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BIOGRAPHICAL VIGNETTES FOR NORTH CAROLINA
SEVENTH GRADE HISTORY

by

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CHAPTER I

INTRODUCTION

Significance of the Problem

Although research indicates that there is a fallacy in the exclusive use of traditional or textbook teaching, there is still evidence of extensive use of the single textbook in the teaching of history. The necessity of tapping additional sources must be emphasized, if the study of history is to be imbued with real, intelligible, and interesting life.

Johnson says:

While the textbook is in the United States the chief instrument of school instruction in history, it has long been a part of the American theory that the textbook should be supplemented by collateral reading.¹

. . . Collateral reading is needed to make the textbook itself intelligible. This suggests: (1) Materials to add information important as information. There are other needs quite as apparent. American conditions demand of history teaching something more than atmosphere and facts. There are tastes to be cultivated, interests to be stimulated, kinds of insight to be developed, and habits to be formed that open of necessity a field beyond the textbook. Such further needs suggest: (3) materials to make history interesting and inspiring; (4) materials to give acquaintance with historical literature; and (5) materials to illustrate the historical method of study. All of these are needs to be recognized in any scheme of collateral reading that professes to be adequate.²

The narrow view of history as presented in the textbook alone fails to kindle the sparks that wide use of supplementary material may

1 Johnson, Henry. Teaching of History. New York: Macmillan, 1940. p. 281.

2 Ibid., p. 285.

bring to life. Logasa emphasizes this fact when she asserts:

For many students the facts of the past as they are gathered from textbooks remain abstract, dry, and lifeless. Unless it comes to have reality in his mind, the lessons which history teaches are largely lost to him.³

Lee and Lee, in their discussion of the curriculum, have this to say:

The lone textbook, especially in the social studies, has become practically obsolete. Many books are now utilized in the learning process.⁴

The scope of the textbook is of necessity meager and lacking in detail. Within a few hundred pages, no one, in spite of extraordinary ability, can hope to cover the many events of the past in any extensive manner. Wesley discusses the matter:

For generations textbooks not only supplied most of the materials for curriculum; they were, for all practical purposes the curriculum. . . . They are exceedingly useful tools of instruction.

Textbooks are not designed, however, to be the whole curriculum. They are necessarily restricted in scope and make no pretense of providing all the contents and activities that are necessary for an enriched curriculum.⁵

Concerning the use of the textbook, McKee adds his point of view:

It presents so many topics in such little space that practically all of the statements made about a given topic are summary statements which pre-suppose that the pupil has the details needed for making these statements mean what they intended to mean. In fact, the lack of concrete detail concerning a given topic is so great, and the book consequently

³ Logasa, Hannah. Historical Fiction Suitable for Junior and Senior High Schools. Philadelphia: McKinley, 1927. p. 11.

⁴ Lee, J. Murray and Lee, Dorris May. The Child and His Curriculum. New York: Appleton, 1940. p. 235.

⁵ Wesley, Edgar B. Teaching the Social Studies in Elementary Schools. New York: Heath, 1946. p. 138.

so difficult, that it is impossible for the pupil to build anything like an adequate understanding of the topic by using only the textbook.⁶

Gray adds his opinion:

No matter how much textbooks may be improved, our chief dependence must be placed upon what is generally called 'collateral readings', a better term would be 'basic readings', for these readings provide the details, the color, and the interest which make books entertaining and comprehensible.⁷

"History," according to the definition of Johnson, "in its broadest sense, is everything that ever happened. . . . But history in the usual acceptation of the term means the history of man."⁸

Johnson continues in the following manner:

The field with which the teacher of history has to deal offers as units of instruction, individual human beings and groups of human beings. Facts relating to individuals make up the subject matter of biography. Facts relating to groups make up the subject matter of history.⁹

The use of biography for beginners was first suggested by Rousseau. Biography, then, as an independent form of literature was comparatively new. The earliest appearance of this word in the English language seems to have been Dryden's use of it in 1683 to describe the famous Parallel Lives of Plutarch.

6 McKee, Paul. The Teaching of Reading in the Elementary School. Boston: Houghton, 1948. p. 368.

7 Gray, William S. (ed.) Recent Trends in Reading. Supplementary Educational Monograph, No. 49. Chicago: University of Chicago Press, 1939. p. 201.

8 Johnson, op. cit., p. 1.

9 Ibid., p. 130.

The introductory biography survey began to appear in Germany soon after 1820. The German argument for biography ran something like this: (1) The individual person is easier to study than the tribe; (2) Children have natural and healthy interest in persons; (3) Acquaintance with the great creates a desire to be like them; (4) The individual can be made to represent groups.

The "great man" theory of history has usually been the idea. Carlyle said that "the history of what man has accomplished in this world is at bottom the History of the Great Men who have worked here."¹⁰ His idea is to present great and outstanding characters as typical of the age in which they lived.

Johnson says:

History for schools, without emphasis upon the personal element, is, in a large sense, as Dr. Sparks suggested that it must be for any untrained reader, 'an empty stage. However magnificently set, it is lifeless without the players'.¹¹

Concerning the use of biography in the teaching of history,

Wilson says:

As the schools have increasingly developed wide reading programs in the social studies, it is safe to say that the use of biography has increased on the junior and senior high school level of instruction. In whatever form the school organizes and teaches American history, biography is essential to an understanding of our history. In fact, biography is an inseparable part of all history, and today there is a wealth of material on which pupils can draw for understanding, enjoyment, and inspiration.¹²

¹⁰ Carlyle, Thomas. On Heroes, Hero Worship, and the Heroic in History. Boston: Houghton, 1907. p. 1.

¹¹ Johnson, op. cit., p. 144.

¹² Wilson, Florence H. "Biography and the Use of Biography," The Study and Teaching of American History. Seventeenth Yearbook of the National Council for the Social Studies. National Education Association, c. 1947. p. 318.

Whatever the aims and objectives of history instruction may be, in order to make it effective and interesting, it must be made alive and vivid. The stage for every scene in American history can be peopled with characters that portray the richness of the heritage of the past.

Pfaff puts great value on the use of biography in the study of history. He affirms that it:

- A. Floods abstract history with the breath of life.
- B. Affords an opportunity to know personalities, to make new friends, to know life, to commune with great minds and souls, to participate in ennobling and inspiring experiences, to quicken the mind.
- C. Permits us to see how others react to the great experiences of life common to all--birth, love, adventure, depression, defeat, success, death.
- D. Serves as an emotional outlet.¹³

Faherty further emphasizes the point when he states:

The importance of biographical study in the teaching of the 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.¹⁴

If further proof of the desirability of using biography for supplementing the study of history is needed, the impression of the famous educator and philosopher, John Dewey, should add weight.

A deepening appreciation of social life decides the place of the biographic element in historical instruction. That historical material appeals to the child most completely and vividly, when presented in individual form, when summed up in the lives and deeds of some heroic character, there can be no doubt. Yet it is possible to use biographies so that they become mere stories, interesting possibly to the point of

¹³ Pfaff, Dr. Eugene E. Class Lecture. Summer, 1948.

¹⁴ Faherty, W. B. "Biography in Teaching History." Social Studies, 33:105, March, 1941.

sensationalism, but yet bringing the child no nearer to comprehension of social life. This happens when the hero of the tale is isolated from his social environment; when the child is not brought to feel the social conditions which evoked his acts and the social progress to which his deeds contributed. If biography is presented as a dramatic summary of social needs and achievements, if the child's imagination pictures the social defects and problems that clamored for the man and the ways in which the individual met the emergency, then the biography is an organ of social study.¹⁵

The wide diversity in interest and ability within a grade is well established. Not only is there a great difference in reading ability but also there is noticeable diversity in social maturity. Sex differences also affect the choice of materials and subjects. Provision for these individual differences can be met by a wise and extensive choice of biographical or supplementary materials.

Horn recognizes this fact when he suggests:

The range of difficulty and fullness of treatment in the collateral readings used by any class should be commensurate with the range of reading ability, interest, and knowledge of the pupils in that class. As pointed out in the classification of pupils, there is no provision for individual differences that is so effective and so readily made as this one. The most gifted children should have access to books that are a challenge to their best efforts, and the poorest students should be provided with those that are within their comprehension.¹⁶

This problem of taking care of individual differences can be solved much more easily today than in former years. Never before has there been such a wealth of interesting, attractive, and challenging material. Today the writer of children's biographies has succeeded in making his characters real personalities or "human beings."

¹⁵ Dewey, John. School and Society. Chicago: University of Chicago Press, 1915. pp. 158-159.

¹⁶ Horn, Ernest. Methods of Instruction in the Social Studies. New York: Scribner's, 1937. p. 254.

Mudge asserts:

A teacher's ambition should be to keep history human, to keep always in mind the life and interests both of the men and women of the past, and of the boys and girls of today. One way to do this is to emphasize the human traits of historic characters.¹⁷

Logasa adds:

In whatever form the school organizes and teaches American history, biography is essential to an understanding of our history. In fact, biography is an inseparable part of all history, and today there is a wealth of material on which pupils can draw for understanding, enjoyment, and inspiration.¹⁸

To sum up the significance of the use of biography in the study of American history, the following might be asked, "What then is the service of biography?"

1. It adds elements of reality, interest, inspiration, and information.
2. Inasmuch as the scope of the textbook is, of necessity, meager and lacking in detail, biography adds to these materials and provides an enriched curriculum.
3. Children have a natural and healthy interest in individuals.
4. It takes care of the wide diversity of interests and ability within a group.
5. The wealth of attractive and stimulating biographical material available makes its use more enjoyable.

¹⁷ Mudge, E. Leigh. "Making History Live," Education, 64:91, April, 1944.

¹⁸ Logasa, op. cit., p. 318.

Statement of the Problem

The purpose of this study is to catalog and evaluate biographical vignettes that may be used to illuminate and delineate the characters found in the seventh grade history curriculum in the schools of North Carolina.

This study has three aspects: first, the isolation of outstanding characters in the adopted text; second, the construction of the criteria for evaluating biographical vignettes relating to the characters selected; third, the cataloging of the vignettes found, with evaluations and suggestions of use to teachers.

In the development of the problem it was necessary to find appropriate answers to the following questions:

1. Who are the outstanding characters in American history?
2. What are the criteria for evaluating biographical materials that relate to these characters selected?
3. How can these materials be described and catalogued so that they will be of use to the teacher?

Scope of the Problem

The first delimiting factor is that the study be confined to biographical materials.

The second delimiting factor is that the selections be chosen for use in the seventh grade. At this age level, children are particularly interested in biography, and inasmuch as excellent materials are available, they should be used to broaden and cultivate these interests.

The third delimiting factor is that the personalities be confined to outstanding characters mentioned in the North Carolina adopted text.

This text, The Story of American Democracy,¹⁹ is a recent adoption in this state.

Method

In constructing an instrument for use in the selection of biographical vignettes for North Carolina seventh-grade history, the first step was a careful study of the newly-adopted textbook for the purpose of ascertaining the personalities that the author deemed worthy of mention.

The list, which consisted of 136 names, was compiled and arranged in alphabetical order. Then the emphasis that the author assigned to the individual was determined by a check of space allotted. The character receiving most attention was given a rating of three; the character getting only average attention was given a two rating; and the ones considered of minor significance were given a rating of one.

In addition, a committee of six experts was consulted. This committee, consisting of a chancellor of a university, a college history professor, an associate dean of a college, a superintendent of city schools, an elementary school supervisor, and the head of a high school history department, was presented with a list of the 136 personalities. These authorities were then asked to rate each character according to his significance in American history.

In conclusion, the total emphases of the experts were divided by six, and the result was added to the emphasis of the author. The

¹⁹ Casner, Mabel B. and Gabriel, Ralph H. The Story of American Democracy. New York: Harcourt, 1948. 656 pp.

personalities having the highest rating were determined in this manner.

The second step was a careful survey of the professional literature relating to the reading interests of children, their needs, and their differences. The particular interests and needs of seventh-grade boys and girls, or those between the ages of twelve and fourteen, were considered.

A third step was the construction of the criteria of selection and methods of evaluation. After a study of the opinions of professionals in the field of elementary school teaching, the following criteria were set up:

1. Each selection must appeal to the child's immediate interests and must be interesting in its own right.
2. The various selections must take care of and cover a wide range of reading difficulty.
3. Each selection must possess literary merit.
4. A biography, to be worthwhile, must be authentic.
5. Each selection must have a specific use in the teaching of seventh grade history.

The final and main work of the study was to construct and evaluate biographical vignettes that would meet the requirements of the criteria that had been set up.

Survey of the Literature

To eliminate the possibility of duplicating previous work and to secure help in this study through the analysis of any related material, a careful examination of the following indexes was made.

1. United States, Library of Congress. Catalogue Division. List of American Doctoral Dissertations Printed in Washington. Government Printing Office, 1927-1940.

2. Doctoral Dissertations Accepted by American Universities. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries. New York: H. W. Wilson, 1934-1948.

3. United States, Office of Education Library. Bibliography of Research Studies in Education. Washington: Government Printing Office, 1929-1940.

4. Good, Carter V. "Doctors' Theses under Way in Education." Journal of Educational Research, January issue, 1931-1948.

5. Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books, and Pamphlets. New York: H. W. Wilson, 1932-1948.

6. The Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: H. W. Wilson, 1938-1948.

7. 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. 69 pp.

8. Gray, Ruth A. "Recent Theses." School Life, 1946-1948.

Related Studies

In the search for related material, the following studies were found helpful:

1. Ireland, Norma Olin. Historical Biographies. Philadelphia: McKinley, 1933. 108 pp.

Ireland has compiled a selected annotated bibliography of historical biographies for high school students. It is arranged in four large divisions of history: Ancient, Medieval, Modern, and American. Each period is subdivided into convenient chronological groups and the titles

are arranged alphabetically by the names of the characters. Title, author, and subject indexes are included.

2. Wilson, Florence H. and Wilson, Howard E. A Bibliography of American Biography Selected and Annotated for Secondary Schools. Bulletin No. 5. Washington: National Council for the Social Studies, The National Education Association, 1930. 64 pp.

Wilson has selected a list of about five hundred titles in the field of American biography suitable for high school pupils. The listings are limited to books that are in print, that are suitable and interesting to pupils in the secondary school, and that will contribute to understanding and liking of American history. The selections are made on the bases of accuracy, literary merit, and pedagogical usefulness. The arrangement is chronological by thirteen periods in history, with titles listed under the names of persons. All the titles are annotated with those most suitable for junior high school starred.

3. Logasa, Hannah. Biography in Collections. New York: H. W. Wilson, 1940. 152 pp. (third edition revised and enlarged)

This volume is based on the original work published in 1934 and revised in 1937. It includes forty-one new collections with over a thousand items, 270 of which are entirely new. Three general types of collections are used—general and miscellaneous, specialized, and excerpts from long biographies and autobiographies.

The purpose of this work is to supply useful material for all subjects in the curriculum, as well as a guidance outline for free reading.

4. Chapman, Florence Jane. Use of Biography in Junior High School American History. Master's Thesis. Montclair, New Jersey: State Teachers' College, 1935. 84 pp.

This thesis included a study of the desirability of using biography as a teaching aid, listed the biographies being used and methods of using them, and reviewed ten case studies as observed in junior high schools.

The purpose of the study was to establish the value of biography as an aid in teaching history in the junior high school.

5. Lindsay, Etta Mildred. An Instrument for Use in Selecting Supplementary Materials from Fiction to Illuminate the Westward Movement for Seventh Grade Pupils. Master's Thesis. Greensboro, North Carolina: Consolidated University, 1943. 103 pp.

In this study, fifty-six books of fiction were read and evaluated. They were evaluated by means of expert opinion and child response.

The purpose of the study was to construct an instrument that would be useful in the selection of supplementary materials to vitalize the study of the Westward Movement. The factors that were selected as the bases of the instrument were interest, authenticity, reflection of frontier traits, evaluation by experts, and difficulty.

CHAPTER II

SELECTION OF SIGNIFICANT PERSONALITIES

How Material Was Secured

In an effort to determine the most significant personalities in American history, the first procedure was a careful examination of the adopted textbook for seventh-grade history. This analysis disclosed the information that the authors, Casner and Gabriel, recognized the fact that what people have been and what they have done make history interesting. With this in mind, they have scattered thumbnail sketches of historical characters throughout the text. In a small space they have attempted to give accounts of what the figures of the past have actually experienced in order to make vivid and personal the general narrative.

The book is founded on the belief that history is more than economics and politics. Therefore, biographical stories of special achievements of scientists, musicians, painters, and men of letters are included.

Working on the premise that the scope of the textbook is necessarily meager and lacking in detail, a survey of the personalities mentioned in the text was made. It was to be expected that some would be considered more significant than others and would therefore be accorded more space. A compilation of 136 names mentioned in the text was arranged in alphabetical order. The amount of space that the authors

devoted to an individual determined his emphasis rating. The personality allotted most space received a rating of three, the characters getting only average attention were given a two rating, and the ones that received only cursory attention were rated one.

The next step in the study was the consultation of six experts whose opinion should help in arriving at a definite conclusion concerning the most significant personalities. Each of these experts was presented with a list of the 136 personalities and asked to rate each one according to his significance in American history.

In conclusion, the total emphases of the experts were divided by six, and the average was added to the author's opinion. The composite emphasis was determined in this manner. The highest composite rating was six and the lowest was two.

TABLE I
 RATING OF PERSONALITIES IN AMERICAN HISTORY
 ACCORDING TO SIGNIFICANCE

Personality	Author's Emphasis		Experts' Emphases				Average of Experts	Composite Emphasis	
Adams, John	3	1	2	2	2	3	2	2.0	5.0
Adams, John Quincy	2	1	1	1	1	3	2	1.5	3.5
Adams, Samuel	2	2	2	1	3	2	1	1.8	3.8
Addams, Jahn	2	1	1	2	3	3	2	2.0	4.0
Allen, Ethan	1	1	1	1	1	1	1	1.0	2.0
Anderson, General Robert	1	1	1	1	1	1	1	1.0	2.0
Arthur, Chester A.	1	1	1	1	1	1	2	1.2	2.2
Austin, Stephen F.	2	2	1	1	1	2	1	1.3	3.3
Astor, John Jacob	1	2	1	2	2	2	1	1.7	2.7
Balboa, Vasco Nunez de	2	1	2	1	1	1	1	1.2	3.2
Baltimore, Lord	1	1	2	1	1	1	1	1.2	2.2
Beauregard, General P. G. T.	1	1	1	1	1	1	1	1.0	2.0
Bell, Alexander Graham	2	3	3	3	3	3	2	2.8	4.8
Bolivar, Simon	2	1	1	1	1	1	3	1.3	3.3
Boone, Daniel	3	2	2	3	3	2	1	2.2	5.2
Bryan, William Jennings	1	2	1	1	3	3	2	2.0	3.0
Buchanon, James	1	1	1	1	2	2	1	1.3	2.3
Cabot, John	1	1	1	2	3	1	1	1.5	2.5
Cabral, Pedro Alvarez	1	1	1	1	1	1	1	1.0	2.0
Calhoun, John C.	2	2	2	2	2	3	1	2.0	4.0
Carnegie, Andrew	2	2	2	3	2	3	2	2.3	4.3
Carson, Christopher	1	1	1	2	2	1	1	1.3	2.3
Cartier, Jacques	1	2	2	1	1	1	1	1.3	2.3
Champlain, Samuel de	1	2	2	1	2	1	1	1.5	2.5
Clark, George Rogers	1	3	2	2	3	2	1	2.2	3.2
Clay, Henry	2	2	2	2	2	3	2	2.2	4.2
Clemens, Samuel L.	1	2	2	2	3	3	2	2.3	3.3
Cody, William F. (Buffalo Bill)	1	1	2	2	1	1	2	1.5	2.5
Columbus, Christopher	3	3	3	3	3	3	3	3.0	6.0
Coolidge, Calvin	1	1	1	1	2	1	1	1.2	2.2
Cooper, James Fennimore	1	1	1	1	1	2	1	1.2	2.2
Coronado, Francisco Vasquez de	1	1	1	1	1	1	1	1.0	2.0
Cortes, Hernando	1	1	1	2	2	1	1	1.3	2.3
Crockett, David	1	2	3	2	2	1	1	1.8	2.8
Curtiss, Glenn	1	1	1	1	1	1	1	1.0	2.0
Davis, Jefferson	1	1	1	2	2	3	1	1.7	2.7
De Witt	1	1	1	2	2	3	2	1.7	2.7

Coolidge, Calvin	1	1	1	1	2	1	1	1.2	2.2
Cooper, James Fennimore	1	1	1	1	1	2	1	1.2	2.2
Coronado, Francisco Vasquez de	1	1	1	1	1	1	1	1.0	2.0
Cortes, Hernando	1	1	1	2	2	1	1	1.3	2.3
Crockett, David	1	2	3	2	2	1	1	1.8	2.8
Curtiss, Glenn	1	1	1	1	1	1	1	1.0	2.0
Davis, Jefferson	1	1	1	2	2	3	1	1.7	2.7
Dix, Dorothea	1	1	2	2	1	2	2	1.7	2.7
Douglas, Stephen A.	2	1	2	2	2	2	1	1.7	3.7
Drake, Sir Francis	1	1	2	3	3	1	1	1.8	2.8
Edison, Thomas A.	1	3	3	3	3	3	2	2.8	3.8
Eisenhower, General Dwight	1	1	3	3	2	3	1	2.2	3.2
Emerson, Ralph Waldo	1	3	3	1	2	3	2	2.3	3.3
Ericson, Leif	1	1	1	2	2	1	1	1.3	2.3
Farragut, Admiral David	1	1	2	1	1	1	1	1.2	2.2
Fillmore, Millard	1	1	1	1	1	1	1	1.0	2.0
Ford, Henry	1	3	2	2	3	3	2	2.5	3.5
Foster, Stephen Collins	2	2	3	1	2	2	2	2.0	4.0
Franklin, Benjamin	3	3	3	3	3	3	3	3.0	6.0
Fremont, General John C.	1	2	1	2	1	1	1	1.3	2.3
Fulton, Robert	1	2	2	3	3	2	1	2.2	3.2
Gama, Vasco da	1	1	1	1	1	1	1	1.0	2.0
Garfield, James A.	1	1	1	1	1	2	1	1.2	2.2
Goethals, Col. George W.	1	1	2	2	3	2	1	1.8	2.8
Gompers, Samuel	1	2	1	2	2	2	1	1.7	2.7
Goodyear, Charles	1	1	1	2	2	1	2	1.5	2.5
Gorgas, Col. William C.	1	1	3	2	2	2	1	1.8	2.8
Grant, General Ulysses S.	2	3	1	3	3	3	2	2.5	4.5
Greeley, Horace	1	2	2	1	2	3	1	1.8	2.8
Greene, Nathanael	2	2	1	1	1	2	1	1.3	3.3
Hamilton, Alexander	3	3	3	2	3	3	3	2.8	5.8
Hancock, John	1	1	3	2	1	2	1	1.7	2.7
Harrison, Benjamin	1	1	1	1	1	2	1	1.2	2.2
Harrison, Gen. William Henry	1	1	1	1	1	2	1	1.2	2.2
Hawthorne, Nathaniel	1	1	2	1	2	2	2	1.7	2.7
Hayes, Rutherford B.	1	1	1	1	1	2	1	1.2	2.2
Henry, Patrick	2	2	3	2	2	3	1	2.2	4.2
Homer, Winslow	1	1	1	2	1	1	1	1.2	2.2
Houston, Sam	2	3	2	3	3	2	1	2.3	4.3
Howe, Elias	1	2	1	2	2	2	1	1.7	2.7
Hull, Cordell	1	2	2	2	2	1	1	1.7	2.7
Hull, Captain Isaac	1	1	1	1	1	1	1	1.0	2.0
Jackson, Andrew	3	3	3	3	3	3	3	3.0	6.0
Jay, John	2	1	2	1	2	2	1	1.5	3.5
Jefferson, Thomas	3	3	3	3	3	3	3	3.0	6.0
Johnson, Andrew	1	1	2	1	2	3	1	1.7	2.7
Jones, John Paul	1	1	2	1	2	2	1	1.5	2.5
King, Admiral Ernest J.	1	1	1	1	1	1	1	1.0	2.0
Lafayette, Marquis de	2	2	2	2	2	2	2	2.0	4.0
LaSalle, Rene Robert	1	2	2	2	2	1	1	1.7	2.7
Lee, Robert E.	3	3	3	3	3	3	2	2.8	5.8
Lewis, Captain Meriwether	1	2	2	2	1	2	1	1.7	2.7
Lincoln, Abraham	3	3	3	3	3	3	3	3.0	6.0
Longfellow, Henry W.	1	1	2	1	3	2	2	1.8	2.8
Lowell, James Russell	1	1	2	1	2	2	2	1.7	2.7
MacArthur, General Douglas	2	1	2	3	1	2	1	1.7	3.7

LaSalle, Rene Robert	1	2	2	2	2	1	1	1.7	2.7
Lee, Robert E.	3	3	3	3	3	3	2	2.8	5.8
Lewis, Captain Meriwether	1	2	2	2	1	2	1	1.7	2.7
Lincoln, Abraham	3	3	3	3	3	3	3	3.0	6.0
Longfellow, Henry W.	1	1	2	1	3	2	2	1.8	2.8
Lowell, James Russell	1	1	2	1	2	2	2	1.7	2.7
MacArthur, General Douglas	2	1	2	3	1	2	1	1.7	3.7
McCormick, Cyrus H.	2	2	3	3	2	2	2	2.3	4.3
McKinley, William	2	1	1	1	2	2	1	1.3	3.3
Madison, James	2	2	1	2	2	3	3	2.2	4.2
Magellan, Ferdinand	1	1	3	2	3	1	1	1.8	2.8
Mann, Horace	1	3	2	2	2	2	2	2.2	3.2
Marquette, Father Jacques	1	1	2	2	1	1	1	1.3	2.3
Marshall, General George C.	2	2	2	2	3	3	1	2.2	3.2
Marshall, John	1	3	2	1	3	3	3	2.5	3.5
Minuit, Peter	1	1	1	1	1	1	1	1.0	2.0
Monroe, James	3	2	1	2	2	2	3	3.0	5.0
Morgan, John Pierpont	1	2	1	2	2	3	2	2.0	3.0
Morris, Robert	1	2	2	2	2	2	1	1.8	2.8
Morse, Samuel F. B.	1	3	3	2	3	2	2	2.5	3.5
Nimitz, Admiral Chester W.	1	1	2	1	1	2	1	1.3	2.3
Oglethorpe, James	1	1	2	1	2	1	1	1.3	2.3
Otis, James	1	1	1	1	1	2	1	1.2	2.2
Penn, William	2	2	3	3	3	1	2	2.3	4.3
Perry, Commodore Matthew C.	1	2	2	2	1	1	1	1.5	2.5
Perry, Commodore Oliver H.	1	1	2	1	1	1	1	1.2	2.2
Pershing, General John J.	1	1	2	2	2	3	1	1.8	2.8
Pierce, Franklin	1	1	1	1	1	1	1	1.0	2.0
Pizarro, Francisco	1	2	1	2	1	1	1	1.0	2.0
Poe, Edgar Allan	1	1	1	1	2	2	2	1.3	2.3
Polk, James K.	1	1	1	2	2	2	1	1.5	2.5
Ponce de Leon, Juan	1	1	1	2	2	1	1	1.3	2.3
Reed, Walter	2	2	3	3	3	2	2	2.5	4.5
Revere, Paul	1	1	2	1	1	1	1	1.2	2.2
Riis, Jacob	1	1	1	2	1	1	2	1.3	2.3
Riley, James Whitcomb	1	1	2	1	2	1	2	1.5	2.5
Roosevelt, Franklin D.	3	3	3	3	3	3	3	3.0	6.0
Roosevelt, Theodore	3	2	3	2	3	3	3	2.7	5.7
Saint-Gaudens, Augustus	1	1	2	1	1	1	2	1.3	2.3
San Martin, Jose	2	1	1	1	1	1	2	1.2	3.2
Sandburg, Carl	1	1	1	2	2	2	2	1.7	2.7
Smith, Captain John	1	1	3	1	2	2	1	1.7	2.7
Stuart, Gilbert	1	1	2	1	2	1	2	1.5	2.5
Stuyvesant, Peter	1	1	1	1	1	1	1	1.0	2.0
Sullivan, Louis Henry	1	1	1	1	1	1	2	1.2	2.2
Taft, William Howard	1	1	1	1	3	2	2	1.7	2.7
Taylor, General Zachary	1	1	2	2	1	1	1	1.3	2.3
Vanderbilt, Cornelius	1	2	1	1	2	2	2	1.7	2.7
Washington, George	3	3	3	3	3	3	3	3.0	6.0
Wayne, Anthony	1	1	2	1	1	1	1	1.2	2.2
Webster, Daniel	3	3	3	3	3	3	1	2.7	5.7
Whitman, Walt	1	3	2	2	2	2	2	2.2	3.2
Whitney, Eli	1	3	2	3	2	2	2	2.3	3.3
Whittier, John Greenleaf	1	1	2	1	1	2	2	1.5	2.5
Williams, Roger	2	2	3	3	3	2	2	2.5	4.5
Wilson, Woodrow	3	3	3	3	3	3	3	3.0	6.0
Wright, Orville	1	3	3	2	3	3	2	2.7	3.7

LaSalle, Rene Robert	1	2	2	2	2	1	1	1.7	2.7
Lee, Robert E.	3	3	3	3	3	3	2	2.8	5.8
Lewis, Captain Meriwether	1	2	2	2	1	2	1	1.7	2.7
Lincoln, Abraham	3	3	3	3	3	3	3	3.0	6.0
Longfellow, Henry W.	1	1	2	1	3	2	2	1.8	2.8
Lowell, James Russell	1	1	2	1	2	2	2	1.7	2.7
MacArthur, General Douglas	2	1	2	3	1	2	1	1.7	3.7
McCormick, Cyrus H.	2	2	3	3	2	2	2	2.3	4.3
McKinley, William	2	1	1	1	2	2	1	1.3	3.3
Madison, James	2	2	1	2	2	3	3	2.2	4.2
Magellan, Ferdinand	1	1	3	2	3	1	1	1.8	2.8
Mann, Horace	1	3	2	2	2	2	2	2.2	3.2
Marquette, Father Jacques	1	1	2	2	1	1	1	1.3	2.3
Marshall, General George C.	2	2	2	2	3	3	1	2.2	3.2
Marshall, John	1	3	2	1	3	3	3	2.5	3.5
Minuit, Peter	1	1	1	1	1	1	1	1.0	2.0
Monroe, James	3	2	1	2	2	2	3	3.0	5.0
Morgan, John Pierpont	1	2	1	2	2	3	2	2.0	3.0
Morris, Robert	1	2	2	2	2	2	1	1.8	2.8
Morse, Samuel F. B.	1	3	3	2	3	2	2	2.5	3.5
Nimitz, Admiral Chester W.	1	1	2	1	1	2	1	1.3	2.3
Oglethorpe, James	1	1	2	1	2	1	1	1.3	2.3
Otis, James	1	1	1	1	1	2	1	1.2	2.2
Penn, William	2	2	3	3	3	1	2	2.3	4.3
Perry, Commodore Matthew C.	1	2	2	2	1	1	1	1.5	2.5
Perry, Commodore Oliver H.	1	1	2	1	1	1	1	1.2	2.2
Pershing, General John J.	1	1	2	2	2	3	1	1.8	2.8
Pierce, Franklin	1	1	1	1	1	1	1	1.0	2.0
Pizarro, Francisco	1	2	1	2	1	1	1	1.0	2.0
Poe, Edgar Allan	1	1	1	1	2	2	2	1.3	2.3
Polk, James K.	1	1	1	2	2	2	1	1.5	2.5
Ponce de Leon, Juan	1	1	1	2	2	1	1	1.3	2.3
Reed, Walter	2	2	3	3	3	2	2	2.5	4.5
Revere, Paul	1	1	2	1	1	1	1	1.2	2.2
Riis, Jacob	1	1	1	2	1	1	2	1.3	2.3
Riley, James Whitcomb	1	1	2	1	2	1	2	1.5	2.5
Roosevelt, Franklin D.	3	3	3	3	3	3	3	3.0	6.0
Roosevelt, Theodore	3	2	3	2	3	3	3	2.7	5.7
Saint-Gaudens, Augustus	1	1	2	1	1	1	2	1.3	2.3
San Martin, Jose	2	1	1	1	1	1	2	1.2	3.2
Sandburg, Carl	1	1	1	2	2	2	2	1.7	2.7
Smith, Captain John	1	1	3	1	2	2	1	1.7	2.7
Stuart, Gilbert	1	1	2	1	2	1	2	1.5	2.5
Stuyvesant, Peter	1	1	1	1	1	1	1	1.0	2.0
Sullivan, Louis Henry	1	1	1	1	1	1	2	1.2	2.2
Taft, William Howard	1	1	1	1	3	2	2	1.7	2.7
Taylor, General Zachary	1	1	2	2	1	1	1	1.3	2.3
Vanderbilt, Cornelius	1	2	1	1	2	2	2	1.7	2.7
Washington, George	3	3	3	3	3	3	3	3.0	6.0
Wayne, Anthony	1	1	2	1	1	1	1	1.2	2.2
Webster, Daniel	3	3	3	3	3	3	1	2.7	5.7
Whitman, Walt	1	3	2	2	2	2	2	2.2	3.2
Whitney, Eli	1	3	2	3	2	2	2	2.3	3.3
Whittier, John Greenleaf	1	1	2	1	1	2	2	1.5	2.5
Williams, Roger	2	2	3	3	3	2	2	2.5	4.5
Wilson, Woodrow	3	3	3	3	3	3	3	3.0	6.0
Wright, Orville	1	3	3	2	3	3	2	2.7	3.7

Rindt, Peter	1	1	1	1	1	1	1	1.0	2.0
Monroe, James	3	2	1	2	2	2	3	3.0	5.0
Morgan, John Pierpont	1	2	1	2	2	3	2	2.0	3.0
Morris, Robert	1	2	2	2	2	2	1	1.8	2.8
Morse, Samuel F. B.	1	3	3	2	3	2	2	2.5	3.5
Nimitz, Admiral Chester W.	1	1	2	1	1	2	1	1.3	2.3
Oglethorpe, James	1	1	2	1	2	1	1	1.3	2.3
Otis, James	1	1	1	1	1	2	1	1.2	2.2
Penn, William	2	2	3	3	3	1	2	2.3	4.3
Perry, Commodore Matthew C.	1	2	2	2	1	1	1	1.5	2.5
Perry, Commodore Oliver H.	1	1	2	1	1	1	1	1.2	2.2
Pershing, General John J.	1	1	2	2	2	3	1	1.8	2.8
Pierce, Franklin	1	1	1	1	1	1	1	1.0	2.0
Pizarro, Francisco	1	2	1	2	1	1	1	1.0	2.0
Poe, Edgar Allan	1	1	1	1	2	2	2	1.3	2.3
Polk, James K.	1	1	1	2	2	2	1	1.5	2.5
Ponce de Leon, Juan	1	1	1	2	2	1	1	1.3	2.3
Reed, Walter	2	2	3	3	3	2	2	2.5	4.5
Revere, Paul	1	1	2	1	1	1	1	1.2	2.2
Riis, Jacob	1	1	1	2	1	1	2	1.3	2.3
Riley, James Whitcomb	1	1	2	1	2	1	2	1.5	2.5
Roosevelt, Franklin D.	3	3	3	3	3	3	3	3.0	6.0
Roosevelt, Theodore	3	2	3	2	3	3	3	2.7	5.7
Saint-Gaudens, Augustus	1	1	2	1	1	1	2	1.3	2.3
San Martin, Jose	2	1	1	1	1	1	2	1.2	3.2
Sandburg, Carl	1	1	1	2	2	2	2	1.7	2.7
Smith, Captain John	1	1	3	1	2	2	1	1.7	2.7
Stuart, Gilbert	1	1	2	1	2	1	2	1.5	2.5
Stuyvesant, Peter	1	1	1	1	1	1	1	1.0	2.0
Sullivan, Louis Henry	1	1	1	1	1	1	2	1.2	2.2
Taft, William Howard	1	1	1	1	3	2	2	1.7	2.7
Taylor, General Zachary	1	1	2	2	1	1	1	1.3	2.3
Vanderbilt, Cornelius	1	2	1	1	2	2	2	1.7	2.7
Washington, George	3	3	3	3	3	3	3	3.0	6.0
Wayne, Anthony	1	1	2	1	1	1	1	1.2	2.2
Webster, Daniel	3	3	3	3	3	3	1	2.7	5.7
Whitman, Walt	1	3	2	2	2	2	2	2.2	3.2
Whitney, Eli	1	3	2	3	2	2	2	2.3	3.3
Whittier, John Greenleaf	1	1	2	1	1	2	2	1.5	2.5
Williams, Roger	2	2	3	3	3	2	2	2.5	4.5
Wilson, Woodrow	3	3	3	3	3	3	3	3.0	6.0
Wright, Orville	1	3	3	2	3	3	2	2.7	3.7
Wright, Wilbur	1	3	3	2	3	3	2	2.7	3.7

Results of the Rating

In Table I, the author's emphasis was given in column one, the individual emphasis of each expert appeared in the next six columns, the average of the experts' emphases occupied the eighth column, and the composite emphasis was found in the ninth column. It will be seen at a glance that there was a diversity of opinion in the rating. It is interesting to note that the opinions of the experts concurred in every instance on the seven personalities receiving top rating of six. They were Christopher Columbus, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Franklin D. Roosevelt, George Washington, and Woodrow Wilson. The three receiving top rating with only one exception were Alexander Hamilton, Robert E. Lee, and Daniel Webster. The composite rating for Daniel Boone and Theodore Roosevelt was very high, although they were not in every case rated most significant.

After examination of the rating sheet, the twelve personalities receiving the highest composite emphasis were selected as the subjects for construction of vignettes.

CHAPTER III

CONSTRUCTION OF THE CRITERIA

Children's Reading Interests

In the construction of criteria for evaluating biographical materials that relate to the characters selected, an appraisal of the reading interests of children was considered advantageous. Many studies reported preferences and interests which may be used as a means of guidance. Evidence was provided in ample quantity to substantiate the theory that knowledge of children's interests in reading is highly desirable in any well-planned education program.

The data disclosed the fact that there are consistent trends in reading habits and interests, and, also that there are basic qualities in the content of reading material which interest children. These qualities are subject to marked variations and expressions, since they are altered by age, sex, race, social and economic background, intelligence, opportunity for reading, and reading skill.¹

Concerning interests in reading, Wrightstone makes the following statement:

Interests are important ingredients of the modern education process. More than three decades ago Dewey prepared a statement on interests and effort. Some of the basic principles which he pointed out at that time have changed little by research in succeeding years and are paraphrased in the following statements.

¹ Witty, Paul and Kopel, David. Reading and the Educative Process. New York: Ginn, 1939. p. 26.

An individual will exert effort and learn in order to achieve his goals, or his interests may be influenced by his environment, and changes within his own physical and intellectual self. Interests, therefore, have become the starting point of serious intellectual enterprise. Without interest, any learning situation tends to become dull, formal, and of questionable value. The modern teacher recognizes and strives to set up the environment and conditions so that individual latent interests will be aroused. She then seeks to develop and realize these interests in learning situations.²

McKee, after a thoughtful study of the data gathered in recent investigations concerning the choice of reading materials, came to the following conclusions:

It is clear that the reading preferences of elementary school pupils cover a wide range of topics and types of material, change as pupils advance in maturity, and vary considerably according to intelligence and sex. . . . From the age of ten to thirteen or fourteen, pupils prefer adventure stories, biographies, simple mysteries, and selections that portray children's achievements or provide the reader with some sense of security. It should be noted, too, that in general children seem to prefer stories which have clear-cut problems or themes, characters who are realistic in their conduct, a brisk, fast-moving style, adventure, excitement, a portrayal of children's achievement, and an offering of adjustment to life. Boys and girls do not seem to be attracted by stories of foreign lands, by stories written in the first person, by didactic approaches, or by 'goody-goody' characters.³

Rankin admits that the criterion of children's interests is of intrinsic value in book selection but she, also, thinks that the advice of adults is needed. She says:

It is probably now universally admitted by competent persons that children enter with more enthusiasm and with a higher degree of success into activities which, to them,

2 Wrightstone, J. Wayne. "An Evaluation of Adolescent Reading Interests." Association of Arts in Childhood. Bulletin No. 17. New York: The Association, 1943. p. 20.

3 McKee, Paul. The Teaching of Reading in the Elementary School. Boston: Houghton, 1948. p. 560.

are intrinsically interesting. However, few of these competent persons would be willing to accept child interest as the sole criterion for determining all material provided for them. To accept the child's present interests and choices as the best single guiding principle does not rule out secondary bases of guidance. Competent adults will probably always be needed to suggest the better books among the interesting ones, and to help children sample books to find what is interesting. But it is to be hoped that the guidance trend will be increasingly in the direction of selecting for the children books which not only receive the sanction of those who are literary critics or the moral and intellectual guardians of youth, but books that are also interesting to the children who are to read them.⁴

Terman and Lima made a very thorough study of children's reading. They found, after an exhaustive examination of the study, that the following traits are characteristic in children's reading interests:

There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal. There are other things that help to make a book interesting, but children do not always demand them as they do these three. They prefer direct discourse to indirect. They like colorful descriptions, and names for everything. They like to have the place and the time of the story clearly indicated so that they may easily picture the scene in their minds. They like 'humor' but it must be of the 'funny incident' kind, and not the satire of adult humor that through subtle quip and innuendo pokes fun at individuals and institutions. They will not tolerate preaching or moralizing unless it is so successfully concealed as not to be easily recognizable as such. Finally, they demand sincerity--a genuine, unaffected treatment of whatever subject is chosen.⁵

Lee and Lee found certain factors helpful in guiding the reading interests of children.

4 Rankin, Marie. "Children's Interests in Library Books of Fiction." Teacher's College Contributions to Education. No. 906. New York: Teachers College, Columbia University, 1944. p. 140.

5 Terman, Lewis M. and Lima, Margaret. Children's Reading, A Guide for Parents and Teachers. New York: Appleton, 1928. p. 16.

1. Material must be suitable to their level of understanding.

2. Stories must be fast moving and graphic. Children want active, not passive, situations. They want action, something doing all the time to hold a developing interest and make more fascinating a new technique. They prefer direct to indirect conversation, a minimum of pure description, and many pictures. Preaching and moralizing stories are often definitely disliked.

3. They enjoy records of human experience which are partially familiar to them. . . .

4. The tastes of bright children differ somewhat from those of average children, and these from the interests of the dull.

5. Tastes are affected largely by socioeconomic status.

6. There are marked sex differences in the type of books read by boys and girls.

7. Children's interests vary with age. . . at eleven, books of adventure, science, home-life, and nature stories are popular. At twelve, there is particular interest in biography, hero stories, science, adventure, home-life, and nature stories.

8. Children's interests can be developed.⁶

Concerning the amount of variety of reading activity of boys and girls, Witty and Kopel reached the conclusion that at twelve or thirteen years of age, it reaches its peak. Children now show some interest in almost every field of literature. For some boys, this is the age of hero worship, when biographies and historical narrative are popular. However, biography, history, and travel attract few boys and girls at this age. But the girl's dawning interest in adult fiction appears, whereas the boy's interest in this type of reading develops somewhat later.⁷

⁶ Lee, J. Murray and Lee, Dorris Mae. The Child and His Curriculum. New York: Appleton, 1940. pp. 360-365.

⁷ Witty and Kopel, op. cit., pp. 26-27.

Terman and Lima especially emphasized the age and sex differences in reading interests of children. They say:

At twelve, as we have seen, the reading interest approaches a climax of intensity. Children now show some interest in almost every field of literature. However, this is especially the age of hero worship, when biographies and historical narratives are preferred. Stories of both legendary and historical heroes enthrall the reader of twelve or thirteen years, who projects his own life into the thrilling lives of his heroes. The biographies of Lincoln, Edison, Roosevelt, Kit Carson, and Daniel Boone are especially popular.

It is with boys at this time that the greatest interest in biography and history is shown. . . .

Girls of twelve read mostly of home and school life. . . . Exploration, history, science, machinery, and electricity have little interest for girls of this age. Inventions do, but girls prefer the accounts that are interwoven with an interesting account of the inventor's life. Girls of twelve like biography, and they prefer the lives of women to those of men. . . .

Distinctly new reading interests seldom develop at thirteen; instead all the former interests are intensified.⁸

As a result of further study, the differences in mental ages, as an influence on reading interests, were summarized in the following statement:

Exceptionally bright children read on an average three or four times as many books as children of average intelligence.

.
General intelligence influences not only the amount of reading, and the age at which reading is learned, but also its quality and range.⁹

May Lazar studied the reading interests, activities, and opportunities of bright, average, and dull children.¹⁰ Her findings were summarized in a thesis by Lindsay.

8 Terman and Lima, op. cit., pp. 38-42.

9 Ibid., p. 56, 60.

10 Lazar, May. Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. Contributions to Education, No. 707. New York: Bureau of Publications, Teachers College, Columbia University, 1937. p. 43.

She found in the upper elementary grades, adventure and mystery stories in the case of boys and these together with home and school stories in the case of girls, account for the largest fraction of choices for all levels of intelligence. She found that very bright children are differentiated from average children less by material which they read than by the age at which they read it. Titles read by average children of eleven or twelve are read by the very bright at eight or nine. From the response of two thousand school children in New York City, with a median age of 11.4, she listed their interests in reading as follows: adventure (action, excitement, thrills), mystery, realism (so real and true to life), suspense (it keeps you guessing), child life, humor (mischief), animal life and nature, sportsmanship and bravery, sports, airplanes, and inventions.¹¹

After making a study of forty surveys, Sister Mary Celestine reached four 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 a narrower range of interests.
4. Children of superior intelligence read more than children of lower intelligence.¹²

In a recent study, the relationship of intelligence to reading interest, Witty reports:

The author's studies have shown that the amount of time devoted by the gifted child to reading increases with age, and the quality of his choices is superior. As in the case of mentally average children, the girls read more than the

¹¹ Lindsay, Etta Mildred. Instrument for Use in Selecting Supplementary Materials from Fiction to Illuminate the Westward Movement for Seventh Grade Pupils. Master's Thesis. Consolidated University of North Carolina, Greensboro, N. C., 1943. p. 26.

¹² Celestine, Sister Mary. "A Survey of Literature on Reading Interests of Children of Elementary Grades." Education Research Bulletin. Vol 5, No. 2 and 3. Washington: The Catholic University of America, February, March, 1930. pp. 111-112.

boys. Gifted children, again with striking similarity to mentally average children, show relatively little interest in books concerned with music, drama, and fine arts in general. However, the peak for reading interests among the gifted is much later than age thirteen--the age repeatedly reported as the time when a decline in the amount of reading takes place. In the curve, showing the amount of reading of gifted children, a steady increase occurred up to age seventeen.

Mentally dull children differ but slightly from mentally average and superior children in the types of reading matter they select. However, they read less and show a slightly greater inclination to turn to mystery and adventure stories than do the other groups.¹³

Anne Thaxter Eaton, who was for years the review editor of children's books for the New York Times, gives this advice.

. . .It must always be remembered that children of the same age differ materially in tastes, interests, and reading ability; and any grading of books according to age can only be tentative. A child's range is more often than not exceedingly wide, and every child and his reading must be considered as an individual case.¹⁴

After the appraisal of various published studies concerning the reading interests of children, certain definite conclusions were reached concerning this vital subject.

1. Effective guidance cannot be accomplished without an understanding of the varied reading interests of children.

2. Individual interests differ greatly; what one child may be interested in may not appeal to another child. These differences may be attributed to various factors: age, difference in social and physical development, economic status, sex differences, mental ability, and environment.

¹³ Witty, Paul. Reading in Modern Education. Boston: D. C. Heath, 1949. pp. 43-44.

¹⁴ Eaton, Anne Thaxter. Treasure for the Taking. New York: Viking, 1946. pp. 5-6.

3. Certain elements in reading are always desirable. They are action, human interest, and imaginative appeal. Conversation is preferred to indirect discourse; humor is liked but moralizing is not. Sincerity is a necessary attribute.

4. There are marked sex differences in the type of book read by boys and girls. Boys, in the seventh grade, are interested in adventure, historical narratives, and biography; while girls prefer stories of home and school life.

5. There is a difference in the quantity and quality of reading. Exceptionally bright children read more and select books of better quality than those of average ability; the tastes of the slow reader are also different.

6. Children enjoy records of human experience which are partly familiar to them.

7. In order to enrich and develop these reading interests of boys and girls, the teacher needs access to a vast quantity of good reading matter.

8. Child interest should be considered basic, but discrimination must be employed in order to insure the selection and use of interests which are of real value.

Reading Difficulty

Although primary consideration should be given to children's interests, the range of ability is another important consideration. In the selection of biographical material which will add to the seventh-grade study of American history, the necessity of covering a wide range of reading difficulty must not be overlooked. Regardless of the merits

a selection may possess, it is obvious that interest will not be developed if it is so difficult that the child will be unable to understand it when he reads it himself, or even when it is read to him. However, if a selection is too easy, it also fails to stimulate interest. Some selections must be difficult enough to challenge the interest of the best readers in the group.

Horn says:

The range of difficulty and fullness of treatment in the collateral readings used by any class should be commensurate with the range of reading ability, interest, and knowledge of the pupils in that class. As pointed out in the discussion of classification of pupils, there is no provision for individual differences that is so effective and so readily made as this one. The most gifted students should have access to books that are a challenge to their best efforts, and the poorest students should be provided with those that are within their comprehension.¹⁵

Witty considers the range of ability within a group as an important consideration in the selection of books. He asserts:

The range of ability within each class is another consideration of importance in selecting books. The results of standard tests offer a crude indication of the pupils' ability to read certain types of materials. Books should be provided of sufficiently varied difficulty to satisfy and challenge the full range of ability within every class. There should be books for the slowest reader and for the child of highest ability. In addition, reading matter should be made available for every child between the two extremes. Moreover, as children change and develop, books of increasing difficulty should be provided in order that steady progress will be made.¹⁶

In consideration of this problem, Gray asks:

Precisely what makes a book difficult? . . . We must know the answer to this question before we can evaluate books and

¹⁵ Horn, Ernest. Methods of Instruction in the Social Studies. New York: Scribner's, 1937. pp. 254-255.

¹⁶ Witty, op. cit., p. 129.

determine their appropriateness for children of known abilities. Attempts to answer the question thus far have been concerned chiefly with the author's method of expressing his ideas, that is, with his choice and arrangement of words, and only secondly with the quality of his ideas. . . .

Research has shown that many kinds of words are related to difficulty in either a positive or a negative direction: hard words are easy words, different words, short words, long words, content and structural words, words beginning with critical letters, technical words, abstract words, words spoken in an aside, words used in place of other words, and literary and poetic words.¹⁷

Gray continues:

Difficulty does not lie altogether in words and arrangement of words. Sentences may be clear cut, words well-chosen, and yet the material be difficult because the ideas expressed are difficult. To measure the difficulty of ideas takes us into the realm of intangibles which has thus far been little explored.

The ease or difficulty of an author's ideas depends, it is believed, on several factors: (1) quality of ideas; (2) compactness of ideas; (3) type and form of subject matter; (4) format.¹⁸

As a factor that contributes to difficulty in reading vocabulary seems to be of major importance. Expressing their ideas on this matter, the Wheelers say:

Formulas which result in a single grade-placement index appear technically sound, but they do not meet the requirements of actual teaching situations. The grade-placement index is misleading as to the actual difficulty level. Washburn interprets the grade-placement index as the school grade to which a child's reading score on a standard test should correspond if he is to read the book easily and with interest. Teachers know from experience the fallacy in this interpretation. Betts has indicated that the reading score

17 Gray, William S. (Ed.) Recent Trends in Reading. Supplementary Educational Monograph, No. 49. Chicago: University of Chicago Press, 1939. pp. 306-307.

18 Ibid., p. 308.

on a standard test may represent, not the independent or even instructional reading level of the child, but rather the frustration level.¹⁹

Concerning the teacher's evaluation of a selection, Gray offers further suggestions:

As a teacher scans or reads a book before presenting it for a particular pupil, she needs to evaluate it from points of view just discussed, noting (1) whether the format is attractive, approachable, and interesting; (2) whether the subject is appropriate for the child's purpose, interest, and ability; (3) whether the ideas are within the range of his experience; (4) whether the book is heavy or light as judged by compactness of idea; and (5) whether the words are well chosen and arranged in patterns that the child can understand.

.....
 She may determine the grade of difficulty presented by a particular book by reference to lists of books graded by scientific formulas. All these facts must then be synthesized and related to what is known about abilities, interests, needs, and purposes of the particular child.²⁰

At the conclusion of this study of reading difficulty of children, the following summary was made:

1. There is a wide range in reading ability of children within a given group.
2. Books should be provided for the average reader, the superior reader, and the slow or inferior reader.
3. The ease or difficulty of a selection depends on several factors.
4. A grade-placement index is not technically sound.
5. The grade of difficulty presented by a particular book can be determined by reference to lists of books graded by scientific formulas.

19 Wheeler, Lester and Wheeler, Viola D. "Selecting Appropriate Reading Material." Elementary English. 25:478-489, December, 1948.

20 Gray, op. cit., pp. 310-314.

Criteria for Authenticity

Authenticity is an essential characteristic in the selection of biography. Although the selection may have interest appeal, may meet the child's requirements as to difficulty, and may be a literary masterpiece, if it does not give the true facts, it is not suitable for inclusion in a supplementary biography list for teaching American history.

Hollowell says:

A good biographer neither doctors nor suppresses, but approaches his subject with warm sympathy and justice, and portrays the life as true and accurate as skill can make it.²¹

Arbuthnot, who is an expert in the field of children's literature, asserts:

If a biography is the history of a person's life, it should be as accurate and authentic as research can make it. . .

A biographer is not free to give his own opinions or to present an interpretation for which he has no evidence. His hero's deeds should speak for themselves. If they seem ambiguous, the author may speculate about the contradictory evidence, but he may not take sides or tell the reader what to think. . . .

It also follows that the biographer may report only those words and thoughts which the hero has recorded or is known to have spoken. . . .

For many people, one of the most important tests of a good biography is the accuracy and thoroughness of its documentation.²²

Regarding the matter, Beckwith and Coope have this to say:

A biographer cannot trim the subject of his work to fit his ideas of what the person should or would have been, and remain a true biographer. He is committed, just as an

²¹ Hollowell, Lillian. "Biography for Young Readers." Elementary English. 23:262-263. October, 1946.

²² Arbuthnot, May Hill. Children and Books. Chicago: Scott, Foresman, 1947. pp. 472-473.

historian is, to the actual facts. Of course, a biographer must usually interpret the facts or generalize from them, in order to present the person more clearly or more vividly, or for some other reason. But unless his interpretation is in the nature of a scientific synthesis, he is apt merely to present a highly subjective impression of reality rather than reality itself.²³

Although authenticity and accuracy are essential attributes in the selection of biography, Arbuthnot thinks that there are some legitimate differences between adult and juvenile biography. She states:

Juvenile biographies differ from adult biographies in several important respects. First, biographies for children are usually not documented. Second, these biographies may not be complete accounts of the men--particularly if the man's life includes objectionable incidents or many unrelieved tragedies.

In the third place, biographers for the young usually feel that it is legitimate to cast known facts about an episode into actual dialogue and to interpret the thoughts of their hero's mouths and thoughts into their heads for which there is no documentary evidence. Their excuse, and it is a legitimate one, is that this makes the narrative more dramatic.²⁴

Helen Nicolay, who has written many excellent biographies says:

Young minds are direct, and what they desire above everything else is sincerity. 'Is it a true story?' is the first question a very small person asks; and his older brother or sister, while not at all averse to seeing the world bathed in the radiance of moonshine, wants to be sure the moon's radiance is real, and not the effect of an artificial spotlight.²⁵

Inasmuch as children's biographies are seldom documented and inasmuch as there are many experts who have already analyzed children's

²³ Beckwith, John A. and Coope, Geoffrey. Contemporary American Biography. New York: Harper, 1941. p. 2.

²⁴ Arbuthnot, op. cit., pp. 478-479.

²⁵ Nicolay, Helen. "Writing Historical Biography." Horn Book. 21:94-98. March-April, 1945.

biographies in a scientific way, it was concluded that reference to their lists for proof of authenticity should be sufficient.

Literary Merit

The desirable book for children's reading is one that has literary quality, but the criteria for judging whether or not certain books have literary merit are not easily determined.

Horn says:

Many of the great works of history are also great literature, and one part of the study of literature is history. Biography, memoirs, travels, letters, journals, and diaries are at once history and the materials with which the historian works. Such literary monuments are not merely helpful, but essential in the study of social studies, and they are rightly included, . . . among collateral readings at all levels of instruction.²⁶

Concerning biography as literature, Arbuthnot asserts:

If biography is a branch of literature, then it, like any other work of art, should be a consciously planned composition.

.
If biography is to be judged as literature, it must also have a pleasing style. As one authority has said, style is the 'auditory effect of prose'. The prose must be beautiful to read and it must be appropriate to the subject matter and to the mood of the story.²⁷

Heaps believes that biographical writing is as old as life itself, but modern writers recognized it as a literary form of major importance. The attitude of biographers toward their subjects will often determine value.²⁸

26 Horn, op. cit., p. 267.

27 Arbuthnot, op. cit., pp. 475-476.

28 Heaps, Willard A. Book Selection for Secondary School Libraries. New York: Wilson, 1942. pp. 130-132.

Hollowell points out:

The trend of modern biography is toward the narrative instead of the expository form, which results in a style resembling fiction and certainly makes for greater readability. The tendency also toward concreteness brings it definitely into the field of literature suitable for young developing minds. Fifty years ago most biographies were dull, abstract chronicles of facts, but now the writer fills in the details, which give color and movement to the picture.²⁹

The fact was established that biography is an important literary form, but the decision was made that the judgment of certain experts in the field of selection and evaluation should be consulted. Inclusion of a title in the lists of several well-known and accredited experts was considered the best method of appraisal.

29 Hollowell, op. cit.

CHAPTER IV

CONSTRUCTION AND EVALUATION OF VIGNETTES

Introduction

Without the use of biography, the pages of history lose much of their magic and meaning.

Steinburg says:

Many historians have agreed that the student should become acquainted with those great spirits who have stood above the rank and file of mankind in their character, their thoughts, their activities, and their achievements.

Philosophers have joined in the clarion call for a greater emphasis on biography in history.¹

Helen Nicolay expresses her thoughts on the subject of history, biography, and philosophy in the following manner:

I like to think of history as a stately house set on a hill; of biography as a pleasant door, leading invitingly into the house; and of philosophy as the wide view of the world to be seen through its windows.²

The purpose of this study was not to present a full-length portrait of the great men selected for study, but a vignette or small picture of one phase or part of the life of the personality under consideration.

Inasmuch as only salient features of the life and work of these notable characters could be given, the episodes that appeared most

1 Steinburg, Samuel. "Biography and History." Education. 64:484:488. 1944.

2 Nicolay, Helen. "Writing Historical Biography." Horn Book. 21:95, March-April, 1945.

interesting and pertinent were chosen. These excerpts from the whole biography were selected for significance, accuracy, literary quality, and range of difficulty.

Selection of Vignette Material

After isolation of the personalities and the construction of the criteria for selection, the task of assimilating the available materials was undertaken. In the process, several factors were disclosed. There was a quantity of material on some of the personalities but a dearth of suitable material on others.

The biographies available on the lives of Lincoln, Washington, Franklin, and Jefferson were plentiful and had wide range of difficulty. However, suitable seventh-grade material on Wilson, Webster, and Hamilton was not so easily located. Adequate material on the lives of Jackson, Boone, Lee, and Theodore Roosevelt was discovered but Franklin Roosevelt's biographies lacked the sparkle and vitality that should have been evident.

In the process of locating the most interesting and the most readable biographies, the advice of two experts was obtained and reference to many published lists was made. Although many books were examined in the process of construction of the vignettes, only thirty-seven were used in the actual work.

Probable Use of the Vignettes

In view of the wide appeal of biography and the richness of its sources, it should be a constant help in the teaching of history. A vignette is easier for children to comprehend than a long biography and

oftentime may serve to illumine a period in history.

The busy teacher should find these episodes helpful in the location of pertinent characteristics and should find them useful as a means of enlivening and enriching the class period. The use of audience reading is advised in many instances, but often the teacher will find that it is more profitable to read the selection and then tell the most important facts to the class.

Character: Boone, Daniel

Vignette: Boone, the Wilderness Scout

Content: A graphic tale of Boone's wanderlust, his crossing of the great ranges into the western country with a small party of friends, their trials, capture by the Indians, escape, and his subsequent wanderings alone in the hostile Indian country.

For Seventh-Grade Readers: Average

Evaluation: A well-told episode in the life of a picturesque figure in pioneer history. It should be suitable for audience reading.

Bibliographic Data: White, Stewart Edward. Daniel Boone, Wilderness Scout. New York: Doubleday, 1922. pp. 38-64.

Character: Boone, Daniel

Vignette: Boone, an Old Man

Content: Brief pictures of the bronze-skinned, silver-haired old man as he stood in the mellow sunshine of an autumn day and dreamed of the past, or as he sat before a fire and roasted a venison steak, entertained friends, and had his portrait painted.

For Seventh-Grade Readers: Average

Evaluation: A piece of children's literature that is as beautiful to read as poetry. It contains a brief summary of all the achievements of this great pioneer.

Bibliographic Data: Daugherty, James. Daniel Boone. New York: Viking, 1939. pp. 92-95.

Character: Boone, Daniel

Vignette: Boone's Fight With Loneliness

Content: A vivid account of Boone's fight with a terrible loneliness and longing for the sound of a human voice, his triumph over this feeling, the acquisition of knowledge of the land of Kentucky and the wisdom of the forest, his power to overcome hardships and dangers, his characteristic of leadership.

For Seventh-Grade Readers: Average

Evaluation: Good seventh-grade readers will profit by reading this selection. It emphasizes a part of Boone's life as it touched the stream of America's development.

Bibliographic Data: Daugherty, James. Daniel Boone. New York: Viking, 1939. pp. 34-36.

Character: Boone, Daniel

Vignette: The Boy Hunter

Content: Love of hunting took precedence over everything in the boy Daniel's life. As a boy, when it was time for lessons, he moved slowly toward the cabin with longing looks toward the woods. One evening he didn't come home from his day's hunt. At the end of a long search, he was found within a rudely constructed shelter, calmly roasting a piece of venison. He felt that he could take care of himself and had stayed on in the woods because he had found hunting too good to leave.

For Seventh-Grade Readers: Easy

Evaluation: A simple little introduction to the boy who became such a famous hunter and scout. It is written in dialogue which is more appealing for the slow pupil.

Bibliographic Data: McGuire, Edna. Daniel Boone. Chicago: Wheeling, 1945. pp. 15-26.

Character: Boone, Daniel

Vignette: A Prisoner of the Shawnee King

Content: An exciting story in the life of Boone: surprised by a party of Indians; captured; made to run the gauntlet; taken to Detroit as a prisoner of war; returned to Chillicothe and adopted into the tribe as the son of Blackfish, the chief.

Although careful to show every sign of contentment, he was looking for a chance to escape. When the Shawnees began to plan the long-discussed attack on Boonesboro, Boone knew the time for his escape had arrived.

Using the bed of streams to obliterate his tracks, breaking his trail when he could by running along fallen tree trunks, crossing the swollen Ohio River in a leaking canoe, limping along, weary and bedraggled, he covered the one hundred and sixty miles to Boonesboro in four days.

For Seventh-Grade Readers: Difficult

Evaluation: Reveals the spirit of daring adventure and ingenuity of the man, Boone. Good for the teacher to read to the children.

Bibliographic Data: Bakeless, John. Daniel Boone, Master of the Wilderness. New York: Morrow, 1939. pp. 156-184.

Character: Columbus, Christopher

Vignette: Columbus' Triumphant Return from His First Voyage

Content: The graphic tale of Columbus' arrival in Palos, royal orders awaited in Seville, the eight hundred mile journey from Seville to the court at Barcelona, the acclamations of the throngs that lined the road and crowded the villages, his triumphant entrance into the royal city where the streets were almost impassable from the multitude of spectators, the magnificent welcome by the king and queen, the favors and honors bestowed on him because of his great achievement.

For Seventh-Grade Readers: Average

Evaluation: This selection gives a brief but graphic description of the glorious return of the voyager.

Bibliographic Data: Irving, Washington. Columbus, His Life and His Voyages. New York: Putnam's, 1893. pp. 113-119.

Character: Columbus, Christopher

Vignette: Sighting Land

Content: A fascinating account of the climax in Columbus' hazardous voyage, his order to change course, tense excitement on board, a sleepless crew, a light, the sound of the signal gun, the famous landing at daybreak.

For Seventh-Grade Readers: Difficult

Evaluation: A vivid description of one of the most momentous nights ever experienced at sea. Excellent for audience reading.

Bibliographic Data: Morison, Samuel Eliot. Admiral of the Ocean Sea. Vol. I. Boston: Little, Brown, 1942. pp. 294-308.

Character: Columbus, Christopher

Vignette: Queen Isabella Sponsors the Journey of Columbus

Content: A dramatic tale of the events leading up to the sailing of the Santa Maria, the Pinta, and the Nina; months spent at the monastery of La Rabida near Palos; the assistance and support he received from the monks; his second appearance at the court of Isabella and Ferdinand; their refusal to grant the desired permission for the voyage; his departure on the road to Cordova; and the recall by Queen Isabella who had decided to sponsor the voyage.

For Seventh-Grade Readers: Average

Evaluation: A beautifully written example of fictionalized biography that should only be used as a supplement to documented biography about the same character. The child should understand that it is fictionalized.

Bibliographic Data: Hodges, C. Walter. Columbus Sails.
New York: Coward-McCann, 1939. pp. 13-44.

Character: Columbus, Christopher

Vignette: The Boy, Columbus

Content: A glimpse of the boy, Columbus, watching the tall ships come drifting in, listening to the tales of the sailors about far-a-way lands, going to school where geography was his favorite subject, earning his living as a weaver, sailing on merchant ships, thinking of the great spaces in the blue distance, finding out everything he could from the returned sea captains, making maps and charts to offer as proof that one might sail straight out to sea in search of a new route to the far east.

For Seventh-Grade Readers: Easy

Evaluation: Children who have difficulty with reading will find this introduction to the life of Columbus most readable.

Bibliographic Data: Potter, Edna. Christopher Columbus. New York: Oxford University Press, 1932. pp. 13-30.

Character: Franklin, Benjamin

Vignette: Franklin in Paris

Content: A remarkably vivid account of Franklin, the diplomat, his arrival in Paris in his old coonskin cap and horn-rimmed spectacles, his reception as the darling of civilized Paris, the hero of the city; the delight of the entire court when he appeared before the king and queen in his plain old brown suit, carrying his crab-tree walking stick, and wearing no wig.

He worked desperately to further the cause of independence of the Americans and in order to make friends for America, tried to see everyone who came to his door.

For Seventh-Grade Readers: Average

Evaluation: More than prose; it is poetry. An excellent picture of Franklin, the diplomat, who was devoted to his people and his country. It paints a graphic picture of his human qualities. It should be used for audience reading.

Bibliographic Data: Daugherty, James. Poor Richard. New York: Viking, 1941. pp. 121-146.

Character: Franklin, Benjamin

Vignette: Franklin, the Wise Old Man

Content: An interesting sketch of the last years of Franklin's life, his friendship and correspondence with George Washington, his active part in the framing of the Constitution, a necessary rest with all life's comforts around him, friendly consultations on national affairs, happy times with his grandchildren, work on the story of his life, dreams of by-gone days, his death at the age of eighty-seven, worthy tribute to a great and wise old man.

For Seventh-Grade Readers: Easy

Evaluation: A simple story of the last days of a great personality.

Bibliographic Data: Maurois, Andre. Life of an Optimist.
New York: Didier, 1945. pp. 73-79.

Character: Franklin, Benjamin

Vignette: Franklin, the Inventor

Content: A many-sided man with an inquiring mind, he made many observations, stored up knowledge, and used it when least expected. He had an endless range of interests, made ingenious use of whatever was at hand, and when once he had caught a secret, he was anxious to turn it to practical use. He made up his mind that lightning and electricity had much in common, used the story of the kite to prove it, and had a house full of odd contrivances and numerous bells that rang and jingled unexpectedly.

For Seventh-Grade Readers: Average

Evaluation: A graphic description of Franklin's ingenuity and fame as an inventor.

Bibliographic Data: Nicolay, Helen. The Boys' Life of Benjamin Franklin. New York: Appleton, 1935. pp. 160-179.

Character: Franklin, Benjamin

Vignette: Franklin, the Printer

Content: A simply told autobiographical sketch of the formative period in a great man's life, his years in Boston as an apprentice to his brother, James; a quarrel with his brother which made him run away; search for employment in New York; his first entry into Philadelphia; eighteen months in England; and, finally, a printing shop of his own.

For Seventh-Grade Readers: Difficult

Evaluation: A correct version of and a readable introduction to the life of Benjamin Franklin.

Bibliographic Data: Franklin, Benjamin. The Autobiography of Benjamin Franklin. New York: Houghton, 1933. pp. 17-111.

Character: Franklin, Benjamin

Vignette: A Man of Ideas

Content: An absorbing and interesting story of a versatile man who made many contributions to American life. He published the Pennsylvania Gazette, operated a bookshop as part of his establishment, invented the Franklin stove, organized the subscription library, the first fire department, and the first hospital in Pennsylvania. The Almanac, "Poor Richard," was one of his ideas that soon ranked next to the Bible in every American home. His ideas about education were different and radical. He gave much time to experiments on electricity and was the inventor of the lightning rod.

For Seventh-Grade Readers: Average

Evaluation: A vivid description of the many ideas of a great man and a few of his activities.

Bibliographic Data: Daugherty, James. Poor Richard. New York: Viking, 1941. pp. 57-69.

Character: Hamilton, Alexander

Vignette: Love and Marriage

Content: Although Hamilton always enjoyed the reputation of being a ladies' man, he did not fall in love until he went to the northern part of New York where he met Betsy Schuyler. This is the story of their courtship and wedding.

For Seventh-Grade Readers: Average

Evaluation: Girls especially will enjoy this episode.

Bibliographic Data: Smertenko, Johan J. Alexander Hamilton, Man of Action. New York: Messner, pp. 154-166.

Character: Hamilton, Alexander

Vignette: Hamilton, Man of Action

Content: When Hamilton accepted the office of first Secretary of the Treasury, he dedicated himself to the task with fervor. He had a marvelous capacity for sheer labor and never ceased to work for the welfare of America. A complete reorganization of the financial system, the introduction of our American Coinage System, and the establishment of the United States Mint were only a few of the works of this Man of Action.

For Seventh-Grade Readers: Difficult

Evaluation: An excellent account of the organization of the first treasury department. The teacher will find it necessary to simplify some of the information for better understanding of the pupils. Hamilton's patriotism is vividly portrayed.

Bibliographic Data: Smertenko, Johan J. Alexander Hamilton, Man of Action. New York: Messner, pp. 244-257.

Character: Jackson, Andrew

Vignette: A Fighting Man

Content: An intriguing and exciting story of a fighting man who was ever ready to take offense and who would pursue the issue to the last point. When his anger was aroused, he forgot everything except a primitive desire to fight.

Of the five duels he fought, he was twice wounded, and in one, he killed his man, after he himself had been severely wounded. A vivid account of his last duel is contained in this chapter.

For Seventh-Grade Readers: Average

Evaluation: It should be especially appealing to boys who like action stories.

Bibliographic Data: Nicolay, Helen. Andrew Jackson, the Fighting President. Century, 1929. pp. 78-90.

Character: Jackson, Andrew

Vignette: Andy, the Boy Soldier

Content: A description of the war experiences of tall, red-headed, hot tempered, thirteen-year-old Andy, who always won foot-races or jumping matches, and who could use a musket from the time he could lift one. He became a mounted orderly or messenger, was captured by the British, refused to obey an order to clean the British commander's boots, had severe wounds inflicted because of his refusal. After this he was forced to travel forty miles on foot without food or water, and, while in prison, contracted smallpox, from which he almost died.

For Seventh-Grade Readers: Difficult

Evaluation: Good background material for development of the character of Andrew Jackson. Useful for the teacher.

Bibliographic Data: James, Marquis. Andrew Jackson, the Border Captain. New York: The Literary Guild, 1933. pp. 23-31.

Character: Jackson, Andrew

Vignette: Jackson in the White House

Content: The main events during Jackson's eight years as President, trouble with his cabinet, their resignation, and the formation of a new group of advisers, his fight against nullification and for the preservation of the union, his opposition to continuance of the Bank of the United States, the Mexican War, his refusal to accept the Republic of Texas from Houston because of the slavery question, and finally, on his last day in office, recognition of the status of the Republic of Texas.

For Seventh-Grade Readers: Average

Evaluation: An interesting and readable selection that will serve to do away with many of the distorted stories about Jackson, the President.

Bibliographic Data: James, Bessie Rowland and James, Marquis. The Courageous Heart. Indianapolis: Bobbs, 1934. pp. 255-263.

Character: Jefferson, Thomas

Vignette: Jefferson, the Writer of the Declaration of Independence

Content: A good account of Jefferson's part in the writing of the Declaration of Independence, his ten day journey from Williamsburg to Philadelphia, his reception into the Second Continental Congress, his efforts as underground agitator for independence, the eighteen days that he bent over his portable desk and wrote the famous document, the period of criticism by other members of Congress, and the final dramatic signing.

For Seventh-Grade Readers: Difficult

Evaluation: A well-written, readable account of an important episode in American history.

Bibliographic Data: Lisitzky, Gene. Thomas Jefferson. New York: Viking, 1933. pp. 88-99.

Character: Jefferson, Thomas

Vignette: Courtship and Marriage of Jefferson

Content: A delightful story of the courtship and marriage of Thomas Jefferson and Martha Skelton, a wealthy and beautiful young widow of Virginia; his frequent visits to "The Forest," the estate of her father; their mutual love and enjoyment of good music; their marriage on New Year's Day in 1772; the extensive festivities which lasted for several days; departure from The Forest in a snow storm; the necessity of traveling the last part of the journey on horseback; arrival late at night to a cold and unlighted Monticello; the profound love that marked their ten years of married life; his grief and desolation at her death.

For Seventh-Grade Readers: Difficult

Evaluation: This story helps to rescue Jefferson from those who would make him less than human and presents him as a man of flesh and blood. This story will be especially interesting to the girls.

Bibliographic Data: Kimball, Marie. Jefferson, the Road to Glory. New York: Coward-McCann, 1943. pp. 166-186.

Character: Jefferson, Thomas

Vignette: Jefferson, the Boy

Content: Although as a boy Jefferson lived in a frontier environment, he did not suffer the hardships of real pioneer life, but enjoyed all its pleasures. Besides hunting, fishing, riding, boating, and Indian lore, his father taught him to appreciate the beauties of the country around him. Dancing, playing the violin, studying the classics were occupations that he pursued in order to acquire the art of becoming a Virginia gentleman.

For Seventh-Grade Readers: Average

Evaluation: A splendid introduction to a man who is usually difficult to bring to life for children.

Bibliographic Data: Lisitzky, Gene. Thomas Jefferson. New York: Viking, 1933. pp. 12-22.

Character: Jefferson, Thomas

Vignette: Happy Days at Monticello

Content: Always an individualist, he chose the mountaintop for a home rather than the usual valley location and gave every moment that he could spare to the realization of his ideal of an estate. This is the story of his zealous interest in architecture, his kindred taste for landscape gardening, success as a farmer, and experimentation with new tools, machinery, and inventions. Adding to these happy but busy years were the happiness of his married life, his great love and enjoyment of music, his enthusiasm for riding and fox-hunting, friendship with British and German prisoners who were encamped near Monticello, and the spirit of generous open house hospitality that always pervaded this mountain-top home.

For Seventh-Grade Readers: Difficult

Evaluation: A fascinating picture of the democratic home life of the famous Virginia gentleman. The teacher should find much interesting material in this particular selection.

Bibliographic Data: Bowers, Claude G. The Young Jefferson. Boston: Houghton, 1945. pp. 217-238.

Character: Jefferson, Thomas

Vignette: The Last Fifty Years of a Most Useful Life

Content: Thomas Jefferson lived a half century after he had written the Declaration of Independence. During this time he worked on the establishment of complete religious liberty in the state of Virginia, labored for a more even distribution of the good things of this world, founded the University of Virginia, gave us the monetary decimal system, replaced Benjamin Franklin as American Ambassador at the Court of Versailles, negotiated a trade treaty between the United States and England, became the first Secretary of State, the second Vice President, the third President of the United States, and fathered the present Democratic Party.

For Seventh-Grade Readers: Average

Evaluation: For a short summary of many of Jefferson's achievements, this is exceptionally good. The teacher should find Van Loon's work concise but interesting.

Bibliographic Data: Van Loon, Hendrik William. Thomas Jefferson. New York: Dodd, Mead, 1943. pp. 81-95.

Character: Lincoln, Abraham

Vignette: Lincoln, the Child at Knob Creek

Content: An appealing and sympathetic story of the little seven-year-old boy who trudged four miles a day to the little schoolhouse built of logs, with a dirt floor, no window, and one door. It was a "blab" school, as they called it.

The chore boy of Knob Creek farm, he ran errands, filled the woodbox, carried water, hoed weeds until his hands were blistered, rode a horse hitched to a "bull tongue" plow, hunted the woods for nuts, and picked berries.

It was the wilderness where "life dripped with fat and ease or took hold with hunger and cold."

For Seventh-Grade Readers: Average

Evaluation: An exceptionally fine story of high literary quality. Excellent for reading aloud.

Bibliographic Data: Sandburg, Carl. Abe Lincoln Grows Up. New York: Harcourt, 1928. pp. 42-51.

Character: Lincoln, Abraham

Vignette: Lincoln's Flatboat Trip to New Orleans

Content: Lincoln, at twenty-one years of age, was one of a trio to build a flatboat and carry a cargo down the Mississippi River to New Orleans. On the trip Lincoln showed skill in meeting emergencies and proved himself strong, honest, entertaining, and intelligent. On this trip Lincoln saw slaves mistreated in New Orleans, and the urgency that entered his soul found release thirty-three years later when he signed the Emancipation Proclamation, and thus underwrote the promise of freedom of all Americans.

For Seventh-Grade Readers: Average

Evaluation: In this well-written selection, Daugherty has pointed out the beginning of Lincoln's strong feeling against slavery.

Bibliographic Data: Daugherty, James. Abraham Lincoln. New York: Viking, 1943. pp. 29-31.

Character: Lincoln, Abraham

Vignette: Lincoln's Ambition to Learn

Content: An appealing but stirring story of a valiant, courageous, and ambitious boy who was eager to learn, to know, to satisfy an ever increasing thirst after knowledge. After a hard day of plowing or chopping wood, stretched out on his stomach in front of the fireplace, he would read till midnight and after.

He kept on saying, "The things I want to know are in books; my best friend is the man who'll git me a book I ain't read."

For Seventh-Grade Readers: Average

Evaluation: Delightfully and beautifully written; it is excellent for reading aloud.

Bibliographic Data: Sandburg, Carl. Abe Lincoln Grows Up. New York: Harcourt, 1928. pp. 134-146.

Character: Lincoln, Abraham

Vignette: Lincoln at Gettysburg

Content: A simple but beautiful story of the occasion of the dedication of the battlefield at Gettysburg as a national cemetery, the sound of the doleful bands, the crowd wandering among the graves, the dull two-hour address of the principal speaker, the introduction of the President, a three-minute speech reconsecrating human life to the imperishable things of Spirit and Truth, words spoken that day that would live through the ages, the faint applause of an unimpressed and slightly disappointed audience.

For Seventh-Grade Readers: Average

Evaluation: Briefly but beautifully the author has described this important event in history.

Bibliographic Data: Daugherty, James. Abraham Lincoln. New York: Viking, 1943. pp. 163-166.

Character: Lincoln, Abraham

Vignette: Human Qualities of a President

Content: An appealing picture of a great man who thought of himself as a President charged with duties which he owed to everyone.

In his private life, he was always simple and unaffected, gentle and courteous. His sense of humor was his salvation, for he could always throw back his head and indulge in a hearty laugh over a good joke.

Throngs of people daily filled his office and he saw them all. When his friends begged him to save himself, he refused. "They don't want much and they get very little," he said. "Each one considers his business of great importance, and I must gratify them. I know how I would feel if I were in their place."

For Seventh-Grade Readers: Average

Evaluation: This episode pictures clearly the personality of the great man who loved his people.

Bibliographic Data: Nicolay, Helen. Boys' Life of Abraham Lincoln. New York: Century, 1911. pp. 206-214.

Character: Lincoln, Abraham

Vignette: "With Malice Toward None"

Content: A drizzling March rain was falling, a sea of faces billowed out across the park in front of the Capitol, President-elect Lincoln appeared on the inaugural platform, the roaring cheers of the crowd sounded a vibrant salute, the fleeting rays of noonday sun broke through the clouds and shot down long rays of glory, the calm voice of the President-elect gave forth the now famous words of his inaugural address, the oath of office was repeated in solemn phrases, and for the second time the ceremony of inaugurating the sixteenth president was concluded.

For Seventh-Grade Readers: Average

Evaluation: An inspiring episode, beautifully written. The description of the occasion as well as the text of the speech should make excellent audience reading.

Bibliographic Data: Daugherty, James. Abraham Lincoln. New York: Viking, 1943. pp. 193-196.

Character: Lincoln, Abraham

Vignette: The Death of Lincoln

Content: A vivid account of the Lincolns' late arrival at the theater, cheering and applause as his party entered their flag-draped box, the enjoyment of a good play, quiet and unnoticed movement outside the President's box, the stealthy entrance of a man, the sound of a shot, a startled audience as the assassin leaped over the railing and disappeared, the death of this great man early the next morning.

For Seventh-Grade Readers: Easy

Evaluation: A short but dignified description that omits all the sensational elements that sometime accompany this episode.

Bibliographic Data: Meadowcroft, Enid La Monte. Abraham Lincoln. New York: Crowell, 1942. pp. 187-189.

Character: Lee, Robert E.

Vignette: Boyhood of Lee

Content: The youth of the boy, Robert, his birth in the stately Lee home known as Stratford, his early life among these beautiful surroundings, active participation in the sports and games of the day, pleasant companionship of the many visitors who came to the Lee home, school at Alexandria, his father's death when he was eleven, his gentle and tender care of his invalid mother, an appointment to West Point, and entrance to that institution in 1825.

For Seventh-Grade Readers: Average

Evaluation: The story of the early life of Lee, told simply and appealingly.

Bibliographic Data: Hamilton, J. G. and Hamilton, Mary T.

Life of Robert E. Lee. Boston: Houghton, 1917. pp. 9-17.

Character: Lee, Robert E.

Vignette: Life in the Army

Content: In this story, the figure of Lee stands out and becomes impressive, his example and influence in regard to discipline, hardships of his men shared to the full, utter devotion and loyalty of his men, absolute lack of a sense of fear, charitable regard for his enemies, and the fact that he came out of the great conflict without bitterness and with his gentleness of spirit untouched.

For Seventh-Grade Readers: Average

Evaluation: Tolerance, love of humanity, but withal, superb generalship are characteristics to be found in this selection.

Bibliographic Data: Hamilton, J. G. de Roulhac and Hamilton, Mary T. The Life of Robert E. Lee. Boston: Houghton, 1917.
pp. 137-150.

Character: Lee, Robert E.

Vignette: Lee's Social and Home Life

Content: A moving but delightful story of Lee, the father, husband, and friend, his affectionate and loving relations with his children, his thoughtful and kind consideration of his servants, his spontaneous courtesy and traditional Virginia hospitality on all occasions, his particular friendship with Joseph E. Johnston, his great love and care of animals, his singular charm and chivalry for women.

For Seventh-Grade Readers: Difficult

Evaluation: A clear, consistent, and sympathetic portrait of Lee, the gentleman. It is good material for teachers who may wish to portray to the children the wonderful qualities of a great man.

Bibliographic Data: Bradford, Gamaliel. Lee, the American. Boston: Houghton, 1929. pp. 196-220.

Character: Lee, Robert E.

Vignette: The Surrender at Appomatox

Content: A stirring and unbiased account of Lee's surrender to Grant, early morning of April 9, Lee on his last ride as commander of the Confederate Army of Northern Virginia, a silent journey through the little town of Appomatox to the home of Major Wilmer McLean where the historic conference took place, the arrival of General Grant, his generous terms of surrender, return to Lee's own lines for a dramatic but heartbreaking farewell to his men.

For Seventh-Grade Readers: Difficult

Evaluation: An outstanding and authentic picture of an event that is often distorted by sentiment. The teacher should find it valuable for audience reading during the study of the War Between the States.

Bibliographic Data: Freeman, Douglas Southall. R. E. Lee. Vol. IV. New York: Scribner's, 1935. pp. 134-148.

Character: Roosevelt, Franklin Delano

Vignette: The Boy Who Liked to Collect Things

Content: An interesting account of some of the boy Roosevelt's hobbies; first: watching the birds, learning all he could about them, deciding to make a collection, becoming an amateur taxidermist, and joining the Museum of Natural History Society; second: collecting stamps until, at his death, his collection had become one of the greatest in the world; and third: the collection of mementoes of the sea, and of naval books and pictures.

For Seventh-Grade Readers: Easy

Evaluation: Many boys, at this age, are ardent collectors of things. This story should serve as good contact material.

Bibliographic Data: Kleeman, Rita Hall. Young Franklin Roosevelt. New York: Messner, 1946. pp. 102-117.

Character: Roosevelt, Franklin Delano

Vignette: Stricken with Infantile Paralysis

Content: How a man of boundless vigor contracted the dreaded infantile paralysis, steadfastly refused to believe that his career was ended, lay in bed and planned for the future, kept in constant touch with the outside world, learned to walk on crutches, went to Warm Springs, Georgia, and finally, after four years of pain, recovered sufficiently to begin again the active and useful life that had been so rudely interrupted by disease.

For Seventh-Grade Readers: Difficult

Evaluation: This story reveals the courageous and dauntless spirit of the man.

Bibliographic Data: Woon, Basil. Roosevelt World Statesman. London: Peter Davies, 1942. pp. 77-85.

Character: Roosevelt, Theodore

Vignette: Roosevelt, the Loving Father

Content: A collection of letters that were written by Roosevelt to his children. They tell of the happy home life of the family, playing tennis, camping, reading together, having pillow fights, sharing joys and sorrows together.

For Seventh-Grade Readers: Easy

Evaluation: Love of home, children, and family life is emphasized in these letters. They reveal a father's delicious humor and his quality of friendship and understanding.

Bibliographic Data: Theodore Roosevelt's Letters to His Children. Edited by Joseph Bucklin Bishop. New York: Scribner's, 1945. pp. 56-73.

Character: Roosevelt, Theodore

Vignette: He Looks for Adventure in the West

Content: A vivid account of Theodore Roosevelt's adventures in the wild west; arrival in the Bad Lands of the Dakotas, overcoming the title of tenderfoot, living the hard and primitive life of a ranchman, hunting buffalo and bear, breaking in wild ponies in the severest winter weather, and finally starting a ranch of his own.

For Seventh-Grade Readers: Average

Evaluation: It will satisfy the boys who are looking for a true adventure story.

Bibliographic Data: Hagedorn, Hermann. The Boys' Life of Theodore Roosevelt. New York: Harpers, 1918. pp. 83-115.

Character: Roosevelt, Theodore

Vignette: Theodore Roosevelt Leads the Rough Riders

Content: An exciting and thrilling story of Roosevelt's part in the Spanish-American War, his dauntless courage, his coolness under fire, his ability to win the love and support of every man in his regiment, the selfless way he shared every danger and every privation of war, and the courageous manner in which he led his men to victory in the battle of San Juan Hill.

For Seventh-Grade Readers: Average

Evaluation: Appealing, especially for boys who like to read about battles.

Bibliographic Data: Hagedorn, Hermann. The Boys' Life of Theodore Roosevelt. New York: Harpers, 1918. pp. 181-206.

Character: Roosevelt, Theodore

Vignette: Big Game Hunting in Africa

Content: Three weeks after he finished his term as President of the United States, he and his son Kermit set sail for the shores of Africa. When they landed, they were met by guides who had everything ready for the expedition. From lion hunting, they moved on across the veldt to shoot rhinoceros, then through the merciless equatorial heat to a hippopotamus hunt, and after that, an exciting time on the trail of the elephant. A year full of real adventure had passed before the expedition sailed for home.

For Seventh-Grade Readers: Average

Evaluation: Adventure is dominant in this selection. It should appeal to all boys.

Bibliographic Data: Hegedorn, Hermann. The Boys' Life of Theodore Roosevelt. New York: Harper, 1918. pp. 292-315.

Character: Washington, George

Vignette: Washington at Valley Forge

Content: While General Howe lived cosily in Philadelphia, Washington was twenty miles away in winter camp at Valley Forge. This is a picture of terrible hardships--snow drifting to the fence posts, cold, hunger, sickness and discouragement; the fortitude of the brave commander; the plots to supplant him with General Gage; the loyalty of Lafayette; the arrival of Martha, his wife, to lighten his heavy heart; the well-disciplined units that Baron von Steuben trained; and finally, with the spring, wonderful news that France was an ally.

For Seventh-Grade Readers: Average

Evaluation: This story depicts with accuracy the hardships and privations endured by Washington and his men during the winter at Valley Forge. Fortitude and courage are prominent characteristics.

Bibliographic Data: Eaton, Jeanette. Leader By Destiny. New York: Harcourt, 1938. pp. 253-257.

Character: Washington, George

Vignette: Washington's Love for Sally Fairfax

Content: Intimate little pictures that reveal the love of George Washington for the beautiful Sally Fairfax, the wife of his friend and neighbor, George Fairfax. The friendly manner that she always used to put him at his ease and to make him feel like a cavalier, the delight that he experienced when he listened to the soft tones of her voice, the joy of dancing with her, or walking in the garden with her, the love letter that he finally wrote to her and which only came to light a hundred years after his death.

For Seventh-Grade Readers: Average

Evaluation: These little sketches should be particularly appealing to girls of seventh-grade age. The teacher should be certain about the effect of this information before it is presented.

Bibliographic Data: Eaton, Jeanette. Leader By Destiny. New York: Harcourt, 1938. pp. 32-34, 47, 54, 55, 78-80, 82-83, 93, 105-109, 131-132.

Character: Washington, George

Vignette: Washington, the Boy

Content: At the age of fifteen, George went to live at Mt. Vernon with his brother, Lawrence. There he met fine people of the colony and became one of them; frequently visited at Belvoir, the Fairfax home, where something interesting was always going on; displayed his talent as a surveyor when he was sent on an expedition to survey the Fairfax lands; rode breakneck after the foxhounds; danced with the girls and, in his clumsy, bashful way, made love to them.

For Seventh-Grade Readers: Average

Evaluation: An excellent and human description of the boyhood days of a man destined to be a real leader.

Bibliographic Data: Eaton, Jeanette. Leader By Destiny.
New York: Harcourt, 1938. pp. 18-37.

Character: Washington, George

Vignette: Washington, a Fearless Soldier

Content: Full of incident and swift in action, the story tells of the heroism of Washington at the time of Braddock's terrible defeat. He was without fear, but not without common sense. Washington and his Virginians held back the enemy while the wreck of Braddock's army raced to safety. Three horses were shot from under him and four bullet holes were in his coat, but he rode as one with a charmed life. Soon, with the news of Braddock's defeat, went reports of the wonderful fearlessness and bravery of Washington.

For Seventh-Grade Readers: Difficult

Evaluation: A remarkably vivid account of Washington's part in the battle which became known as Braddock's defeat. For use of the teacher.

Bibliographic Data: Woodward, W. E. George Washington, The Image and the Man. New York: Boni and Liveright, 1926. pp. 74-79.

Character: Webster, Daniel

Vignette: The Boy Daniel

Content: Daniel was the youngest of a large family, a weak and frail little boy who was not allowed to do heavy chores but spent his time mostly in play. Although his mother taught him his letters, at irregular intervals he went to migratory schools which were very poor. An avid reader who read everything he could get his hands on, a friendly boy who especially liked those of marked individuality, he became an interesting and popular person in his community.

For Seventh-Grade Readers: Difficult

Evaluation: This is a readable introduction to the later events in the life of Webster. It gives a human touch to the man who developed unexcelled qualities of statesmanship and oratory.

Bibliographic Data: Fuess, Claude Moore. Daniel Webster. Vol. I. Boston: Little, Brown, 1930. pp. 22-29.

Character: Webster, Daniel

Vignette: Webster's Battle Against Nullification

Content: A dramatic account of one of the greatest verbal duels of all time, the debate between Webster and Hayne, Hayne's belief in States Rights and Webster's utter and complete belief in the Constitution and the preservation of the Union.

For Seventh-Grade Readers: Difficult

Evaluation: In a study of the causes of secession, a knowledge of this specific episode is desirable. This particular section is a good account of the famous debate.

Bibliographic Data: Fuess, Claude Moore. Daniel Webster. Vol. I. Boston: Little, Brown, 1930. pp. 361-384.

Character: Webster, Daniel

Vignette: Webster, the Real Man

Content: A graphic summary of his main characteristics, a passion for outdoor life, fondness for animals, rich vein of humor, inexhaustible mental energy, enjoyment of popular applause and thrill he created among his audiences, great capacity for friendship, thoughtfulness toward servants and employees, graciousness as a host, and indestructible patriotism.

For Seventh-Grade Readers: Difficult

Evaluation: Useful as an aid for the teacher, it gives an unbiased picture of the great man. Material on the child's level is difficult to find, but the teacher will find much good information that can be transmitted to the students.

Bibliographic Data: Fuess, Claude Moore. Daniel Webster. Vol. II. Boston: Little, Brown, 1930. pp. 397-417.

Character: Wilson, Thomas Woodrow

Vignette: Wilson, the Boy

Content: A description of the main events of his early childhood, the strong influence of hereditary and environmental background, the wonderful companionship of his father, a boy's natural love of sports and play, early development of a great love of books, memories of the Civil War, and Robert E. Lee's visit to Augusta.

For Seventh-Grade Readers: Difficult

Evaluation: A brief but accurate account of the early life of Wilson. A good summary for the use of the teacher.

Bibliographical Data: Black, Harold Garnet. The True Woodrow Wilson. New York: Fleming H. Revell, 1946. pp. 13-24.

Character: Wilson, Woodrow

Vignette: Wilson at the Peace Conference at Versailles

Content: The dramatic story of President Wilson's arrival in France, the enthusiastic reception accorded him by the French people, days crowded with ceremony and honors, a short visit to England and Italy, the opening of the Versailles Conference, presentation of the Covenant of the League of Nations, the opposition of Congress when he returned home, return to France to hammer out the treaty that contained the new Covenant, and at last the solemn and momentous signing of the treaty.

For Seventh-Grade Readers: Average

Evaluation: A moving account of an important event in American history. It is written in simple form so that children should be able to understand its significance.

Bibliographic Data: Hatch, Alden. Woodrow Wilson. New York: Henry Holt, 1947. pp. 229-249.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study an attempt has been made to show how the use of biography can play an important part in the study of American history in the seventh grade, to select significant personalities for the study, to develop certain criteria that may be used in the selection and evaluation of biographical vignettes, and to catalog and evaluate the vignettes.

By means of a composite rating by the author of the adopted text and the combined rating of six experts, the personalities were selected. They were Daniel Boone, Christopher Columbus, Benjamin Franklin, Alexander Hamilton, Andrew Jackson, Thomas Jefferson, Abraham Lincoln, Robert E. Lee, Franklin D. Roosevelt, Theodore Roosevelt, Daniel Webster, and Woodrow Wilson.

The criteria were organized under four main headings: Interest, Difficulty, Authenticity, and Literary Merit.

Fifty vignettes were constructed, catalogued, and evaluated.

Conclusions

On the basis of the study, it seems reasonable to conclude that biography has a distinctive use in the study of American history in the seventh grade. It adds elements of reality, interest, inspiration, and information and takes care of the wide diversity of interests and ability within a group.

Inasmuch as the scope of the textbook is, of necessity, meager and lacking in detail, biography adds to these materials and provides an enriched curriculum. The wealth of attractive and stimulating biographical material now available also adds intrinsically to the textbook and its use.

In the construction of criteria for evaluating biographical materials that relate to the characters selected, evidence was provided in ample quantity to substantiate the theory that there are consistent trends in reading habits and interests, and, also, that there are basic qualities in the content of reading materials which interest children.

There is a wide range in reading ability of children within a group; for that reason, books should be provided to take care of the superior reader, the average reader, and the slow or inferior reader.

In general, the teacher is a busy person. It is hoped that these vignettes will serve as a guide in the location of pertinent facts in biographies of these twelve personalities.

Recommendations

Inasmuch as the fact has been established that biography has an important place in the teaching of history, this study should be of particular interest to the teacher who is too busy to study all the sources of good materials. Time spent in finding and evaluating the material can be saved.

Enrichment of classroom periods and techniques of teaching should result from the use of the vignettes as short background material.

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APPENDIX

APPENDIX A

PERSONNEL OF THE COMMITTEE OF EXPERTS

WHO RATED THE PERSONALITIES

- Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina.
- Dr. Walter C. Jackson, Chancellor, Woman's College of the University of North Carolina.
- Dr. Eugene E. Pfaff, Professor of History, Woman's College of the University of North Carolina.
- Miss Grace Brunson, Supervisor of Elementary Schools, Winston-Salem, North Carolina.
- Miss Kathleen Hall, Head of History Department, Gray High School, Winston-Salem, North Carolina.
- Mr. John Watson Moore, Superintendent of Schools, Winston-Salem, North Carolina.