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BIOGRAPHICAL SKETCHES
TO SUPPLEMENT THE SOCIAL STUDIES CURRICULUM
OF THE NORTH CAROLINA FOURTH GRADE PUPILS

by

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CHAPTER I

INTRODUCTION

Origin of Problem

Modern educators believe that the school is still the place for teaching the fundamental processes, but they believe, too, that the school is the place for developing desirable attitudes, ideals and social competences.¹ During the last few decades, the objectives of education have changed from a mastery of the three "R's" to the appreciation for and the development of each personality in the classroom. The modern emphasis is on the individual, his needs and interests.

In the past there have been great discrepancies between children's interests and the textbooks that are placed in the classroom. Every child was given a single text and usually a given chapter and page as an assignment. There were few provisions made for individual differences.

Since the trend of modern education is from teacher-purpose to guided pupil purpose, from single text to source materials, there must be a change in teaching and the types of materials used. "Good" teachers are rapidly changing their methods but their crying need today is where to find adequate supplementary materials.²

¹John Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1943), p. 9.

²Franklin H. McNitt, "Evaluation and Improvement of Elementary Instruction." (Class Lecture Woman's College of University of North Carolina. Greensboro. June, 1942).

At present there is a tendency to fuse the separate courses in geography, history, and civics into a single course in social studies. There is much that can be said for this tendency. The subjects overlap and each is needed to help interpret the other.³

This fusion is ideal for units of study in the fourth grade.

"Here the pupils should begin to get a world-wide concept of communities, their likenesses and their differences."⁴ The problem is to find the most effective way of presenting this to fourth grade children. The text-book method is uninteresting and too difficult for the average fourth grader. The imaginary trip around the world has been worn out long ago by constant use in many schools. What will supplement the North Carolina Course of Study and give life to the social studies in the schools?

Dr. Eugene Phaff suggests biography. He says:

Biographical study:

1. Floods abstract history with the breath of life.
2. Affords an opportunity to know personalities, to make new friends, to know life, to commune with great minds and souls, to participate in enabling and inspiring experiences, to quicken the imagination.
3. Permits us to see how others react to the great experiences of life common to all - birth, love, adventure, depression, defeat, success and death.
4. Serves as an emotional outlet.⁵

Another source of timely suggestions is The Childhood Education Magazine.

We can help children understand whole cultures better by carefully selecting life stories of people who characterize that culture. Teachers should be careful not to ~~glass~~ stories. Reality is much more impressive. One geographer has condemned our teaching of what he calls the 'fairy tale geography of the people of Japan'. But let

³New York City Board of Education, Course of Study and Syllabus in Geography for Elementary Grades (New York: The Board, 1928), p. 5.

⁴Ibid., p. 1.

⁵Eugene E. Phaff, "Biography" (Class Lecture/Woman's College University of North Carolina, Greensboro, March, 1942).

us introduce our children to real people of other lands. These need not always be famous leaders. Nor need they come from story books. Missionaries who have returned from India can tell stories of people that are perfectly enthralling. Soldiers returning from the battle-fronts can relate experiences with other peoples. We can often secure radio transcriptions. We can give children a feeling for people who were formerly strange foreigners by letting them live as real people.⁶

The same article says, "stories of living people in other parts of the world can bring these parts of the world to the classroom."⁷

Here is something to improve and enrich the social studies. Since children of this age need personification of principles and events why not study representative people around the world? Instead of just studying facts about Africa, why not study David Livingstone as he lived and worked in this great dark continent?

The number of stories and books that have been written on these representative people are limited and most of them are on adult level. The biographies should be in a form that could be enjoyed by children. This would be valuable material for fourth grade social studies.

The importance of biographical study in the teaching of social studies needs no brief. It is important in itself, since to give to young minds the picture of great men as an inspiration is one of the prime objects of the teaching of history; and secondly, because through this study we come to a greater knowledge of the customs and institutions of the era in which these men lived.⁸

Statement of the Problem

The object of this thesis is to produce two biographical sketches to supplement the social studies curriculum of North Carolina fourth grade pupils.

⁶Royce H. Knapp, "Tomorrow's World and Today's Children", The Childhood Education Magazine, XX (October, 1943), 531.

⁷Ibid., p. 2.

⁸W. B. Faherty, "Biography in Teaching History", Social Studies XXXIII (March, 1941), 105.

The adequate treatment of this topic requires satisfactory answers to the following specific questions.

1. What is the fourth grade social studies curriculum?
2. What supplementary biography is appropriate and needed?
3. What in biography appeals to children of this age?
4. What criteria must be applied to its educational significance and appropriateness of the sketch?
5. What criteria must be applied to the vocabulary, diction, and style?
6. How can the effectiveness of the sketches be determined?

Delimitation of the Problem

This biographical study was limited

1. To the fourth grade level.
2. To sketches appropriate to supplement the social studies of the North Carolina State Bulletin.

Method

1. An analysis was made of the North Carolina State Bulletin, A Suggested Twelve Year Program, to determine the contents and purposes of its fourth grade social studies.
2. A determination of the typical regions of the world needing supplements to add life and color to the geographical, social, occupational and political aspects was made through
 - A. Analysis of the North Carolina State Bulletin.
 - b. Reference to a balanced jury composed of
 - (1) College professor of history

- (2) College professor of education
 - (3) Expert in elementary education
 - (4) Fourth grade teacher in a demonstration school
 - (5) Two fourth grade teachers in a city school
3. A determination of children's interests was made through a survey of literature on the subject.
 4. Selection of the subject of the sketches was made through application of
 - a. Criteria establishing their educational value.
 - b. Criteria for appropriateness.
 5. Determination of criteria governing vocabulary, diction, and style was made by using
 - a. Literature on subject.
 - b. Concensus of experts.
 6. Validation of the effectiveness of the biographies was made by
 - a. Submission to experts
 - b. Trial with children to determine interest and comprehension.

Survey of the Literature

To obtain a "green-light" for this study and to find any parallel work that might have a bearing on the subject, the following indexes were carefully checked.

Palfrey, Thomas R., and Coleman, Henry E. Guide to Bibliographies of Thesis U. S. and Canada. 2nd edition. Chicago: American Library Association, 1940.

United States Library of Congress. Catalogue Division. List of American Doctoral Dissertations Printed in 1912. Washington : Government Printing Office. 1913 - 1938.

Monroe, Walter Scott, Ten Years of Educational Research, 1918 - 27. University of Illinois, Bureau of Educational Research, Bulletin No. 42, August 1928. Urbana, Illinois: University of Illinois. 1928.

United States. Office of Education Library. Bibliography of Research Studies in Education, 1920 -27. Washington Government Printing Office. 1929 -1942.

Good, Carter Victor. Doctors' Theses Under Way in Education. Appears annually in the January issue of the Journal of Educational Research. January 1931-January 1943.

Gray, Ruth A., Doctors' Theses in Education, a list of 797 Theses Deposited with the office of Education and Available for Loan. Washington, Government Printing Office. 1935.

Columbia University, Teacher's College, Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy, Vol.1, 1899 - 1936, compiled and edited by Barstad, and others, Teachers College Bulletin, 28th Series, No. 4, February 1937. New York: Teachers College, 1937, 136 p.

New York University, Washington Square Library, List of Doctors' and Masters' Theses in Education. New York University 1890 - June 1936. New York, University, School of Education 1937. 117 p.

Northwestern University, List of Doctoral Dissertation. 1896-1934. Evanston, Illinois, The University, 1935.

In making the above survey of literature no studies were found that were closely enough related to this study to be of any value in writing biographical sketches for fourth grade level.

CHAPTER II

PROBLEMS OF PRODUCTION

Problem I

The first problem was to analyze the North Carolina State Bulletin, A Suggested Twelve Year Program for the North Carolina Public Schools to determine the character of its fourth grade social studies. In order to produce a valuable supplement to the fourth grade social studies of North Carolina an analysis must be made of the present Twelve Year Program to determine its contents.

"Fourth Year""Community Living Here and Far Away"

In the primary grades, the child has studied about his own home, neighborhood, and community. In the fourth grade, he should learn about other communities and their resources in relation to his own. He should come to realize that the people in various lands are real people, who, in some ways, work and live differently, yet have many of the same problems of living. By comparing life in other lands with life in the child's own community, emphasizing the similarities and differences, the child reaches a better understanding and appreciation of the local environment. The teacher may use the types of regions given in the State-adopted geography text or she may choose others in guiding the children to make comparisons. The regions chosen should be different types, so that the child can see in each type how the environment influences the lives of the people. The child should also realize more fully the interdependence between his own and other communities. Through these experiences the child should develop a greater interest in, appreciation of, and sympathy for, all people. At the same time, the child should gain simple geographic world-wide concepts to be used by him in social situations throughout life.

A. Suggested Topics

Listed below are a few suggested topics. It should be understood that the teacher is to use these or any others in any order that best fits the needs and interests of her pupils, remembering at all times that she is teaching children through social studies rather than teaching social studies as ends in themselves.

1. People of Mountainous Lands, such as our Blue Ridge, the Rocky Mountains, Switzerland or Scotland.

2. People of Temperate Regions in Lowland, such as are found in the Eastern part of our State (for example, the Dutch settlement near Washington, North Carolina) or in Holland.

3. People of Seacoast Lands, such as the Coastal States, or the Mediterranean Lands.

4. People of the Hot Wet Lands, such as the Congo, Amazon, or Orinco Regions.

5. People of Hot Dry Lands such as Arizona, New Mexico, the Sahara and Arabian Deserts, Egypt (an irrigation land), and Mesopotamia (a land of two rivers).

6. People of a Cold Mountainous Country on the Seacoast such as Alaska, Greenland, Northern Canada, Norway or the Southern Tip of South America".¹

In summary it appears that the purpose of the fourth grade social studies are to teach children

1. The living conditions of people in various parts of the world
2. The major effects of environment on people.
3. The similarities and striking differences in the life of the group studied.
4. The assimilation and use of the best in the life of each group.
5. The major contributions of each group as to standards of living, homes, governments, education, art, music, and amusements.²

Problem II

The second problem was to determine typical areas of the world which need biographical supplements to add life and color to its social, geographical, occupational, and political aspects.

The analysis of the fourth grade social studies of A Suggested Twelve Year Program gave the following as criteria to be used in selecting typical and appropriate regions:

¹North Carolina: State Superintendent of Public Instruction, A Suggested Twelve Year Program for the North Carolina Schools (Raleigh, North Carolina: The Author, 1942), pp. 167-168

North Carolina: State Superintendent of Public Instruction, A Study in Curriculum Problem of North Carolina Public Schools, (Raleigh, North Carolina: The Author, 1935), pp. 202-205.

1. The regions chosen should be different types so that the child can see in each type how the environment influences the lives of people.

2. The regions chosen should have similarities and differences to be compared with child's own community.

3. The region chosen should have some outstanding geographic surrounding so that the child can gain world-wide concepts to be used by him in social situations throughout life.³

Problem III

The third problem was to determine the reading interests of children of fourth grade level.

Many studies have been made on the subject of children's interests and the conclusions were most helpful in producing sketches that are to be used as reading material.

A knowledge of the reading interests of children is essential in order to provide appropriate material for the use in establishing correct habits of independent reading.⁴

Since the fourth grade is made up mostly of nine and ten year old children the following statements were considered important:

At nine there develops an interest in stories of real life. Most children of nine live more in the real world than in a world of fancy. Before this age children generally read very little; but at nine, a real reading interest develops. At ten the reading habit is becoming well established.⁵

In the upper elementary grades a transition should be made from fanciful to realistic subject matter, including history, biography, science, travel and adventure, following the trends of children's interests.⁶

³Ibid., p. 167.

⁴M. E. Broom, and others, Effective Reading and the Educative Process (New York: McCraw-Hill, 1942), p. 231.

⁵Paul Witty and David Kopel, Reading and the Educative Process, (New York: Ginn, 1939), p. 26.

⁶Broom and others, op cit., pp. 210-211.

After making a study of forty surveys on children's interests Sister Celestine made these conclusions:

1. Boys from nine to thirteen are attracted to stories with dramatic and adventure elements.
2. Girls prefer to read about pleasant home and school life.
3. Girls read more than boys but have narrower range of interests.
4. Children of superior intelligence read more than children of lower intelligence.⁷

Summarizing the above studies Betzner and Lyman conclude

The reported investigations of children's tastes and interests up to the present cannot be accepted at their face value. At best, they have disclosed only broad average trends in the preferences of somewhat narrowly selected groups.⁸

In the light of the foregoing surveys, children's interests of this age group can be summarized as follows:

1. There must be a wide range of material for each grade level.
2. Children prefer material presented graphically with action and dramatic quality.
3. Boys of this age like adventure stories, while girls prefer books about home and school life.
4. Sex is more important than age or intelligence.
5. Interest varies with different groups so there should be a trial with the children when any production is to be made suitable to a given group.

⁷Sister Mary Celestine, "A Survey of Literature on Reading Interests of Children of Elementary Grades", Education Research Bulletin Vol. 5, Nos. 2 and 3. (Washington: The Catholic University of America, February- March, 1930) p. 114

Jean Betzner and R. L. Hyman, "The Development of Reading Interests and Tastes", Newer Practices in Reading in the Elementary School, Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7 (Washington: National Education Association, 1938), P. 168.

Problem IV

The fourth problem was to select the subjects of the biographical sketches.

If these biographical studies are going to have educational significance and be appropriate for supplementary material for this grade level the sketches must represent one:

1. Who has made an important contribution to a typical region included in the fourth grade social studies such as
 - a. The mountainous lands
 - b. The Hot Wet Lands
 - c. The Hot Dry Lands
 - d. The Mediterranean Lands
2. Whose life yields insight into area studied
3. Whose life has not already been done for children of this grade level.
4. About whom there is adequate source material from which to obtain accurate information for biographical sketches.

Problem V

The fifth problem was to determine criteria governing vocabulary, diction, and style to be used in the production.

Many studies have been made of the vocabulary that should be used in producing reading materials for the different age levels. A survey of this literature was made to determine the criteria governing vocabulary for the fourth grade.

The vocabulary of reading material is a problem that has motivated many investigations and studies. Evidence shows that the repetition of words is high in the primary grades, but too many new words are

introduced in the upper grades with/sufficient repetition. New words must be repeated frequently if they are to be mastered.⁹

A study made by Luella Cole showed that only 397 different words should be included in fourth grade text books.¹⁰

Buckingham and Dolch present a chart of the probable vocabulary development of the average child grade placements, showing the meaning vocabulary of the average school entrant at 2,000 words and giving the vocabulary increases by grades thereafter as follows:

| | Number of words |
|-----------|-----------------|
| Grade I | 800 |
| Grade II | 800 |
| Grade III | 900 |
| Grade IV | 900 11 |

This tabulation may be used by a teacher as a rough guide to the vocabulary development of her pupils. The teacher may interpret the situation as indicating that the average child who finishes grade I will possess a vocabulary of 2,800 words, that the average child who finishes grade II will possess a vocabulary of 3,600 words, and so on.¹²

A word list such as Thorndike's is a good guide for vocabulary use but a teacher should not become dependent upon such mechanical devices.

Since the material of practice pads and word lists is standardized and set, it is infrequently associated with the diverse interests characteristic of groups of children. Such materials not only are often inappropriate but are frequently meaningless also, since they lack reference to children's experience.¹³

A problem that is involved in the use of word lists for selecting the vocabulary needed by elementary school children lies in the fact that the most commonly used lists have taken no account of the frequency of meaning of words.¹⁴

⁹B. R. Buckingham and E. W. Dolch, A Combined Word List, (New York: Ginn, 1936).

¹⁰D. D. Durrell and H. B. Sullivan, "Vocabulary Instruction in the Intermediate Grades" Elementary English Review, XV (April, 1938), 138.

¹¹Luella Cole, The Improvement of Reading, (New York: Farrar and Rinehart, inc., 1938), p. 161.

¹²Broom and others, op. cit., p. 58.

¹³Witty and Kopel, op. cit., p. 299.

¹⁴Broom and others, op. cit., p. 62.

As the child progresses from grade to grade his vocabulary difficulties increase. In the first two grades all he needs is a general vocabulary for reading. In the third grade a specialized vocabulary for arithmetic is added.

In grade four the pupil encounters volume reading in the social studies, in which he will meet specific words in a new specialized vocabulary. Beginning in grade four, the pupil must read increasing amounts of text materials which require a knowledge of technical words.¹⁵

The biographical sketches must have a certain degree of literary quality. Some people seem to think that reading material prepared for children of this age has to be stilted and monotonous with no thought for literary value.

Modern writers of children's literature recognize the necessity of making a strong sense appeal to young children. Hence these stories are made vivid with sound, color, movement, and rhythm.¹⁶

The following statements summarize the criteria for vocabulary, diction, and style.

1. The vocabulary must be within the comprehension of children of fourth grade.
2. A new vocabulary must be gradually built on the solid foundation of words already known.
3. There must be frequent repetition of the desired vocabulary in new context.
4. There must be contextural definitions of difficult vocabulary.
5. Sentences should be short and clear cut.
6. Paragraphs should be clear and concise.
7. The reading selection should be brief enough to hold the child's interest.¹⁷

¹⁵Ibid, p. 64.

¹⁶Nila Barton Smith, "Developing New Reading Materials in the School", National Elementary Principal, XVII (July, 1938), p. 442.

¹⁷Bernice Mundy and Evelyn Gerardin, "Creating Easy Reading Materials in the City School System", Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals. XVII, No. 7 (Washington: National Educational Association, 1938) p. 463.

CHAPTER III

BIOGRAPHICAL SKETCHES

A. David Livingstone

B. Florence Nightingale

David Livingstone

More than one hundred years ago a lad walked slowly through Westminster Abbey, the most famous church in all England.¹ His gaze was upon the tombs of some of the greatest men who had ever lived. His thoughts, however, were upon himself.

"How wonderful", he said to himself, "I wish I could grow up to be a famous man!"

For several hours this boy walked slowly among the tombs. He read and studied eagerly the interesting writings on the stones. In his imagination he could see his own name - David Livingstone.

David was born in Blantyre, Scotland. He was a very poor boy. When he was only ten years old he had to go to work in a cotton mill to help his father buy food and clothes for the family. He went to work at six o'clock in the morning and worked fourteen hours every day.²

The lad wanted to go to school more than anything else. He started saving his pennies and soon had enough to buy a book. There

¹Charles Horne, David Livingstone (London: The Macmillan Company, 1929), p. 17.

²Joseph Cottler, Heroes of Civilization (Boston: Little, Brown and Company, 1940), p. 65.

was a teacher in the village who taught the mill children at night. David went to this school regularly. He carried his book to work with him. Every spare moment that he had was used reading and studying his new book.

One night after school David rushed excitedly into his home. His mother looked up from her knitting and his father stopped his reading to listen to David.

"I've decided what I want to be", cried David.

"What do you mean?" asked his mother.

"I mean my life's work - I want to be a missionary."

"But, son, where will you get the money to go to college?" asked his father.

"I will work hard and save my money," David answered. "My boss at the mill said that he would be glad for me to work every summer."

His mother said, "I am proud that you want to become a missionary," but she quickly asked, "won't you have to go far away from home?"

"Yes, mother, perhaps for I want to go to a country where they need a missionary to heal the bodies of the sick as well as to preach the gospel."

"So you want to be a medical missionary." his father said.

"Yes," answered the boy, "I am ready now to study Bible and Medicine in college."

David worked hard that summer and saved enough money to attend classes at a college in Glasgow the following winter. He spent long hours every day learning about the work and travels of

missionaries in different parts of the world. He spent many more long hours studying his favorite subject - medicine. He was well prepared a few years later when he asked the London Missionary Council to send him to a foreign country. The Missionary Council was interested in his work.

When he appeared before the council there was one person present who eagerly listened to all that David had to say. This person was Robert Moffatt who had just returned from Africa. He introduced himself to David Livingstone and said:

"I have just returned from my small mission in Africa. We need men like you there to heal the sick. There are so many flies and mosquitoes that almost everyone suffers with chills and fevers. When they become ill the only treatment they get is the burning needle of the witch-doctor. Thousands of natives have never seen a white man."³

Then and there David Livingstone made up his mind to go to Africa. His family and friends begged him not to go. They were thinking of the two explorers who had gone into the dark continent and had never returned.

In those days Africa was a mysterious land. There were a few towns scattered along the seacoast but nothing was known about the interior. On the maps one saw pictures of large animals instead of towns.

David Livingstone had always loved to study maps. When he came to the word "unexplored" on the African map it was like a door closed in his face! He wanted to open this door.⁴

³Newel D. Hillis, Great Books as Life Teachers (New York: Fleming H. Revell Company, 1899), p. 285

⁴Ibid, p. 65.

On November 17, 1840, he set out on a ship bound for Africa. On the way he sat for hours with the captain.

"Why are you so interested in learning to read the compass and the stars?" asked the captain. "You are going to Africa as a missionary. You will have the natives to guide you."

"You must remember," replied Livingstone, "I am going to places where no white man has ever been. If I do not know how to find my way I shall be like a ship at sea without instruments to guide her."

After sailing for three months he landed at Cape Town, Africa. Here Dr. Livingstone hired a wagon and a yoke of oxen to take him inland seven hundred miles to the village of Kuruman, where Dr. Moffatt had his mission station.

David Livingstone was not satisfied to stay here where a mission was already started. He wanted to go deeper into the jungle where no white man had been.

As he traveled north toward the equator the forest became thicker. Flowering plants and vines wound themselves about the tall trees. Some of the trees were a hundred feet high. Many black and white monkeys jumped from tree to tree. Their chattering was deafening.⁵

Livingstone made his home with the natives as he traveled from village to village. They often built him a house to sleep in while he was in their village. The walls of the house were made of sticks woven together. The roof was covered with palm leaves. It was called a thatched roof house.

⁵Harlan Barrows and Edith Parker, Journeys in Distant Lands (New York: Silver Burdett Company, 1941), p. 47.

Livingstone taught the natives many things. He showed them how to irrigate their land by digging ditches from the river to their village to bring the river water to their gardens. He taught them how to grow a garden in the forest. They planted sweet potatoes, small fields of corn and peanuts. Around the small fields were rows of banana and pineapple plants.

The natives showed Dr. Livingstone how to make canoes. They cut down the large forest trees and hollowed out the inside with their crude stone tools. Such canoes were called dugouts and are still being made and used by the natives in Central Africa.⁶

These black people of the forest loved the "white man". He looked after their sick and made many of them well again. The only doctor they had known before was the witch-doctor. When anyone became ill the natives thought there were evil spirits in him.

The chief of the tribe would yell, "Bring in the witch doctor, He will tell us who has bewitched this sick man."

Soon the witch doctor arrived dressed in his bright colored feathers. He wore large painted horns on his head.⁷ He looked very much like a devil.

"I will soon smell the person who put the evil spirits in this poor sick one," he chanted.

After dancing around for several minutes he stopped quickly and pointed his finger at one member of his tribe. This was the guilty person and he was made to drink a large cup of poison. Of course he died.

⁶Basil Mathews, Livingstone, The Pathfinder (New York: Missionary Education Movement, 1912), p. 109.

⁷"Canoes, Kind of Canoes". The World Book Encyclopedia. 14th Edition, XXX, 1175. (Chicago: Quarrie, 1941).

At other times the witch doctor stuck hot needles into the patients. He said that this would let out the evil spirits. The poor sick ones suffered terribly from this treatment.

All of the natives were afraid of the horrible witch-doctors. They were afraid not to obey them. David Livingstone taught them that there were no evil spirits. He taught them the truth about the diseases and insects of the jungle, that were making them all sick with the fever. Dr. Livingstone gave them some of the precious medicine that he had brought with him from England. He showed them how to live so that their bodies would become stronger and healthier. He also taught them Bible stories every day and told them about the one Father-God who loved them and wanted them to love Him and each other.⁸

These black natives loved Dr. Livingstone because he was so kind to them when they were sick. His ox-wagon was stopped often by the blind, lame and sick asking the great white doctor to make them well. Some of these natives had come over one hundred miles to be healed.

When Dr. Moffatt returned ^{to England} from his mission at Kuruman, David Livingstone went to meet him. Dr. Moffatt brought his daughter, Mary, with him on this trip to Africa. She and Dr. Livingstone fell in love and were later married.⁹

Mrs. Livingstone went with her husband on many of his journeys into the wilderness. While he was teaching the Bible and healing the sick, she was teaching the African women how to cook, sew and care for children.

⁸Mathews, *op. cit.*, p. 109.

⁹*Ibid.*, p. 50.

One day there was great excitement among the natives. A baby boy was born to the Livingstones. They had never seen a white baby before. They could not understand why his hair was not black and kinky like theirs.

In a few years there were three children, Robert, Agnes and Thomas. They were born and brought up in the native villages. They loved to travel with their father and mother in the ox-wagon. They would look out of the wagon in wonder as they saw the antelopes galloping away through the bushes and tall grass. They watched the Little Bushmen with their bows and poison arrows hunting big game. Day after day they went on. They saw Zebras and buffaloes running up from the water holes as the wagon drew near.¹⁰

Robert liked to watch the tree trunk canoes on the river. Some of them were so large it took sixteen men to paddle them. Agnes and Thomas liked to watch the elephants when they came down to the river to drink. The children saw the elephants draw the water up their trunks and then squirt it out in a fountain over their bodies.

One day a strange thing happened. The children were watching a mother elephant and her baby as they walked along not far from the wagon. Suddenly the baby elephant disappeared.¹¹

"Wait, wait!" called Robert to his father. "What has become of the baby elephant?"

"Keep your eyes on the mother and you may find out," answered his father.

The mother elephant reached down with her trunk and drew up the baby from a big hole in the ground.

¹⁰Ibid., p. 66.

¹¹Ibid., p. 67.

"The natives make traps to catch the large animals", the children's father said. They dig deep holes in the ground and cover them with sticks and grass. When an animal comes along he falls into the hole. If the mother elephant had not been with her baby, he would have been caught in the trap and maybe sold to a circus or zoo in England or the United States."

"I am so glad the mother saved the baby elephant so that he can live here in Africa," sighed Agnes.

Once when Dr. and Mrs. Livingstone and their children were going from one village to another their drinking water gave out. They traveled three days before they reached their destination. All of them were nearly dead from thirst. When the black women in the village saw them they ran away at once. The Livingstones were surprised when they soon returned with large ostrich egg shells filled with cool water. It was a custom to fill ostrich egg shells with water and bury them deep in the earth. This was done so they would have drinking water when the "rains stopped". It was not a custom to give this precious water to strangers. Livingstone never seemed a stranger to the natives of Africa who had never seen a white man.¹²

When the children became older Mrs. Livingstone took them back to England to go to school. Dr. Livingstone could not leave his work in Africa, so they went to England without him.¹³

David Livingstone went farther and farther into the jungles. He kept a complete diary of everything he did and saw in Africa. It

¹²David Livingstone, Missionary Travels (New York: Harpers and Brothers, 1858), p. 59

¹³Horne, op. cit., p. 52.

is from this record of his adventures that the world first learned of the wonders of Central Africa.

Instead of finding one big elephant covering Central Africa as the geography book had shown, he found high mountains, beautiful lakes, and one of the greatest waterfalls in the world.

The natives named the falls "Thundering Smoke" because it makes such a roar as it rushes over the rocks and sends up a mist and spray that can be seen for ten miles. David Livingstone named the falls "Victoria" after the Queen of England.¹⁴

In his diary he tells of one adventure that almost cost him his life. Lions had been slipping into the village at night killing the cattle. The angry natives were ready for a lion hunt. They wanted Livingstone to go with them because he gave them courage. Suddenly as they rounded a hill, Livingstone saw a lion sitting on a rock in front of him. There was a bush between him and the lion. He took aim and shot the animal.

"He is shot! He is shot! yelled the natives.

"Wait until I load again," warned Livingstone.

While he was stooping to reload his gun, he heard a shot. He looked up quickly and saw the lion as it sprang toward him. The beast's teeth tore into Dr. Livingstone's shoulder and he was thrown to the ground. The lion's paw was on his head. Just then one of the natives shot. This angered the lion and he leaped from Livingstone to the black man. The native fought and struggled. However, he did not have to

¹⁴Wautier Golding, The Story of David Livingstone (New York: E. P. Dutton and Company) 1906), p. 46.

struggle long for one of the bullets that had been fired into the lion's body to effect and he fell dead. The lion fight left Livingstone with a lame shoulder for the remainder of his life.¹⁵

One day when Dr. Livingstone was far in the jungle, he came upon a sight that made his blood run cold. A high wooden pen had been built in the heart of the jungle. In this pen were herded more than fifty boys about ten years old. The Arab slave traders had captured the boys and soon they would be sold into other countries as slaves.

As Dr. Livingstone went farther into Africa he saw more of the miseries of the slave trade. Thousands were being stolen every year. Many of them were sold to land owners in the United States. He saw the slave traders drive the poor women, men and children across the country with wooden yokes on their necks. Those that were too weak to walk were left to die in the jungle.¹⁶ Livingstone made up his mind that he would never leave Africa until this cruel practice stopped.

He wrote letters to England telling about the evils of the slave trade. When the slave traders heard about these letters they stole the mail going to or from Livingstone. They did not want the outside world to know the terrible things they were doing. They cared more about the money they were making than about the lives of the natives.¹⁷ Soon it was impossible for Livingstone's letters to get out of Africa.

For several years no one heard from the famous doctor and missionary. People thought him dead. His family and friends believed that he was still alive and carrying on his work somewhere in the heart of Africa.

¹⁵Golding, *op. cit.*, p. 56.

¹⁶*Ibid.*, p. 96.

¹⁷Mathews, *op. cit.*, p. 186

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¹⁵Golding, *op. cit.*, p. 56.

¹⁶*Ibid.*, p. 96.

¹⁷Mathews, *op. cit.*, p. 186

Henry Stanley, an American Newspaper man, was working in Paris. He was interested in travel and adventure. He was disappointed when he no longer had news from David Livingstone to send to America.

One day Stanley received a wire from his newspaper in New York. It read:

"Go to Africa and find Livingstone if he is still alive."¹⁸

Mr. Stanley went at once to Africa in search of Dr. Livingstone. After looking for months, he came upon a native who knew where the "white man" was living. He guided Stanley to the village. He found Livingstone a very sick and lonely man. It was a happy moment when these two white men met in the African jungle.

They spent many months together. Livingstone's health improved while Stanley was with him. But finally the day arrived for Stanley to return to England. He did not want to leave the missionary alone again.

"Livingstone," he said, "you should go to England with me. You need a rest."

"But I can't rest until my work is finished here," replied Livingstone. "I swore never to leave Africa until I had wiped out the slave trade."

"You have done much toward wiping out the slave trade. The letters which did reach England have made the people realize the horrors of the slave traffic. It will take time, but I am sure it will be stopped," replied Stanley.

"I know", argued Livingstone, "but it seems that my work has just started."

¹⁸Ibid, p.,96.

"You have healed many people and given the light of the gospel to thousands," answered Stanley. "You have taught the natives how to care for the sick. You have given them the Bible in their own language. Many of the natives can read and write. They can get along without you for a few months."

"That is all true," replied Livingstone, but I think of all the tribes I haven't even had time to visit. They, too, suffer and live in darkness. I know I must stay here!"

Stanley could not persuade Livingstone to leave his work. The missionary was left in Africa with only his native guides to care for him.

Dr. Livingstone continued his work but he couldn't regain his strength. He grew weaker and weaker. One morning he was found on his knees by his bed. David Livingstone was dead. He had died in prayer.¹⁹

Though he was 60 years old and had spent half of his life in Africa, he had not finished the work he had planned to do. But the door to the dark continent had been opened.

The faithful natives who had loved and guided Dr. Livingstone for so many years, were left without anyone to advise them. They did what they thought Livingstone would have them do. They cut out his heart and buried it in the jungle of Africa.²⁰

"We will send his body back to England," they said, "but his heart will stay in Africa with us where it has been for the past thirty years."

¹⁹Horne, *op. cit.*, p. 227.

²⁰*Ibid.*, p. 220.

They wrapped his body carefully and fastened it to a large pole. With the pole across their shoulders they carried the missionary's body over fifteen hundred miles back to the coast. There they placed it on a boat going to London, England. Livingstone's body was buried in Westminster Abbey among other heroes.

The dream of David Livingstone's youth had come true.

Florence Nightingale

It was a bright sunny afternoon in England many years ago. A little girl was riding her pony along the grassy downs. Beside her rode her best friend, the village clergyman. In England he is called a vicar.

"What is in your basket today?" asked the vicar.

"I have some sweet cakes and a jar of mother's mint jelly. I thought maybe the innkeeper's wife would feel like eating something today," answered Florence.

The quiet spoken little girl was Florence Nightingale. She and the vicar were starting on another "mission of mercy". Nothing pleased Florence more than to go with the vicar when he made his regular calls on the sick and needy of the village.²²

²¹Golding, op. cit., p. 117.

²²Laura E. Richards, Florence Nightingale, The Angel of the Crimea (New York: D Appleton and Company, 1912) p. 13.

The vicar had studied medicine before he decided to become a clergyman so he knew about the care of the sick and injured.²³

Riding happily along the downs toward the inn they came upon Roger, a shepherd boy. He looked sad and helpless. In the distance they could see his sheep running wildly here and there.

"What is the matter, Roger?" asked the vicar.

"Some bad boys were throwing stones and hit poor cap on the leg. He is the best dog I ever had and I am afraid he won't be able to help me with the sheep again," Roger said.

"Do you think his leg is broken?" asked the vicar.

"I am sure it is," replied Roger. "I will kill him tonight because I cannot bear to see him suffer any longer."

With tears in her eyes, Florence cried, "Isn't there something we can do?"

The vicar nodded his head.

"Where is the dog, Roger?" he asked.

The shepherd boy led them quickly to his little cottage on the hill. There the animal lay very quietly on the floor. His eyes showed that he was in great pain.

After examining the dog's leg very carefully the vicar said, "Cap's leg is not broken. It is just badly bruised, but we must have hot compresses at once."

"What are compresses? Where can I get it?" asked Florence in one breath.

²³Elmer C. Adams, Heroines of Modern Progress (New York: Sturgis and Walton Company, 1913) p. 124.

Ride home quickly and tell your mother to give you some soft cloth. I will put it in hot water and apply it to the swollen leg.

Hurrying toward the door she spied the shepherd's smock hanging on the wall. She grabbed it quickly and started tearing it into large pieces.

Roger looked at her with surprise. She was tearing up his only smock. What would he wear to protect his clothes while grazing the sheep.

Florence answered his questioning gaze.

"Don't worry, Roger," mother will make you a new smock."

Soon the vicar and Florence were at work on the dog's leg. The expression in his eyes showed that he appreciated the tender care.

"You will have to continue this treatment for several days until all the swelling is gone," the vicar told Florence.

Looking at Cap, Florence replied, "This will be so much more fun than nursing sick dolls. Cap is a real live patient and I am going to make him well. You and Roger just wait and see."²⁴

Florence visited the cottage every day and carefully nursed the wounded dog. In a few days he was out in the fields with Roger and the sheep.

Florence's father was William Nightingale. He was an English gentleman and landowner.²⁵ After he was married he and his wife spent much time traveling in Europe. In the year 1820 they were spending the winter in Italy. Their first daughter was born in Naples. She was named Parthenope, that being the ancient name of Naples. Two years later, while they were in

²⁴Edward Cook, The Life of Florence Nightingale (New York: Macmillan, 1942) pp. 13-14.

²⁵Adams, op. cit., p. 121.

Florence, Italy, another little girl was born to them. They named her after the city of her birth, Florence.²⁶ What a beautiful name! Florence means "a city of flowers" and Nightingale, her last name, means "a singing bird".

While Florence was still a little girl her father and mother returned to England. Her father built a beautiful country home near Derbyshire. They named their home Lea Hurst. The shire, or county, as we would call it, was a beautiful sloping country devoted mainly to grazing. The house which was situated on a low hill was surrounded with lovely gardens and stone terraces. Growing along the terraces were gorgeous hollyhocks, dahlias, and red geraniums.²⁷

Beyond the garden stretched the beautiful English downs, which are great rounded hills, covered with close thick turf, like a velvet carpet.²⁸ The hills sloped so gently that it was fun for Florence and her sister Partha to ride their ponies over them. It was on the downs that Roger grazed his sheep with Cap's help.

Florence and Partha did not go to school. They were taught at home by their father, mother and a governess.²⁹ In those days wealthy people hired a private teacher to live in their home and teach the children. The teacher was called a governess.

Mr. and Mrs. Nightingale gave Florence and "Partha" everything money could buy to make them happy. They were surrounded with pets of all kinds. Dolls were their favorite toys. Almost any day Partha could be heard to say,

"Florence, I'm going to take my dolls out of that old bed and let them play in the sunshine. All you want to do is play nurse all the time.

²⁶Cook, *op. cit.*, p. 3.

²⁷*Ibid*, p. 8.

²⁸*Ibid*, p. 14.

²⁹Adams, *op. cit.*, p. 121.

I'm sick of seeing my pretty dolls bandaged from head to foot. I'm going to dress my dolls and have a tea party."³⁰

It was true. Florence loved sick dolls much better than well ones. She was much happier pretending that she was a nurse in the hospital than she was being a lady at a party.

As the children grew older there were many parties at Lea Hurst. When Florence was eighteen they were taken to London and presented to the young Queen Victoria.³¹ The ceremony was as beautiful as the ball you read about in Cinderella. It was the desire of every beautiful and nice young girl to be presented before the Queen. What else could young girls want to make them happy? Their father and mother hoped they would soon marry a rich English gentleman and settle as ladies in their own homes.

Florence did not seem happy. Her heart was not in this gay life of parties and dances. She was very serious and quiet.

"What is wrong?" asked her father one day. "I have given you everything to make you happy."

"I know that father, but I can't be satisfied spending my life in useless pleasure," replied Florence. "As I go around the village I see so much sickness and suffering. The sick people need someone to help them. You know yourself that there isn't a decent hospital in London."

"Why worry your pretty head about these things. You are too young to think about such horrible places." said her father.

"It makes me sick when I think of the hospitals I visited in London last week." Florence continued as if talking to herself. "The

³⁰Cookes, *op. cit.*, p. 13.

³¹*Ibid.*, p. 24.

nurses are dirty vulgar women who know nothing of medicine or the care of the sick.³² The rooms are filthy and flies are swarming over the sick and dying patients. How I would love to go into one of the places and help to clean it up."

"But daughter," exclaimed her father, "Don't even mention it. You would disgrace your family if you even thought of being a nurse."

"You speak as if I wanted to become a kitchen-maid," replied Florence. "It seems to me it would be a good and noble work to help those that are in need."

She was thinking of the thankful expression in Cap's eyes when she was nursing his swollen leg. She remembered the old lady on the hill who loved her because no one else could make her pillow so comfortable. Florence was thinking too of those dirty filthy hospitals she had seen in London.³³

Florence spoke again, "I heard last year, while we were traveling in Europe that there are good clean hospitals in Germany and France.³⁴ They train young girls there to become efficient nurses. Please father, let me go to one of these hospitals a few months this summer while mother and Parthe are having their vacation. I'd much rather spend my time studying in hospitals than traveling over Europe. I want so much to see a real hospital.

³²Rachel C. Strachey, Struggle (New York: Duffied and Company, 1930) p. 21.

³³Adams, op. cit., p. 128.

³⁴Richards, op. cit., p. 36.

"My daughter working as a nurse. Never," answered her father.

Nothing more was said about nursing for several days. Florence went about the house quietly speaking only when spoken to.

Her mother could not bear to see her daughter so unhappy. One night she approached her husband.

"Why not let Florence go to Kaiserworth during our vacation this summer? If she works in the hospital for a few months she will get this ~~"silly notion"~~ of being a nurse out of her head."

Florence didn't mind her family and friends calling it a "silly notion". The only thing that mattered to her was that she was really going to Kaiserworth, Germany where there was a hospital that trained nurses.

After spending a few months there, she returned home very happy. Her family had never seen Florence in such a gay mood. They were hopeful. Maybe the "silly notion" was gone. Maybe Florence was glad to be back in her beautiful surroundings with her family and friends.

They were mistaken. The few months at Kaiserworth proved to her that she was right. She had become a nurse. Miss Nightingale worked hard during her stay at the hospital. She knew if she were to become a good nurse she had to know her business. She wanted to be able to train other nurses.

Realizing how determined their daughter was, her father and mother consented to let her study in both Paris and Rome.

Returning to England for a little rest she received a call to come to London. The hospital for old and sick governesses was in great confusion.³⁵ Someone was needed to take full charge. Florence Nightingale

³⁵Richards, *op. cit.*, p. 41.

was very happy to go immediately to see what could be done. She felt sorry for the poor governesses who had become feeble and ill and had no place to go except this unpleasant building called a hospital.

After a few months of planning and hard work, Miss Nightingale had turned the confusion into order, peace, and cheerfulness. Everyone in London was talking about the miracle she had performed.

Her parents liked to see their child happy, but they thought how foolish it was for a wealthy young girl like Florence to be working so hard. They could not understand it. A lady in those days was supposed to be satisfied staying at home doing nothing more than a little sewing or playing the piano.

About this time there was a terrible war going on between Turkey and Russia.³⁶ England had joined with Turkey and had sent her young men to fight the Crimean war.

Soon the people saw in the papers that the young boys were dying by the thousands, without food, medicine or any kind of care. They had to have nurses.

Mr. Herbert, head of the War Department, in England, had heard of the good work Miss Nightingale had been doing. He knew how she had changed the hospital for governesses in London. She was the person to call upon in a time like this.

Mr. Herbert sent a letter to Florence. "Will you go to the Crimea with some nurses and take full charge?"³⁷

Before she had time to receive the letter she had read the terrible news in the paper and had written a letter to the government

³⁶Cook, *op. cit.*, p. 146.

³⁷*Ibid.* pp. 151-153.

asking, "May I go to the Crimea?" This was the chance for which she had been waiting.

In ten days, thirty -seven nurses were carefully selected to go with Miss Nightingale on her "Mission of mercy".

From England they sailed across the channel to Boulogne, France. Here the fisherwomen met them at the boat and carried their bags to the hotel refusing to take a penny for their trouble.

They left France on the Vestis and sailed for many days on the Mediterranean sea before reaching the Golden Horn.

She and the nurses spent much of their time on the boat discussing their new work.

"Where is the Crimea", asked one of the nurses who had never been away form England before.

"It is this little penninsula at the very bottom of Russia", said Florence pointing to the map she carried with her. "Most of the fighting is being done on this small area of land. They bring the wounded by boat across the Black Sea to the hospital at Scutari."³⁸

"Is Scutari a large city?" inquired another nurse.

"It is a part of Constantinople. You might call it a suburb. You must remember Constantinople is quite a large city and covers many miles. The hospital of which we will have charge is called the "barracks" and is in Scutari."

Miss Nightingale continued. "You girls must remember we have a big job before us. This is the first time the English government has ever allowed women to work in army hospitals."³⁹ We must show that we know our job.

³⁸Richards, op. cit., p. 68.

³⁹Ibid, p. 61.

"Yes," replied one of the nurses, "the London papers are already making fun of our going. It says we will have to shave off our hair to keep out the vermin. One colonel wrote to England and asked if we would wear wigs or helmets."⁴⁰

"They need not worry about what we wear on our heads," replied Florence Nightingale. "Wait till they find out what is in our heads."

Arriving at Constantinople early one morning in a downpour of rain Florence writes in her diary. "The walls and towers of the great city and even the Golden Horn look like a washed out picture."⁴¹

The Golden Horn is the name given to the beautiful harbor in Turkey on which stands the city of Constantinople.

Very soon after arriving at Constantinople, Florence and the nurses were carried to Scutari. The "barracks" which was being used by the English as a hospital was ^avery large yellow building. It looked very nice from the outside.

The nurses whispered among themselves, "Maybe things are not so bad here after all."

"What do you think of your headquarters, Miss Nightingale?" asked the officer in charge.

"I cannot say until I have been inside." she replied.

When they got inside they would not believe the horrible sight they saw.

"I have seen the worst homes and hospitals in London. To me they seemed unreal and unbearable, but I have never seen anything to equal this," Miss Nightingale wrote back to England. "There are not enough beds for the

⁴⁰Cook, *op. cit.*, p. 168.

⁴¹*Ibid.*, p. 171.

⁴²*Ibid.*, p. 177.

wounded. They are lying all over the floor. The sheets are made out of rough heavy canvas and are so coarse that the men beg to be left in their field blankets."⁴²

Miss Nightingale found out that it took eight days to bring the wounded by boat from the battlefield of the Crimea to the hospital at Scutari. A trip that our modern planes could make in a few hours.

Another shocking experience for Florence Nightingale was her first visit to the hospital kitchen.

"Where are the cooks?" she asked.

"What cooks?" asked one poor soldier with an arm gone and his head still bandaged.

"Who prepares the food for all these wounded soldiers?"

"We do," answered the soldier. "Some of us, who are able to walk around do all the cooking. We tie the little food we have in a cloth and cook it all at one time in that big pot on the stove. If we have any left we take it to the sick men."⁴³ Not many of them are able to eat. They usually die quickly after reaching this place. A few of us are lucky enough to live without medicine or food."

"What is that terrible odor that I smell all through the "barracks"?"

"That comes from the sewer pipes under the building. They are put together so poorly that they leak badly. When the wind blows it brings the odor back into the building."⁴⁴

These were some of the conditions that confronted Miss Nightingale in the hospital at Scutari.

⁴²Ibid, p. 177

⁴³Adams, op. cit., p. 137.

⁴⁴Cook, op. cit., p.177.

When she complained one of the officers remarked, "This is war. Do you think we can win a war without having wounded men?"

"War is terrible at the best," answered Miss Nightingale. "But we must take better care of our men that have been wounded while fighting for their country. The thing I came to ask you is, "Where are the supplies that have been sent here from England? All we have here is the small amount that we brought on our ship the Vectis."

"I suppose they are in the warehouse," answered the officer. The man in charge is out of town. I wouldn't dare open it without his permission."

"Will you give me the key?" asked Miss Nightingale. "You do not dare go into the warehouse when our soldiers are dying because they have no food or medicine? I will go in and take all the blame."⁴⁵

The officer was ashamed of himself. He turned the key over to Florence Nightingale. It made her heart sick when she saw how the supplies were piled up and going to waste. From then on she had no trouble getting supplies.

Her next problem was to find a cook. She and the nurses were cooking and nursing as best they could, but she needed someone to take charge of the kitchen.

Her great need was published in the newspapers in England and France. A famous French cook in Paris gave up his work there and went immediately. He took over the hospital kitchen without a cent of pay.

Florence Nightingale worked day and night. She was always there when a soldier needed her. The clean sheets, the good food, the new beds all seemed like magic. No wonder she was known as the "Angel of the Crimea."

⁴⁵Richards, op. cit., p. 97.

After one terrible battle so many wounded men were brought into the hospital that the doctors couldn't care for them all.

"This boy can't live. Just put him aside to die so I'll have more time for the others," commanded the doctor sternly.

"May I take charge of this young boy?"⁴⁶ asked Miss Nightingale.

"Yes," answered the doctor, "but you had better spend your time with those that have a better chance to live."

Florence Nightingale didn't give up life so easily. She put the boy in a clean bed. She gave him a few drops of warm broth very often. Soon he was breathing better. In a few days he was strong enough for the operation which saved his life.

It seemed that Miss Nightingale had a charmed life. An awful fever epidemic came to the hospital. Some of the doctors and several of the nurses became very ill. Some of them died. Florence Nightingale nursed all of them.⁴⁷

"She looks so pale and thin," remarked the soldiers in the wards. "If she has the fever what will become of us?" They all prayed that she might be spared.

Soon the epidemic was over and the "Angel of the Crimea" had escaped. The prayers of the soldiers had been answered.

Another name given her by the soldiers was "The Lady with the Lamp". Late at night just before she retired she would carry a little lamp and go through all the long halls to see if any soldier needed anything.

One soldier wrote home to his mother. "She can't speak to all of us as she walks slowly through the ward. She smiles and all of us kiss her shadow on the wall as she passes."⁴⁸

⁴⁶Ibid, p. 87

⁴⁷Adams, *op. cit.*, p. 141.

⁴⁸Ibid, p. 237.

Florence Nightingale had hardly left the hospital since her arrival. She astonished everyone one morning with this announcement.

"I am leaving the hospital for a few days. I want to go across the Black Sea to the Crimea. I am going to the battlefield. I want to see what are the needs of the wounded there. Too many men are dying before they reach the hospital."⁴⁹

"It is too dangerous," everyone advised, "and what would we do here without you?"

She had made up her mind so there was no stopping her.

Imagine the surprise and delight of the soldiers when Miss Nightingale appeared at the battlefield. They were amazed at the courage of this frail looking little woman.

The trip was a little too hard on her. She took fever while at the front and nearly died. Some of her soldiers carried her back to the hospital a very sick woman.⁵⁰

When she regained some of her strength her nurses insisted, "Go back home and rest awhile. The war will soon be over. We will keep the work going on just as if you were here."

"My work here is not finished- I will not leave," she answered.

Although she was tired from overwork and weak from the fever she stayed and worked until one day the word of "Victory" rang through England and Turkey.

"Now you must go home", the doctors told her.

Miss Nightingale did not listen to the doctor. She remained with the wounded soldiers until every man was able to leave the hospital and return to his home.⁵¹

⁴⁹Ibid, p. 254.

⁵⁰Richards, op. cit. p. 136.

⁵¹Cook, op. cit., p. 299.

Everyone in England was ready to celebrate the homecoming of Florence Nightingale.⁵²

"Nothing is too good for the "Angel of the Crimea", people remarked on the village streets.

Parties and parades were planned. Great bands were ready to meet the boat at a moment's notice.

One day a tired looking little lady dressed in a black dress, with a veil over her face, knocked on the back door of Lea Hurst. One of the servants opened the door.⁵³

"Good morning, lady. Would you like to see someone?"

The little lady stepped inside the door and closed it behind her. She raised her veil. A shout rang through the house. "Miss Florence is back! Miss Florence is home!"

Miss Nightingale was very frail after her hard work and recent illness. She had slipped home without letting anyone know she was coming.

What could the people of England do to show this famous nurse how much everyone appreciated what she had done for the boys in the Crimea?

"I want nothing for myself," insisted Miss Florence Nightingale, "but I would like to see new hospitals in England where sick people can be cared for by clean and efficient nurses."

One of her friends suggested, "Why not begin a hospital fund to be used by Miss Nightingale as she sees fit?" This pleased Florence Nightingale very much. She began making plans for the new hospitals in England. The money poured in. It came from rich and poor alike. Much of it came from the soldiers she had nursed in the Crimean war.⁵⁴

⁵² Adams, op. cit., p. 141.

⁵³ Richards, op. cit., p. 58.

⁵⁴ Adams, op. cit., p. 141.

Miss Nightingale thought that after she rested a few months she would be able to start her work again. She was mistaken. The lively gentle spirit was still there but her body never recovered from the long weary hours spent in the Crimea. She lived to be ninety years old. The last thirty years were spent as an invalid in her room in London. Did Florence Nightingale give up her work? No! She spent every hour of the day telling others how the new hospitals in London should be built and how the nurses should be trained.

These nurses were called the "Army of Nightingales." They were sent all over the world to help improve the conditions in hospitals.

In our clean modern hospitals today we see spotless cheerful nurses going about their duties. The filthy, ignorant nurses of a hundred years ago are gone. To whom do we owe this wonderful change? To a young girl, Florence Nightingale, who was willing to leave her beautiful home and life of luxury in order to spend many years of hardships helping all those who were in trouble, sorrow, or sickness.

CHAPTER IV

VALIDATION

The important problem remaining is the validation of the biographical sketches of David Livingstone and Florence Nightingale. There are three questions to be answered:

- I. Are the stories authentic?
- II. Do they have educational value as supplementary material for the fourth grade social studies?
- III. Can children of this age level read and understand the stories?

Are the Stories Authentic?

The chief authority for Miss Nightingale's life is a collection of papers that were left to a cousin after her death.

"Men and women are divided in relation to their papers into hoarders and scatterers. Miss Nightingale was a hoarder, and as she lived to be ninety the accumulation of papers stored in her house at the time of her death was very great. By a will executed in 1896 she had directed that all her letters, papers and manuscript with some specific exceptions should be destroyed. By a Codicil executed in the following year she revoked this direction, and bequeathed the letters, papers, and manuscript to her cousin, Mr. Henry Boham Carter. After her death the papers were sorted chronologically by his direction."¹

These papers formed the principle authority for Dr. Cook's LIFE OF FLORENCE NIGHTINGALE. This book is in two volumes and gives a detailed account of Miss Nightingale's life.

¹Edward Cook, The Life of Florence Nightingale (New York: Macmillan, 1942) pp. 13-14.

Miss Nightingale, like David Livingstone, left many of her own writings. The most important of these are NOTES ON HOSPITALS and NOTES ON NURSING.

Other valuable material is taken from her biographies written by other people. A list of these is given in the appendix.

There are many biographical sketches of David Livingstone, but for authenticity one must go to his day by day diary which he kept during his thirty years stay in Africa. Livingstone kept the diary for his own use, but was urged so strongly by the Royal Geographic Society and the London Missionary Society to give the world a narrative of his experiences in Africa that he published his diary in book form called: "Missionary Travels." It is a huge book and contains detailed descriptions of all his encounters in the dark continent. It is illustrated with maps.

Another valuable source of information about David Livingstone is his letters which were written to his family in England. They are very descriptive and always tell of interesting experiences. These also give an insight into his personal feeling about the sacrifice he was making.

Many biographies written by other people were read and used in writing these sketches. These, too, are listed in the appendix.

Geographical facts such as the description of the jungle garden were checked and made valid through the extensive use of encyclopedias and geography books and magazine articles.

Do the Stories Have Educational Value?

To determine the educational value of these stories they were submitted to a committee of experts in elementary education. The committee was composed of a college professor of education, a fourth grade teacher in

a demonstration school and an expert in elementary education. All of these people were familiar with the fourth grade social studies for North Carolina. After helpful suggestions from the committee and many revisions of the stories they were accepted as valuable educational material to supplement the North Carolina social studies program for the fourth grades.

Can Children of this Age Level read and
Understand the Stories?

Since the proof of the pudding is the eating thereof the most important means of validation was the trial with the children to see if they could read and understand the stories.

Thirty-four fourth grade children in the Greensboro City Schools were tested. The following test was approved by an expert in elementary education at Woman's College.

I. True-False test on David Livingstone.

T 1. Westminster Abbey is the famous church in England.

T 2. David was a very poor boy and had to work in a cotton mill many hours a day.

F 3. He went to school regularly because he wanted to become a famous doctor in Scotland.

T 4. A medical missionary heals the sick and preaches the gospel.

T 5. David Livingstone went to the dark continent of Africa as a medical missionary.

F 6. The natives loved the witch-doctors because they healed the sick.

F 7. David Livingstone always left his wife and children safe at home when he made trips into the jungle.

- F 8. A lion fight left Livingstone with a lame leg for several years.
- T 9. The slave traders stole the natives in Africa and sold them to other countries.
- F 10. When Dr. Livingstone died the native guides buried him in the jungles of Africa.

II. True-False test on Florence Nightingale.

- T 1. Florence Nightingale was named for the city of her birth, Florence, Italy.
- T 2. Her father was a rich English land owner.
- T 3. When Florence was a little girl she spent much of her time visiting the sick and needy with the village vicar.
- F 4. Her first real patient was Roger, the shepherd boy.
- F 5. She liked nursing so much that her father and mother were anxious for her to go to Germany to study nursing.
- T 6. There was a terrible war going on in the Crimea, Florence Nightingale was sent there to take full charge of the nurses.
- T 7. Her wonderful work there soon changed the miserable, dirty barracks into a clean comfortable hospital for the wounded soldiers.
- F 8. The day the war was over Florence Nightingale returned to England.
- F 9. When Florence Nightingale landed in England there was a large band to meet the boat. It seemed that all of England was there to greet her.

- T 10. She spent the remaining years of her life teaching nurses and directing the building of new hospitals in London.

Results of tests

I. David Livingstone

- A. 14 children whose reading scores range from 3.2 - 3.7 as obtained by Stanford Achievement Test.

| Cases | Score |
|-------|-------|
| 1 | 10 |
| 2 | 9 |
| 3 | 8 |
| 5 | 7 |
| 3 | 6 |

- B. 20 children whose reading scores range from 3.8 - 5.6

| Cases | Scores |
|-------|--------|
| 7 | 10 |
| 5 | 9 |
| 3 | 8 |
| 4 | 7 |
| 1 | 6 |

II. Florence Nightingale

- A. 14 children whose reading scores range from 3.2 - 3.7

| Cases | Scores |
|-------|--------|
| 0 | 10 |
| 3 | 9 |
| 2 | 8 |
| 6 | 7 |
| 3 | 6 |

- B. 20 children whose reading scores range from 3.8 - 5.6

| Cases | Scores |
|-------|--------|
| 8 | 10 |
| 3 | 9 |
| 4 | 8 |
| 3 | 7 |
| 2 | 6 |

The following multiple-choice test was given to same group of fourth grade children to determine the effectiveness of the use of contextural definitions.

1. A medical missionary
 - a. is a witch doctor
 - b. sticks hot needles in his patients
 - c. preaches the gospel and heals the sick
2. The men who stole the African natives and sold them into other countries were
 - a. missionaries
 - b. slave traders
 - c. explorers
3. In England the village clergy is called a
 - a. preacher
 - b. vicar
 - c. minister
4. In England great rounded hills covered with thick turf are called
 - a. mountains
 - b. pinnacles
 - c. downs
5. A hot compress is used
 - a. to put on wounds
 - b. to warm your feet
 - c. to heat your food

Result of Test

- A. 14 children whose reading scores range from 3.2 -3.7

| Cases | Score |
|-------|-------|
| 0 | 5 |
| 2 | 4 |
| 4 | 3 |
| 8 | 2 |

- B. 20 children whose score wanged from 3.8 - 5.6

| Cases | Score |
|-------|-------|
| 8 | 5 |
| 5 | 4 |
| 7 | 3 |

The true-false tests were given to a group of fifteen fourth grade children who are enrolled in the Extended Schools of Greensboro. The environment and background of these children were far below that of the regular fourth grade whose test results are tabulated above.

The reading scores of these fourteen children ranged from 3.2 - 5.6.

Results of Tests

I. David Livingstone

A. 5 cases whose reading score range from 3.4 - 4.1

| Cases | Score |
|-------|-------|
| 1 | 9 |
| 1 | 7 |
| 2 | 6 |
| 1 | 6 |

B. 10 cases whose scores range from 4.1 - 5.1

| Cases | Score |
|-------|-------|
| 3 | 10 |
| 3 | 9 |
| 2 | 8 |
| 2 | 7 |

II. Florence Nightingale

A. 5 children whose reading scores from 3.4 - 4.1

| Cases | Score |
|-------|-------|
| 1 | 10 |
| 1 | 7 |
| 2 | 6 |
| 1 | 5 |

B. 10 children whose reading scores range from 4.1 - 5.1

| Cases | Score |
|-------|-------|
| 4 | 10 |
| 3 | 9 |
| 2 | 8 |
| 1 | 7 |

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a result of this study the following conclusions may be drawn with a considerable degree of confidence.

I. There is a marked dearth of suitable supplementary material for North Carolina fourth grade social studies.

II. The survey of literature shows that educators have not taken advantage of the child's love of biography in illuminating the social studies.

III. The state curriculum for the North Carolina social studies is organized by typical areas of the earth's surface. This lends itself to the selection of outstanding individuals whose activities have been centered in a specific area.

IV. It is possible to set up criteria for such biographical compositions.

V. If these criteria are followed it is possible to write authentic biographical sketches that will be read and enjoyed by children of this age group.

VI. The validity of such composition is established by expert opinion and by use of the material with children.

Recommendations

Certain recommendations may be made on the basis of this study.

I. Since, there is an indication that such sketches as these

are valuable supplementary material for the fourth grade social studies, there is a need for many more biographical sketches.

II. Too many famous men have been used as subjects of hero stories and the heroines of the world have been neglected.

III. There should be at least one biographical sketch to be used with each typical region of the world studied in fourth grade social studies.

IV. Edvard Grieg is suggested as a typical person for the mountainous regions. Mahatmi Gandhi would be a good subject for a sketch to use with the hot dry regions.

V. In making these studies of outstanding people of the world it would be helpful to other teachers if the bibliography made for each study contained an evaluation of each reference.

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APPENDIX

I. List of Biographies

A. David Livingstone

1. Cottler, Joseph, Heroes of Civilization. Boston: Little Brown, and Company, 1940.
2. Golding, Vantier, The Story of David Livingstone. New York: E. P. Dutton and Company, 1906.
3. Horne, Charles Silvester, David Livingstone. London: The Macmillan Company, 1929.
4. Mathews, Basil, Livingstone, The Pathfinder, New York: Missionary Education Movement of the United States and Canada, 1912.

B. Florence Nightingale

1. Cook, Edward Tyas, The Life of Florence Nightingale. New York: The Macmillan Company, 1942.
2. Evans, B., The Story of Florence Nightingale. London: Thomas Nelson and sons, 1933.
3. Richards, Laura E., Florence Nightingale, The Angel of the Crimea. New York: D. Appleton and Company, 1912.
4. Strachey, Giles Lytton, Eminent Victorians. New York: E. P. Putnam, 1918.
5. Strachey, Rachel Conn, Struggle. New York: Duffield and Company, 1930.
6. Willis, Irene Cooper, Florence Nightingale. New York: Coward McCann, 1931.

II. List of Difficult Words Found in Biographical Sketches.

A. David Livingstone

I. Words missed by above average group.

Westminster Abbey
Blantyre
Kuruman

2. Words missed by average group.

| | |
|------------|-------------|
| eagerly | deafening |
| medical | irrigate |
| council | wilderness |
| missionary | destination |
| interior | miseries |
| unexplored | yokes |
| introduced | disgraceful |
| mosquitoes | tribes |
| instrument | continued |
| equator | foreign |

3. Words missed by below average group.

| | |
|-------------|--------------|
| gaze | traveled |
| interesting | chattering |
| excitedly | thatched |
| studied | patients |
| proud | dense |
| favorite | ostrich |
| prepared | complete |
| listened | courage |
| continent | remainder |
| instead | practice |
| guide | disappointed |
| | persuade |

B. Florence Nightingale

1. Words missed by above average group.

Derbyshire
Kaiserwerth
Crimea
Scutari
Constantinople

2. Words missed by average group.

| | |
|------------|--------------|
| clergyman | mention |
| vicar | expression |
| medicine | consented |
| compresses | confusion |
| bruised | penninsular |
| situated | discussing |
| dahlias | vermin |
| geraniums | epidemic |
| surrounded | announcement |
| ceremony | invalid |
| vulgar | frail |
| | efficient |

3. Words missed by below average group.

| | |
|-----------|-------------|
| mission | immediately |
| mercy | miracle |
| regular | area |
| distance | barracks |
| smock | towers |
| treatment | unbearable |
| spied | sewer |
| terraces | confronted |
| downs | permission |
| turf | arrival |
| presented | astonished |
| serious | veil |
| horrible | |