphabetical list of subjects could be browsed, thus, alleviating spelling and singular/plural difficulties. Often the find box is placed above this list. The CD-ROM format would also allow the user to conduct analytical or boolean searches on the full-text. This makes the biography field searchable and the information more useful.

A commercially produced CD-ROM version of the Encyclopedia of Saints might include a variety of enhancements. For example, adding more screen color could make the database more visually appealing to the students. A larger font size would make the text easier to read. A spell checker might be included. Difficult terminology within the text could be hyperlinked to a dictionary. Using an audio link, saint and place names would even be pronounced for the user. A map feature could show the location of the countries and areas mentioned in the biographical information. The addition of more pictures and artwork would also enhance the usefulness of the database.

Recommendations

There are other educational projects for Catholic schools that might be developed. The criteria for the Encyclopedia of Saints could be broadened to include additional names. Adding the names of persons in the venerable and blessed stages of canonization would be useful, especially those listed in the official calendar of the Church and in the religion textbooks. Other names could include saints who died at a young age or saints who cared for, or educated, children.

Additional Christian software could be created. A database of saints for high school students might be developed. The biographies in the present database could be

expanded to include more details about the lives of the saints and the historical events taking place at the time they lived. The number of saints in the database might be increased to include those mentioned in the high school religion textbooks and saints of interest to students of this age. Other Catholic software projects could include software about the Sacraments, the Mass, the Holy Days, or the Ten Commandments.

Software might be developed on topics of general interest to students in public and parochial elementary and middle school. Some of these databases might focus on trees, wildflowers, Iowa history, and famous Iowans.

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Appendix B

Documentation

<u>Instruction Sheet</u>

Requirements
Microsoft Access 2.0 (1994) installed on IBM compatible PC

Installation
Insert disk in 3 1/2 inch drive.
Copy "sntlist.mdb" to hard drive (For further instructions on how to copy, see operating systems procedure).

Opening Database
Find "sntlist.mdb" file that was just created.
Open file and Microsoft application program by double clicking on "sntlist.mdb" file.

To do a record search from Form View
Click on "Form." Click on "Open."
Click on Binoculars icon.
Type search in "Find What" box.
Click on "Where" scrollable box and mark "Any part of field."
Can search current field or all fields.
Close box.
Click on "Binoculars" icon.
Click on find next.

To do a record search from Table View
Click on "Table." Click on "Open."
Click on "Binoculars" icon.
Type search in "Find What" box.
Click on "Where" scrollable box and mark "Any part of field."
Can search current field or all fields.
Close box.
Click on "Binoculars" icon.
Click on find next.

To do a record sort from Form View
Click on "Table." Click on "Open."
Click on field name you want to search.
Click on "A" Box.
                    Z

To do a record sort from Table view:
Click on "Table" Icon. Click on "Open."

To sort, click on the name of the field at the top of the page.
Click on "A" Box.
       Z.

To print in Form View

Click on printer icon.
If you want to print just the current record, click on selection.
Click OK.

To print in Table View

Click on printer icon.
If you want to print just the current record, click on selection.
Click OK.

Appendix C

<u>List of Saints in Database</u>

Aaron

Achilleus the Great

Agatha

Agnes

Albert the Great

Albina

Alexia

Alexis

Alexis Falconieri

Allison

Aloysius Gonzaga

Alphonsus Liguori

Amanda

Amandus

Amatus

Amber

Ambrose

Amy

Anastasia

Andrea

Andrew

Andrew Dung-Lac

Andrew Kim of Taegon

Angel

Angela Merici

Anne

Ansgar

Anslem of Canterbury

Anthony Abbot

Anthony Maria Claret

Anthony Maria Zaccaria

Anthony of Padua

Antoine

Antonio

Athanasius

Augustine

Augustine of Canterbury

Barnabas

Bartholomew

Bartholomew Amidei

Basil the Great

Bede the Venerable

Benedict dell'antella

Benedict Labre

Benedict of Nursia

Benjamin

Bernadette

Bernard of Clairvaux

Bernardine of Siena

Bianca

Blase (Blaise)

Bonaventure

Boniface

Brendan

Brian

Bridget of Sweden

Brigid

Bruno

Buonfiglio Monaldo

Cajetan

Callistus I

Camillus

Casimir

Catherine of Siena

Cecilia

Chad

Charles Borromeo

Charles Garnier

Charles Lwanga

Christina of Bolsena

Christine

Christopher

Clare of Assisi

Clement I

Clement of Okhnida

Columban

Corey

Cornelius

Cosmas

Cyprian

Cyril

Cyril of Alexandria

Cyril of Jerusalem

Damasus I

Damian

Dana

Daniel

Danielle

David

DeAndre

DeJuan

Demetrius

Denis

Dominic

Dominic Savio

Edward

Elizabeth

Elizabeth Ann Seton

Elizabeth of Hungary

Elizabeth of Portugal

Emily

Ephrem

Eric

Erica

Erin

Eusebius of Vercelli

Fabian

Felicia

Felicity

Fidelis of Sigmaringen

Frances of Rome

Frances Xavier Cabrini

Francis Borgia

Francis de Sales

Francis of Assisi

Francis of Paola

Francis Xavier

Gabriel Lalemant

Gabriel the Archangel

Gary

George

Gerald

Gerardino Sostegni

Germaine of Pibrac

Gertrude the Great

Gervase

Godfrey

Gregory of Nazianzen

Gregory of Nyssa

Gregory the Great

Gregory VII

Hedwig

Helen of the Cross

Henry II

Hilary of Poitiers

Hippolytus

Ignatius Loyola

Ignatius of Antioch

Irenaeus

Isaac Jogues

Isidore of Seville

Isidore the Farmer

Jacqueline

James the Greater

James the Less

Jamie

Jane Frances de Chantal

Januarius

Jason

Jeffrey

Jennifer

Jeremy

Jermaine

Jerome

Jerome Emiliane

Jill

Joachim

Joan of Arc

John de Brebeuf

John Baptist de la Salle

John Berchmans

John Bosco

John Buonagiunta

John Chrysostom

John de Lalande

John Eudes

John Fisher

John I

John Leonardi

John Mary Vianney

John Nepomucen

John Neuman

John of Capistrano

John of Damascene

John of God

John of Kanty

John of the Cross

John the Apostle

John the Baptist

Josaphat

Joseph Calasanz

Joseph of Arimathea

Joseph, the Father of Jesus

Jude

Julia

Juliana Falconieri

Julie

Justin

Katie

Kevin

Kristin

Larry

Latonya

Laura

Lauren

Lawrence

Lawrence of Brindisi

Lawrence Ruiz

Leo the Great

Lisa

Louis of France

Louise de Marillac

Lucy

Luke

Macrina th Younger

Marcellinus

Margaret Mary Alacoque

Margaret of Scotland

Maria Goretti

Mario

Mark the Evangelist

Martha

Martin de Porres

Martin I

Martin of Tours

Mary

Mary Magdalene

Mary Magdalene de' Pazzi

Matthew the Apostle/Evangelist

Matthias

Maurice

Maximillian Kolbe

Melissa

Methodius

Michael the Archangel

Michelle

Mildred

Monica

Monique

Natalie

Natasha

Nathaniel

Nereus

Nicholas

Nicole

Noel Chabanel

Norbert

Odilia

Pancras

Patrick

Paul Chong Hasang

Paul Miki

Paul of the Cross

Paul the Apostle

Paulinus of Nola

Perpetua

Peter Canisius

Peter Chanel

Peter Chrysologus

Peter Claver

Peter Damian

Peter the Apostle

Peter the Exorcist

Philip the Apostle

Philip Neri

Pius V

Pius X

Polycarp

Pontian

Protase

Raphael the Archangel

Raymond of Penyafort

Reinhold

Rene Goupil

Richard of Chichester

Ricovero Uguccione

Rita

Robert Bellarmine

Romuald

Rose of Lima

Scholastica

Sean

Sebastian

Simon

Sixtus

Stacy (Stacey)

Stanislaus

Stephanie

Stephen of Hungary

Stephen the Deacon

Susanna

Sylvester

Teresa of Avila

Thaddeus

Therese the Little Flower

Thomas Aquinas

Thomas Becket

Thomas More

Thomas the Apostle

Timothy

Titus

Tracey

Turibius de Mogrovejo

Valentine

Victor of Marseilles

Victoria

Vincent de Paul

Vincent Ferrer

Wenceslaus

William of Vercelli

Willie

Winifred

Zachary

Criteria Lists

List of saint names obtained from the religion textbooks used by teachers in the

Archdiocese of Dubuque

Agnes	Corey
Aloysius Gonzaga	Dominic Savio
Andrew Kim of Taegon	Elizabeth
Angela Merici	Elizabeth Ann Seton
Anne	Elizabeth of Hungary
Anslem of Canterbury	Elizabeth of Portugal
Anthony of Padua	Frances of Rome
Augustine	Frances Xavier Cabrini
Barnabas	Francis Borgia
Benedict Labre	Francis de Sales
Benedict of Nursia	Francis of Assisi
Bernadette	Francis Xavier
Brigid	Gabriel Lalemant
Camillus	Gabriel the Archangel
Catherine of Siena	Gregory of Nyssa
Charles Borromeo	Gregory the Great
Charles Garnier	Helen of the Cross
Clare of Assisi	Ignatius Loyola
Clement of Okhnida	Ignatius of Antioch

Isaac Jogues

Isidore the Farmer

James the Greater

James the Less

Jerome

Joan of Arc

John de Brebeuf

John Baptist de la Salle

John Berchmans

John Bosco

John de Lalande

John Mary Vianney

John Nepomucen

John Neuman

John the Apostle

Joseph of Arimathea

Joseph, the Father of Jesus

Juliana Falconieri

Lawrence

Lawrence Ruiz

Louise de Marillac

Lucy

Luke

Macrina the Younger

Maria Goretti

Mark the Evangelist

Martha

Martin de Porres

Martin of Tours

Mary

Mary Magdalene

Matthew the Apostle/Evangelist

Matthias

Maximillian Kolbe

Michael the Archangel

Monica

Nicholas

Noel Chabanel

Odilia

Patrick

Paul Chong Hasang

Paul Miki

Paul the Apostle

Paulinus of Nola

Peter Claver

Peter the Apostle

Philip the Apostle

Philip Neri

Pius X

Polycarp

Rene Goupil

Richard of Chichester

Rita

Rose of Lima

Stephen the Deacon

Teresa of Avila

Therese the Little Flower

Thomas Aquinas

Thomas More

Valentine

Vincent de Paul

List of saint names obtained from the most common American given names

Aaron	Anthony of Padua
Agnes	Antoine
Albina	Antonio
Alexis	Benjamin
Alexis Falconieri	Bianca
Allison	Brendan
Amanda	Brian
Amandus	Catherine of Siena
Amatus	Chad
Amber	Charles Borromeo
Amy	Charles Garnier
Anastasia	Charles Lwanga
Andrea	Christina of Bolsena
Andrew	Christine
Andrew Dung-Lac	Christopher
Andrew Kim of Taegon	Corey
Angel	Dana
Angela Merici	Daniel
Anne	Danielle
Anthony Maria Claret	David
Anthony Maria Zaccaria	DeAndre

DeJuan

Demetrius

Edward

Elizabeth

Elizabeth Ann Seton

Elizabeth of Hungary

Elizabeth of Portugal

Emily

Eric

Erica

Erin

Felicia

Gary

George

Gerald

Gregory the Great

Gregory VII

Jacqueline

James the Greater

James the Less

Jamie

Jane Frances de Chantal

Jason

Jeffrey

Jennifer

Jeremy

Jermaine

Jill

John Baptist de la Salle

John Berchmans

John Bosco

John Chrysostom

John Eudes

John Fisher

John I

John Leonardi

John Nepomucen

John Neuman

John of Capistrano

John of Damascene

John of Kanty

John of the Cross

John the Apostle

John the Baptist

Joseph Calasanz	Mark the Evangelist
Joseph of Arimathea	Mary
Joseph, the Father of Jesus	Mary Magdalene
Julia	Mary Magdalene de' Pazzi
Julie	Matthew the Apostle/Evangelist
Justin	Maurice
Katie	Melissa
Kevin	Michael the Archangel
Kristin	Michelle
Larry	Mildred
Latonya	Monica
Laura	Monique
Lauren	Natalie
Lawrence	Natasha
Lawrence of Brindisi	Nathaniel
Lawrence Ruiz	Nicholas
Lisa	Nicole
Luke	Patrick
Margaret Mary Alacoque	Paul Chong Hasang
Margaret of Scotland	Paul Miki
Maria Goretti	Paul of the Cross
Mario	Paul the Apostle

Perpetua

Peter Canisius

Peter Chanel

Peter Chrysologus

Peter Claver

Peter Damian

Peter the Apostle

Philip the Apostle

Philip Neri

Raymond of Penyafort

Reinhold

Richard of Chichester

Robert Bellarmine

Sean

Stacy (Stacey)

Stephanie

Stephen of Hungary

Stephen the Deacon

Susanna

Timothy

Tracey

Victoria

Vincent de Paul

Vincent Ferrer

William of Vercelli

Willie

Winifred

Zachary

List of saint names obtained from the <u>Litany of Saints Prayer</u>

Agatha	James the Greater
Agnes	James the Less
Ambrose	John the Apostle
Anastasia	John the Baptist
Andrew	Joseph, the Father of Jesus
Athanasius	Martin I
Augustine	Matthew the Apostle/Evangelist
Barnabas	Michael the Archangel
Bartholomew	Nicholas
Basil the Great	Odilia
Benedict of Nursia	Paul the Apostle
Bernard of Clairvaux	Perpetua
Cecilia	Peter the Apostle
Cosmas	Protase
Damian	Sebastian
Fabian	Simon
Francis Xavier	Stephen the Deacon
Gervase	Sylvester
Ignatius Loyola	Thaddeus

List of saint names obtained from the official calendar of the Catholic Church

Achilleus the Great	Barnabas
Agatha	Bartholomew
Agnes	Bartholomew Amidei
Albert the Great	Basil the Great
Alexis Falconieri	Bede the Venerable
Aloysius Gonzaga	Benedict dell'antella
Alphonsus Liguori	Benedict of Nursia
Ambrose	Bernard of Clairvaux
Andrew	Bernardine of Siena
Andrew Dung-Lac	Blase (Blaise)
Andrew Kim of Taegon	Bonaventure
Angela Merici	Boniface
Anne	Bridget of Sweden
Ansgar	Bruno
Anthony Abbot	Buonfiglio Monaldo
Anthony Maria Claret	Cajetan
Anthony Maria Zaccaria	Callistus I
Anthony of Padua	Camillus
Athanasius	Casimir
Augustine	Catherine of Siena
Augustine of Canterbury	Cecilia

Charles Borromeo

Charles Lwanga

Clare of Assisi

Clement I

Columban

Cornelius

Cosmas

Cyprian

Cyril

Cyril of Alexandria

Cyril of Jerusalem

Damasus I

Damian

Denis

Dominic

Dominic Savio

Elizabeth Ann Seton

Elizabeth of Hungary

Elizabeth of Portugal

Ephrem

Eusebius of Vercelli

Fabian

Fidelis of Sigmaringen

Frances of Rome

Frances Xavier Cabrini

Francis de Sales

Francis of Assisi

Francis of Paola

Francis Xavier

George

Gerardino Sostegni

Gertrude the Great

Gregory of Nazianzen

Gregory the Great

Gregory VII

Hedwig

Henry II

Hilary of Poitiers

Hippolytus

Ignatius Loyola

Ignatius of Antioch

Irenaeus

Isaac Jogues

Isidore of Seville

Isidore the Farmer

James the Greater

James the Less

Jane Frances de Chantal

Januarius

Jerome

Jerome Emiliane

Joachim

John de Brebeuf

John Baptist de la Salle

John Bosco

John Buonagiunta

John Chrysostom

John Eudes

John Fisher

John I

John Leonardi

John Neuman

John of Capistrano

John of Damascene

John of Kanty

John of the Cross

John the Apostle

John the Baptist

Josaphat

Joseph Calasanz

Joseph, the Father of Jesus

Jude

Lawrence

Lawrence of Brindisi

Lawrence Ruiz

Leo the Great

Louis of France

Louise de Marillac

Lucy

Luke

Marcellinus

Margaret Mary Alacoque

Margaret of Scotland

Maria Goretti

Mark the Evangelist

Martha

Martin de Porres

Martin I

Martin of Tours

Mary Magdalene

Mary Magdalene de' Pazzi

Matthew the Apostle/Evangelist

Matthias

Maximillian Kolbe

Methodius

Michael the Archangel

Monica

Nereus

Nicholas

Norbert

Pancras

Patrick

Paul Chong Hasang

Paul Miki

Paul of the Cross

Paul the Apostle

Paulinus of Nola

Perpetua

Peter Canisius

Peter Chanel

Peter Chrysologus

Peter Claver

Peter Damian

Philip the Apostle

Philip Neri

Pontian

Raphael the Archangel

Raymond of Penyafort

Ricovero Uguccione

Robert Bellarmine

Romuald

Rose of Lima

Scholastica

Sebastian

Simon

Sixtus

Stanislaus

Stephen of Hungary

Stephen the Deacon

Sylvester

Teresa of Avila

Therese the Little Flower

Thomas Aquinas

Thomas Becket

Thomas the Apostle

Timothy

Titus

Turibius de Mogrovejo

Vincent de Paul

Vincent Ferrer

Wenceslaus

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Appendix F

Student Evaluation

Please answer the following questions using this saint computer program.

1. Who is your patron saint?

2. Who is the patron saint of headache sufferers?

3. What saint has a feast day on your birthday?

4. How many lawyers have been named saints?

5. How many saints were born in the 1800's?

6. How many saints died in the 1800's?

7. How many saints were canonized in the 1900's?

8. How many saints were Americans?

9. Is it easy to find information in this program? Why?

10. Would you use this database for an assignment you had about saints?

Appendix G

Database Sample Screen