

A PROGRAM OF READINGS IN AMERICAN BIOGRAPHY ON THE
JUNIOR HIGH SCHOOL LEVEL, FOR LATIN AMERICAN STUDENTS

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PREFACE

Immigrants within the United States present problems of assimilation, as useful, well-adjusted citizens, into a democracy. This assimilation can be facilitated by education, since a free and democratic government depends on having all the people educated and prepared to be cooperating members of its society.

The purpose of this paper is to consider in particular the problem of assimilation of the Mexican immigrants and of their children who are now in Texas, and especially in San Antonio. A reading program of American biographies at the junior high school level is here suggested as one educational means by which these children of immigrants may be assisted to become useful, happy citizens. Through a carefully selected reading program, understanding of American ideals and the American way of life can be communicated to these children and indirectly to their immigrant parents.

The biographies in this list were selected primarily for their illustrations, through the lives and character of the personalities who are described, of the human values that Americans particularly cherish. Since children are interested in reading about real people and especially about those they can worship as heroes, these young people can learn

vicariously of these qualities and be encouraged to imitate these virtues in their own lives. The list was selected, also, with the particular needs of immigrant children in mind. A number of the biographies are of immigrants who became successful American citizens, and, with the problem of the Mexican immigrant particularly to the fore, books are included that are concerned with members of racial minorities.

Chapter I will be devoted to a discussion of those values which we stress as peculiarly American. Chapter II will contain a discussion of the immigrant problem, particularly in San Antonio and specifically in the Harlandale Junior High School. Chapter III will suggest a reading program in American biography and the possibilities of learning American values through biography. Chapter IV will summarize the findings and conclusions of the paper. The Appendix will contain the list of American biographies.

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Individual

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Self-respect, Honesty

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CHAPTER I

VALUES

The human values that Americans particularly cherish are qualities that enhance the individual. As the individual acquires and develops these values, he continues to enjoy his individuality, but he also learns to accept his role in society. The purpose of this chapter is to set forth these attributes and define them.

These values will be considered in three major divisions: freedom, a peculiarly American value, as it affects both the individual and society; the values which pertain to the individual alone; and, finally, the values which derive from the association with others.

In America freedom applies to one's civil, religious, and academic pursuits. The privilege of voting, the privilege of saying and writing what one feels, the privilege of being accepted for one's potential merits and not for the circumstances of one's birth are the civil rights that Americans enjoy. In religion one may believe as his conscience dictates. In the academic world the teacher is assured, by the Constitution at least, the right of teaching according to his honest convictions. These qualities add up to that which we call a democracy.

The civil liberties particularly provide for the fundamental human values. The Bill of Rights assures the treatment of the individual as an end and not just as a means to an end. One's race, one's color, one's economic background are not the criteria for judging worth. America tries to see the capacity of each person and assist him in the full realization of those potentialities. John Dewey sums up this ideal when he says:

The democratic faith in equality is the faith that each individual shall have the chance and opportunity to contribute whatever he is capable of contributing and that the value of his contributions be decided by its place and function in the organization total of similar contributions, not on the basis of prior status of any kind whatever.¹

President Eisenhower, in "An Open Letter to America's Students," succinctly comes to the same conclusion: "The American Republic was born to assure you the dignity and rights of a human individual."²

Religious freedom implies the tradition of hope and faith, from which the strength of this country has grown. The spiritual values built into our institutional structures

¹Joseph Ratner (ed.), Intelligence in the Modern World: John Dewey's Philosophy (New York: Random House, Inc., 1939), pp. 403-404.

²Dwight D. Eisenhower, "An Open Letter To America's Students," The 30th Anniversary Reader's Digest Reader (Pleasanton, New York: The Reader's Digest Association, Inc., 1951), p. 15.

--the church, the school, and the state--have been determining factors in the American democracy and in the ideals of the individual. Religious freedom implies freedom of conscience and depends upon "respect for individual conscience" which "has been deeply imbedded in American thinking and has played an important part in shaping American tradition."¹

Freedom to think as one chooses must be not only in the matter of conscience but also in the academic freedoms of thought, inquiry, and creative expression. Since the public-school system is the only nation-wide instrument for establishing these academic freedoms, it is imperative that teachers shall be free to teach according to their highest convictions. As Mr. McGrath so ably stated: "Teachers must be free to teach as they see right if they are to be loyal to the highest ideals of the profession and to the democratic way of life."²

It is in an environment of civil, religious, and academic freedom that the individual can grow. Here he can acquire and develop the human values of self-respect, of a

¹Gerald W. Johnson, This American People (New York: Harper and Brothers, 1951), p. 37.

²Earl James McGrath, "Democracy's Road to Freedom," National Education Association Journal, Vol. 38 (September, 1949), p. 426.

sense of duty coupled with a moral and ethical background, of courage and enterprise.

Self-reliance and the developing of initiative are values which this country attempts to inculcate in the individual from his earliest years. The child learns that he may enjoy success, depending on his own efforts, and the Bill of Rights guarantees him this opportunity. "It (the Bill of Rights) encouraged all men to the adventure of achievement and enjoyment in all realms, each according to his own capacity."¹ Opportunities for initiative are many here. Edward Bok, an immigrant whose life substantiates this fact, has written of the American: "He can go where he will; no traditions hamper him; no limitations are set except those within himself...."²

Honesty and the respect, both for oneself and for others, that comes through honesty, are further values which Americans are taught to strive for. Honesty implies not only "not stealing" but intellectual veracity, the searching for the right while repudiating the wrong. Honesty includes also such qualities as sincerity, frankness, and even simplicity. In striving for honesty in themselves, Americans gain a respect for honesty in others.

¹Angelo M. Pellegrini, Immigrant's Return (New York: Macmillan Co., 1951), p. 261.

²Edward Bok, The Americanization of Edward Bok (New York: Charles Scribner's Sons, 1930), pp. 449-450.

Although the American is encouraged to forge forward for himself and seek success, he is also shown that a sense of duty, set against a high moral background, should guide him in that search for success. In Man's Myth, Montagu stresses this obligation:

If it is our privilege and our right to live and work upon this earth, then we must once more clearly realize that with that privilege and that right is inseparably linked the obligation to make this earth an increasingly better and happier place for all who shall live on it.¹

Courage and an enterprising spirit are also values that receive much encouragement in this country. American history could not have been written without the courageous endeavors of her first founders and early pioneers. Courage is a heritage each generation has passed on to the next. While extolling our past heroes, we urge our youth to do as they have done. This courage is both physical and mental. To have the courage of one's convictions and live according to those convictions in the face of strong opposition is an ideal that we are still striving towards. The spirit of courage and enterprise helps the individual attain full development and at the same time discourages unfortunate standardization. Our feeling for enterprise is such that

¹M. F. Ashley Montagu, Man's Most Dangerous Myth: The Fallacy of the Race (New York: Columbia University Press, 1945), p. 238.

We would rather live precariously than safely, for the American tradition is at its best when pioneering. Nothing proves this better than our long standing rebellion against any tyranny which would override individuality and suppress freedom.¹

Eisenhower potently stresses the American attitude toward the importance of the individual when he explains that "the human individual is still the center of the universe and is still the sole reason for all man-made institutions...."²

In order for the individual to attain the values which have just been discussed and in order for him to derive the benefits of living in a democratic country, he must learn to cooperate with those with whom he lives. The individual needs others to show him how to exercise his capacities fully, and at the same time society needs him in the realizing of common goals. The human values which make successful cooperation possible are love, generosity, loyalty, sympathy and kindness, patient understanding, and a sense of justice and fair play.

So far as love may affect the individual in his relation to society, this quality will be considered here as a sense of security both given and taken. It is the active expression of good will and may, at times, take the form of

¹John S. Brubacher, "Loyalty to Freedom," School and Society, Vol. 70, No. 1825 (Dec. 10, 1949), p. 370.

²Eisenhower, op. cit., p. 11.

charity. It "is a liking for people and faith in their potentialities...."¹ In a sense, love is the basis of cooperation and consequently a value the individual must possess if society is to prosper.

Generosity is a by-product of love. It is a way of expressing kind feelings toward others, and it is a quality that Americans are especially noted for. Generosity is the American way of spreading friendship while helping the less privileged and the less endowed. In contributing to the Red Cross, to the Community Chest, and to other worthy benevolent causes, Americans learn the joy of sharing, the virtue of self-denial, the feeling of helping one's fellow man. The spirit of generosity or sharing is not confined to money alone; successful cooperation depends too on the sharing of common purposes and of all the resources that are involved in such endeavors.²

Loyalty too is associated with love. It takes its most actively demonstrable form in patriotism or love of country. To be loyal one must learn to avoid selfishness. To be loyal one must have a deep faith and then stick to that faith.

¹Caroline B. Zachry, Emotion and Conduct in Adolescence (New York: D. Appleton-Century Company, 1940), p. 514.

²John S. Brubacher, (ed.), The Public Schools and Spiritual Values (New York: Harper and Brothers Publishers, 1944), p. 20.

Loyalty is what keeps the individual performing his duties even when those about him are failing in theirs . . . Loyalty is a social matrix which binds individuals together, giving them the sense of being members one of another.¹

In their attitude toward immigrants, Americans expect these newcomers to become loyal to their new country but at the same time remain loyal to many of their former traditions.

Sympathy, kindness, and patient understanding are also closely allied with love and generosity. All are again ways of expressing kind feelings toward others. Sympathy requires fellow-feeling and consideration, a sense of knowing what other people really feel and want. Through understanding the other fellow's point of view, even to his sufferings and short-comings, one learns to exercise the kindly, sympathetic attitude that Americans particularly admire. It is an attitude which leads not just to tolerance but to admiration and respect.

This sympathetic, understanding attitude leads also to the American ideas of justice and fair play, qualities for which Americans are again well known. Fair play means for us "a standard of behavior between the weak and the strong."² The child is taught that there is no honor in taking advantage of a weaker opponent. Fair play is demanded

¹Ibid., p. 21.

²Margaret Mead, And Keep Your Powder Dry (New York: William Morrow and Company, 1943), p. 142.

of him as it extends from the sports program to learning to take turns in the kindergarten. In adulthood this sense of justice is carried over into the individual's daily activities and intercourse with others; and even while in competition he appreciates "square deals" and he is encouraged to demonstrate similar fair play in his own dealings. Cooperation is impossible without this sense of justice. This sense of justice has its broadest implications in the whole legal philosophy of our nation. An individual who gets into trouble is given every opportunity for self-vindication. The Supreme Court stands symbolic of the individual's right to justice, whereby his interests "can be better served in the long run, by relying upon the methods of persuasion than by appealing to the methods of force."¹

These are the values, the ideals, that Americans cherish. They are summed up by Thomas Wolfe in his essay, "The American Promise":

So, then, to every man his chance-- to every man, regardless of his birth, his shining golden opportunity-- to every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him -- this, seeker, is the promise of America.²

¹Carl Lotus Becker, "When Democratic Virtues Disintegrate," Readings for Our Times, ed. Harold Blodgett and Burges Johnson (New York: Ginn and Company, 1948), p. 410.

²Thomas Wolfe, "The American Promise," Literature of Our Time, ed. Leonard S. Brown, and Others (New York: Henry Holt and Co., 1947), p. 824.

CHAPTER II

THE PROBLEM OF LATIN AMERICAN CHILDREN IN THE HARLANDALE JUNIOR HIGH SCHOOL

The individual must be endowed with the accepted human values if he is to become a cooperating member of society and to approach that ultimate goal of human life, happiness.¹ An integral part of happiness is usefulness, to be needed, to be able to contribute to society. Happiness requires self-respect, which gives dignity to the individual. These human values are prized highly by Americans and these are the values we would have the newcomer to this land see in us, learn to love, and embrace as his heritage, too.

The newcomer, or immigrant, in the United States has come increasingly under discussion and it has been agreed that the responsibility of the school in the guidance of these groups is of the greatest significance. The purpose of this chapter is to study the immigrant and his children in San Antonio, and specifically in the Harlandale Junior High School, in order to gain a sympathetic understanding of him and to determine how the school can guide him toward that goal, the happy, useful citizen.

¹A. Adler, Social Interest: A Challenge to Mankind (New York: G. P. Putnam's Sons, 1938), p. 282.

The only immigrant group in significant numbers in San Antonio is the Latin American who has come here from Mexico. Thirty-nine per cent of San Antonio's population are Latin American or Spanish-name people, according to the 1950 United States Census Report. The figures in the San Antonio Chamber of Commerce Census Tract gave fifty-eight per cent of the population as Latin American in the Harlandale Independent School District. In the year 1952-1953, a representative year, it was found there were three hundred and fifteen Spanish children enrolled in the Junior High School, or about thirty-five per cent of the enrollment.¹ These figures indicate a large group of people whose potentialities as American citizens cannot be overlooked. They need special attention because they have not assimilated well.

From choice, from residential restrictions, and for economical reasons we find the great majority of these families living in one section of the district, which means that after school hours these children are among Spanish-speaking people entirely. It is pertinent to note that, although many of these children come from homes in which the parents were born in this country, most of them retain the characteristics

¹Figures based on the author's examination of the school records.

of the recent immigrants. . They may have taken up American customs in clothing, housing, domestic utensils, and so on; but they have retained Mexican cultures, and most significant of all, their personal values.¹ Since a child's cultural pattern is formed in his early years,² he comes to the school with established personal values. We want the immigrant to enrich our civilization with the best that he has, but we also want him to accept the best America has to offer; so it may help to understand the differences in these values if we look into the backgrounds of the two countries and evaluate the heritage of each.

There were fundamental differences in the founding of the United States and of Mexico which explain why there are differences in the people of the two countries-- why the United States places a higher value on the individual and on human ideals. These differences are briefly defined by Ernest Gruening in Mexico and Its Heritage:

Economic motives alike impelled British and Spaniards to cross uncharted seas and penetrate hostile wildernesses. Both overcame and dispossessed the red men in their native haunts. Both in time developed a national consciousness and threw off the rule of the mother country. And both discarded monarchy for republicanism. Of the analogy everyone is aware.

¹Manuel Gamio, Mexican Immigrant, His Life Story (Chicago: The University of Chicago Press, 1931), p. 76.

²Montagu, op. cit., p. 23. In Montagu's op. cit. The Fallacy of Race (New York: Columbia University Press, 1930), p. 23.

The contrast-- of far greater import-- is less obvious and less known. Differing in origin, character, and purpose, the pioneers faced a corresponding diversity in climate and topography, but still more vital, a totally different human opposition. In the North they found a virtually empty country whose sparse nomads were soon exterminated. In the South they encountered an established agricultural people, numerically far superior, whom they subjugated. Anglo-America was settled, Hispano-America was conquered. From this original distinction-- and its implications-- largely derives the wide divergence in the two civilizations.¹

Never having lived under a government that guaranteed the freedoms of the individual, these members of a subjugated, oppressed laboring class in Mexico have come to Texas in the largest numbers and have fallen into the same, though perhaps not so oppressed, class.²

Because of these circumstances, the inculcation of the human values mentioned in Chapter I may well be the bridge these people need to cross to realize the words of Benét,

The skies they knew were our skies, too,
The earth they found, our earth.³

All American children need to know these American values, and the process of making citizens out of any children is not so different for any race, as H. T. Manuel has clearly expressed it:

¹Ernest Gruening, Mexico and Its Heritage (New York: The Century Co., 1928), p. 3.

²Gamio, op. cit., p. 23.

³Rosemary and Stephen Vincent Benét, "Apology," A Book of Americans (New York: Farrar and Rinehart, Inc., 1933), no page number.

To be sure it is a problem to make citizens out of immigrants but it is a problem also to make citizens out of other children-- and the process is not far different. Of course some things have to be taught the immigrant child which other children learn at home. But effective citizenship is not taught by talking about it; it is developed through participation.¹

Apparently, the Latin American has continued living by his old-country values because he has not accepted for his own the freedoms and individual values America claims for all her children. Perhaps he is not fully aware of his heritage in this new land. Since it is not probable that he participates in these ideals in his home or in his immediate community, it appears that the school, that American symbol of "democracy in action," is in the key position to teach these ideals, the meaning of freedom as Americans enjoy it, and the meaning of those human values that Americans for two centuries have considered worth defending with their lives, if need be. In appealing to educators to consider the human side of instruction Mr. Montagu said:

Surely, our first and last task in education should be to inspire our growing citizens with a full understanding and appreciation of humanity; in what it means to be human. The facts, the spiritual teachings, and the examples are all ready in hand. What is to prevent us from weaving them into the pattern of the lives which we have in our making?²

¹H. T. Manuel, "The Educational Problem Presented by the Spanish-Speaking Child of the Southwest," School and Society, Vol. 40 (November 24, 1934), pp. 692-693.

²Montagu, op. cit., pp. 248-249.

If the school is to take the initiative in giving the Latin American child his opportunity to participate in democracy and to understand what it means to be human in America, and since the Harlandale Junior High School is the locale of this discussion, it is fitting that the needs in this school be determined. In the Harlandale school the enrollment is thirty-five per cent Latin American. Since these children drop out of school in large numbers after the seventh and eighth grades, the seventh grade often averages over fifty per cent Latin American.¹ The great majority come from families in the lowest economic group. Probably, the home language of ninety-seven per cent or more of them is Spanish.² This home situation accounts for the students' small English vocabulary. They have the usual characteristics of members of minority groups: insecurity, embarrassment at being different in appearance, language, and customs, and a tendency to withdraw from group participation. Since the social needs of human beings are to be accepted by the group and to excel in some achievement, it is the privilege and the responsibility of the school to open opportunities for this development.

It is part of the American tradition that the immigrant to our shores has brought his gifts to be shared as he utilizes the opportunities found here. The immigrant from

¹Personal survey of this school.

²Manuel, op. cit., p. 35.

Mexico is no exception. He possesses fierce loyalties: although personal, they may be transferred to the group, the community, the nation. He comes with his own pride of race. In his new environment, he may be led to take pride in being American. The Mexican is extremely courteous and friendly. He is sentimental, emotional, and sympathetic. He is easily moved by one less fortunate than he is. Doubtless, he is a dreamer; his "Mañana" suggests his objection to being unnecessarily hurried. Perhaps, as Thoreau hinted, he marches to the beat of the drum he hears. Unlike many of our other underprivileged immigrants, the Mexican is a happy person, addicted to fun and festivals.¹ His love of color and beauty adds much gaiety to the fiestas of San Antonio. His art, poetry, song, and exquisite rhythm of the dance have become a tradition on this side of the Rio Grande.

It is in the province of the English teacher to recognize these gifts, enrich them, and bring them to fruitful expression, even as she provides opportunities for development in the human values as America cherishes them. This learning experience may be promoted through a reading program. The teacher can offer the child vicarious experiences in the American freedoms, acquaint him with heroes who invite imitation and thereby allow him to identify himself

¹Elsa Larralde, The Land and People of Mexico (New York: J. B. Lippincott Co., 1950), p. 101.

with them,¹ and give him opportunities to participate in democracy. With a planned reading program on American biography these young people can link the past with the present and understand how those human values defined in Chapter I are the values that have made our country great and have fostered happy, useful citizens. The biographies of immigrants or of members of minority groups who have fitted in, succeeded, and contributed to the values that are American may enable these young Latin Americans to see themselves in a more hopeful light.² Louise Rosenblatt summed up this thought in these words, "Frequently literature is the means by which he (the adolescent) can discover that his own inner life reflects a common experience of others in society."³ And Dorothy Dakin contributed this opinion on biography:

Because it deals with people, it helps us to understand them . . . through reading we can gain a wide knowledge of the thoughts and ideals and acts of men.⁴

The adolescent who stands at the fork of the road of indecision may thus, without conscious turning, experience and assimilate those American values that will lead him up the road of opportunity.

¹Douglass Waples et al., What Reading Does to People (Chicago: The University of Chicago Press, 1940), p. 119.

²E. Louise Noyes, "Literature as a Builder of Intergroup Understanding," English Journal, Vol. 37, No. 3 (March, 1948), p. 62.

³Louise M. Rosenblatt, Literature Exploration (New York: Appleton-Century Company, Inc., 1939), pp. 242-243.

⁴Dorothy Dakin, How to Teach High School English (Boston: D. C. Heath and Company, 1947), p. 232.

CHAPTER III

AMERICAN BIOGRAPHIES

The purpose of this chapter is to set forth a reading program in American biography that has been chosen particularly to assist the children of the Mexican immigrants at the Harlandale Junior High School in San Antonio. It is hoped that through reading these biographies the Latin American children may learn the values which Americans cherish, and that the Anglo Americans in the class may receive the refreshing which Edward Bok found was needed:

... the majority of the American-born needed a refreshing, ... a new conception of American ideals as much as the foreign-born and ... the latter could never be taught what America and its institutions stood for until they were more clearly defined in the mind of the men and women of American birth.¹

American biographies have been selected exclusively for this list,² since the imparting of American values can best be accomplished by an understanding of the lives of real Americans who have themselves exhibited most of these qualities. Through reading these biographies with the guidance of a sympathetic teacher, these children:

¹Bok, op. cit., p. 419.

²See Appendix for the "Selected List of American Biographies for Junior High School."

... may grasp the ideals which prompted the founding of this nation, the spirit of its leaders, and the meaning of the heritage which is theirs. They may see the same principles perpetuated in story of pioneer and immigrant, of laborer and financier; moreover, they may trace through the deeply personal records of individual men and women in ... biography the more humble manifestations of those ideals¹

These children of Mexican immigrants are eager to become Americans. They are in search of values which Americans prize as the American way. They are naturally interested in other human beings and in their struggles against obstacles, since these might well be their own experiences. "Through biography ... these children are placed at the focus of events."²

According to Hilda Taba:

.... reading increases our awareness of shared human problems, needs, and aspirations; it also tends to develop insight and understanding of our basic patterns of physical, emotional, and intellectual life.³

Frances Winwar's definition of biography is the theme of this thesis: "[Biographies] ... are history in terms of individual and human values."⁴ It is hoped, therefore, that this study

¹Liesette J. McHarry, Chairman, "A Progress Report of the I. A. T. E. Committee on a study of the Teaching of American Literature," Illinois English Bulletin, Vol. 36, No. 3 (December, 1948), p. 4.

²Harry J. Carman, "The Dictionary of American Biography: An Appreciation," Social Studies, Vol. XXI (May, 1930), p. 211.

³Hilda Taba, director, Reading Ladders for Human Relations (Washington: American Council on Education, 1946), p. 5.

⁴Frances Winwar, "Biography Today," The College Caravan, ed. Arthur P. Hudson, et. al., (New York: The Ronald Press Co., 1942), p. 51.

in American biography will assist these Latin American children to become the happy, well-adjusted American citizens that they want to be.

In this reading program an effort has been made to choose biographies of men and women who have been examples of those who have developed the human values under a government that holds each individual precious. These are men and women whose lives are unique, "and whose uniqueness is clearly defined, so that he is differentiated from his fellow men."¹ Many of our heroes who have become legendary are also included in the list, as they may be the basis for an introduction and stimulation to the reading of other biography.²

Care has been taken in the selection of the biographies to choose those in which a high interest level is maintained by the skill of authors who:

... have the literary power that stems from intense sympathy with and proper emotional interest in their subject, and from an abiding faith in the greatness of which man is capable.³

This reading program was actually developed in the English classroom. The English teacher found enthusiasm in all her classes; and, regardless of race or color, there was

¹Cornelia Meigs, et. al., A Critical History of Children's Literature (New York: The Macmillan Co., 1951), p. 416.

²Ibid., pp. 417.

³Ibid., p. 424.

discernable a deep appreciation for the makers of America and the principles that made possible their achievements.

A previous reading program with a similar group of students had included Mexican biographies with the American, and it was found that these Latin American children in their desire to be like American children did not want to take the parts of Mexican heroes in the dramatization that followed their reading. They wanted to be Abraham Lincoln, not Benito Juarez, Daniel Boone instead of Pancho Villa. Even the lovely Princess of Yucatan had to be played by an Anglo American child. It was interesting to note that these children, even in the dramatization of American books, were not willing to take the part of negroes. It was necessary to have an Anglo American boy black his face for a scene from Mark Twain. However, their love for dancing came to the fore when one girl chose the part where Rosita danced for General Sam Houston. There were also plenty of applicants for parts as gaily dressed pirates for the Laffite story.

When it was announced that the next reading unit would be "Americana," there was a stir of excitement--children love flag waving. It was explained that this would be a program of reading in American biography. Frances Winwar's definition was found excellent as a guide for selecting the principles these men and women might illustrate: individual and human values.

Following this opening a discussion of America's heroes evolved which was guided to the freedoms that Americans enjoy and the importance of the individual in a democracy like ours. This led to listing the freedoms and the human values as given in Chapter I. It is hoped that, swelling with pride in their heritage, these young people went into the library to make their selections.¹

After the books were read, the pupils gave oral reports which led to class discussions. The pupils pointed out the human values that each hero or heroine evidenced, and enumerated the obstacles he overcame. They admired Alexander Bell, immigrant, as he worked for his education and ignored the jeers at his experiments. They remarked on Luther Burbank's careful handling of delicate plants, his refusal to be discouraged when many tests failed to produce the perfect fruit or flower. George Washington Carver was seen to overcome race prejudice and educational inequalities. Thomas A. Edison, they found, was a man who

¹The children carry colored cards to the library which are keyed to their reading ability: blue is (S), denoting a simplified vocabulary, fifth to seventh grade level; white is (M), denoting an average vocabulary, seventh to eighth grade level; and red is (A), denoting an advanced vocabulary, ninth grade and up. These symbols are to be found before each book in the Selected Reading List.

refused to concede an obstacle or a failure; each failure was one more thing that he knew not to do again. The obstacles of nature which seemed insurmountable to Lewis and Clark gave way to those determined men. The children realized that because Stephen Foster had not learned in his youth to struggle against his disappointments, he did not find joy and pleasure from his beautiful songs. They saw Alexander Hamilton overcome obstacles of birth, education, and political enemies to become the first Secretary of State, and Robert Morris and Haym Salomon work miracles to get money for preventing bankruptcy of the new Republic. They saw George Gershwin scorned on the Metropolitan stage when he attempted to introduce a new type of music and they saw him live to be cheered by that same group of music lovers. They agreed that perhaps no president ever overcame so many obstacles as Andrew Jackson: his birth, his education, his marriage, the trusts and political blocs. They realized that Thomas Jefferson did not have smooth sailing when he drew up the Constitution. He combated not only British sympathizers, but also indifference among the people, and diverse opinions among the Colonies. They pictured Abraham Lincoln bowed with burdens that would have encumbered his way. They saw the slave girl, Phyllis Wheatly, overcome the obstacle of slavery, educate herself, and, in recognition of her beautiful poems, receive acclaim in the courts of

Europe. By means of this class discussion every child had a part in every book and as many more as he had time to read. A report by an enthusiastic narrator often led others to want to read the book too: a wholesome sign, as repetition makes deeper imprints on the mind.

The children then chose incidents in their books and wrote parts for dramatization. A study of their choices reveals the readiness with which they identified their own values with those of their American heroes and heroines. It was not surprising to find that several girls selected the Christmas scene with the Alcotts for the warm family love that is also native to Latin Americans. One child's love for growing things found expression in the incident of Luther Burbank's experiments with the lowly potato. They found that their strong family loyalty was akin to the loyalty of Robert E. Lee for his beloved Virginia. They were able to understand the sense of loyalty that embraced all mankind in the incident of William Gorgas' care of his patients in the yellow fever epidemic. It cannot be doubted that loyalty for country was instilled in the child who chose the last scene in the life of Nathan Hale, which ended with those immortal words, "I only regret that I have but one life to give for my country."

The Latin American child's pride of race was transferred to pride in being American when he chose the incident of Betsy Ross holding on high her beautiful flag. Another showed pride when he chose to be General MacArthur pronouncing those dynamic words, "I shall return!" Another radiated the true American spirit when he chose Abraham Lincoln's Gettysburg scene which closed with those famous words, "... that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

The Latin American children easily found the counterpart of their emotions and sympathies in Amos Fortune making his beautiful leather goods to buy the freedom of other slaves. Their tender hearts were moved to choosing the incident in which Stephen Foster's beautiful song did not bring "Jeanie" back to him. The child who had been reticent of group participation had surely grasped the meaning of cooperation when he wished to depict the Ford assembly line by having several boys build a toy car. One child drew out of his shyness in choosing to display the showmanship of Buffalo Bill.

After the choices of incidents were made, the children were permitted to develop their own method of portrayal: puppet shows, radio skits, pantomime and narrative, or other

forms of acting. This variety lent diversity to the program and brought out amazing originality as well as initiative and a sense of responsibility. The child with creative skills found demands for his assistance. He was given a free hand to follow his own instincts and desires, which proved fascinating. For instance, the ride of Paul Revere was staged in a shadow box. With skillful fingers the child had made cut-out figures manipulated from below and had boldly splashed the landscape with bright colors. The presentation of murals interpreted by a narrator told the story of Johnny Appleseed scattering his good deeds over a brilliant countryside. There were other murals in the gay, gaudy colors these children love: Washington crossing the Delaware, Custer in his gallant stand against the Sioux, and Ernest Thompson Seton's wild horses racing across sun-baked plains. The incident of Betsy Ross and the flag was pantomimed while the narrator told the story; and a chapter from The Invincible Louisa was presented in playlet form. The proud representative of Babe Ruth came in his baseball suit and carried his paraphernalia to demonstrate how that king of the diamond "slugged them." An over-size G I uniform was draped on the small figure of one contender for the Ernie Pyle role. Benjamin Franklin came on the stage

with his kite to demonstrate the secret of electricity; likewise Thomas Edison explained the puzzle of the incandescent lamp. One small girl pulled up a soap box and delivered Susan B. Anthony's address in defense of woman's suffrage. One group of boys represented Teddy Roosevelt and his Rough Riders on their triumphal return home, singing "Hot Time in the Old Town Tonight." Two boys rigged up a device for transmitting sound even as Alexander Bell had in his youth. Audience participation was requested in singing Julia Ward Howe's beautiful "Battle Hymn of the Republic."

Chronological arrangement of the plays enabled the teacher to portray "Americana," from those courageous men who defied their British rulers for the sake of freedom, to the men and women of today who are proving that democracy built on the value of the individual will endure.

It is believed that these young people participating vicariously in the making of a democracy realized the importance this government places on the individual. This realization came to them as they saw Thomas Jefferson, John Adams, Robert Morris, Benjamin Franklin, and the others who framed and signed the Declaration face death as traitors, because they believed in the rights and dignity of man. They realized it was with fear and trembling that these men took

their stand for freedom when at the signing of the Declaration someone remarked, "We must all hang together now," and the genial Ben Franklin replied, "Yes, or we shall assuredly hang separately." It was agreed that it takes great men to face danger, knowing the danger.

They realized Thomas Jefferson's faith in humanity when they saw him writing into the Bill of Rights the civil freedom of equality. They saw Amos Fortune, Harriett Tubman, Abraham Lincoln, and George Washington Carver fight for the freedom and equality of the Negro. They wept when the Jewish immigrant, Haym Salomon, who had given his fortune and his health to keep Washington's men fed, clothed, and armed, was not invited to participate when the victorious generals marched into Philadelphia. They were surprised to realize that not only the immigrant and the Negro had to fight for that equality which the Bill of Rights stated was theirs, but woman, under the banner of Susan B. Anthony, had to take her stand for recognition too. They were amazed at conditions which, long before our country became a nation, drove Roger Williams and William Penn into new lands to establish religious freedom. They were incredulous that, during the early struggles of the Colonies, Peter Zenger was thrown into prison for the cause of freedom of speech, when so recently Will Rogers' slurs at kings and presidents were taken with a wry smile. They realized that

all which they take for granted in their free schools has been won for them by such pioneers of academic freedom as Noah Webster, Horace Mann, and Booker T. Washington.

These children learned that, with the aid of the democratic freedoms, the individual could grow and develop as far as his own abilities would take him. They learned that self-respect, a prerequisite for the dignity and happiness of man, may be acquired by honesty, as in the example of young Abe Lincoln trudging miles to return the widow's pennies. They saw honesty also exemplified in those men who had the courage to stand by their convictions: as Ethan Allen, Robert E. Lee, Woodrow Wilson, and Billy Mitchell.

They saw that American biography is teeming with rich examples of men who exhibited the qualities of self-reliance, initiative, and enterprise, from Benjamin Franklin to Thomas Edison and Henry Ford. They saw these values also exemplified by those men and women who gained success in the arts and letters: Benjamin West, Louisa May Alcott, Samuel Clemens, Paul Dunbar, and George Gershwin. They realized that America has abundant opportunities for all her children who are sincere in their efforts to reach for them. The children agreed that it also took courage, enterprise, and initiative for those lovers of freedom who pushed our frontiers Westward and who have become the legendary figures that Americans admire, such as Daniel Boone, Buffalo Bill, Kit Carson, Wild Bill Hickok, and Davy Crockett.

They knew that duty was more than completing a task and thrilled at the sense of duty that immortalized the words of John Paul Jones, "I have just begun to fight!" They were amazed that George Goethals could achieve the seemingly impossible in completing the Panama Canal because his country had appointed him to do it. They soared with Charles Lindberg and rejoiced when he returned, unspoiled by patronage, to give all he had to the country that had given him his opportunities.

These individual values were seen to develop by cooperation with others. That successful cooperation depends on the attributes of love, generosity, loyalty, patient understanding, and a sense of justice and fair play was impressed on the children when they recognized these friendly values in Jane Addams, one who devoted her life to helping others. The children, while enjoying incidents of Jane Addams' fearlessness among those people of many nationalities whom she sheltered in Hull House, were able to point out the opportunities she made possible for the less fortunate. They saw that Mary Bethune's faith in the American freedoms and the value placed on the individual gave her the courage to work for the improvement of conditions for her race. Generosity with one's talents was pointed out as a quality that led William Gorgas to risk his life in the fight against yellow fever, and Clara Barton to risk hers in nursing the sick and wounded. These same values were seen in Luther Burbank and George Washington

Carver, whose patience and perseverance gave lasting benefits to mankind.

The children found that loyalty is not only a virtue of those who fight for their country, but also a value necessary for those who stand by and wait. They recognized this loyalty in the faithful wives who gave moral support to the defenders of this country: Abigail Adams, wife and mother of presidents; Martha Washington, Elizabeth Hamilton, and Mary Custis Lee of Arlington. They saw that loyalty to one's principles opened opportunities for greater service, as with David Farragut, whose opportunity came late in life, and Ralph Bunche, whose opportunity was for world service.

They agreed that sympathy, kindness, and understanding were necessary to work cooperatively for others or with others: the kindness of Johnny Appleseed has been a lasting benefit to Americans; Benjamin Franklin spent his life working on problems to make life better for Americans; Julia Ward Howe's sympathy for the marching Union soldiers gave to all Americans that much loved song, "Battle Hymn of the Republic"; Henry Ford understood the conditions of the working man and worked out a system for their betterment that all industries have accepted as fair. It was Zebulon Pike's patience with the Indians and his firm belief that they could be treated like human beings that enabled him to explore the upper Mississippi and plant the American flag in every Indian camp.

The patient understanding of wild life enabled James Audubon and Raymond Ditmars to make unique contributions to American life.

The children easily saw that the three freedoms were the guarantee of justice and fair play. They readily recognized the standard of fair play set in the field of sports by Babe Ruth, Knute Rockne, Lou Gherig, Jackie Robinson, and a score of others. They found fair play exemplified in Dwight Eisenhower when in high school football he refused to play until the Negro boy was given his chance. They saw Andrew Jackson promise economic justice to the common people and back up promises with action. They saw Franklin Roosevelt, a century later, build undreamed-of institutions to insure square deals for every man, woman, and child.

Thus the pages of American biography brought to the Latin American, and also to their Anglo American classmates, a revelation and realization that the American freedoms established almost two centuries ago were the roots from which this country has given to every man "so great an opportunity for the highest endeavor, as to make him the fortunate man of the earth today."¹ It was also brought home to them as Americans that the words of Pelligrini are significant: "The future is securely anchored in the past!"²

¹Bok, op. cit., p. 448.

²Pelligrini, op. cit., p. 268.

CHAPTER IV

CONCLUSION

This paper has set forth a suggested reading program devoted to American biographies written in language that students on the junior high school level can understand and enjoy. Particular consideration was given to choosing these books for the Latin American children who make up so large a part of the school population in South Texas.

It was found that the Latin American children have not assimilated with the Anglo American children to an extent that would lead them to become the happy, useful citizens that they want to be and that America has need of their being. The causes for this situation were found to be in their heritage. They came from a section of Mexico that had long been populated by a subjugated, oppressed population. They came from a nation that had not yet conceded equality to all its children. Therefore, they had never known the importance of the individual to his country.

It seemed that these children of immigrants were lacking in an understanding of the fundamental human values as America applies them. The reading program was chosen as a practical and simple method for inculcating the American ideals which we are most anxious to have these children acquire.

The books were selected particularly for the human values illustrated in the lives of American heroes and heroines. These were people from many lands and many walks of life who have contributed to the greatness of this country. Since children learn much by example, it was felt that they could learn of these outstanding values through their reading, discussion, and participation in portraying the heroes who possessed them. It was hoped that they might eventually accept and practice these same values in their own lives, as many people have been known to change their entire philosophy of life by reading about the accomplishments of others. For instance, Luther Burbank began his experiments with plants after reading of Darwin's theory of evolution.¹ Under the English teacher's careful guidance the students learned the meaning of American freedom and democracy and acquired a knowledge of the individual human values which have helped build American tradition.

They learned that these American freedoms guaranteeing the opportunity for individual development were their heritage too. They learned that the individual, to enjoy these freedoms, must be a cooperating member of society, one who gives even as he receives. They learned that America

¹Waples, op. cit., p. 117.

welcomes all newcomers to her shores and has a place for the gifts each brings just as she has opportunities to offer him.

Books for the list were carefully chosen with the thought that these must be biographies of famous Americans, like Washington, Jefferson, Tom Paine, Andrew Jackson, and Peter Zenger, who practiced in their own lives the ideals to be transferred to the young readers. Some of the books which were included treat of the lives of Americans who were originally immigrants themselves, such as Alexander Hamilton, Haym Salomon, Alexander Bell, Irving Berlin, and Angelo Pelligrini. Minority groups were represented by biographies of such people as George Washington Carver, Phyllis Wheatly, Mary Bethune, and Ralph Bunche, because of their particular appeal to the children of immigrants who would be reading them. Biographies of legendary figures were chosen in the belief that the reluctant reader could enjoy them more readily and would be led to reading more factual biographies. Biographies of Americans in the field of arts and letters were included; for these people, such as Hawthorne, Victor Herbert, and Benjamin West, well understand human nature and have ably depicted the American values in the universal languages of literature, song, or painting. Biographies of Americans who possessed initiative and enterprise--for example, Eli Whitney,

Donald McKay, and Henry Ford--were chosen, as they have made unique contributions to the building of this nation. Biographies of leading men in the sports field have been chosen as examples of American standards of fair play and cooperation. Many of the above named biographies and others were chosen for their portrayal of men and women who let no obstacle prevent their obtaining a desired goal or opportunity.

The books were also selected for the simplicity of their language and the amount of interest they would arouse among those readers whose comprehension of the English language was still somewhat retarded. A wide range of reading levels was included so that there might be as many biographies as possible on each hero.

Classroom experience proved that pupils readily recognized the ideals guiding the lives of the men and women about whom they were reading. They were able to see instances where individual values exercised in cooperation with others contributed to the general welfare. Their dramatic interpretation indicated their understanding of the qualities that made these people great. Realization came to them that it was the freedoms guaranteed by the Bill of Rights that made it possible for Americans to develop and use their personal values for the welfare of all the people--that it is cooperation which has made this a great and enduring democracy.

The extent of the help this reading program has been to Latin American children in these classes cannot be precisely measured, but it was observed that as a result these children placed a higher value on themselves, that they realized they had equal rights with all other children provided their use of these rights did not interfere with those of others. They became participators in the classroom activities, volunteering their opinions when a discussion was in order. They took the first step toward imitation when they learned to love the American tradition.

This reading program will not answer all the needs of the Latin American students in Texas, but it is hoped that the list of biographies, with its suggested implications, may be one important means of assisting those students in becoming earnest, well-adjusted, contributing members of our society. It is hoped that through the reading of American biographies they have learned that, "America is a human community built around human values."¹

¹Norman Cousins, "When America Speaks," Saturday Review, (Vol. 34, No. 2 (January 13, 1951), p. 36.

V. APPENDIX

SELECTED LIST OF AMERICAN BIOGRAPHIES
FOR JUNIOR HIGH SCHOOL¹

ADAMS, ABIGAIL: Loyalty, self-reliance.

(S)² Abigail Adams, A Girl of Colonial Days.
Jean Brown Wagoner. Indianapolis: Bobbs-
Merrill Co., 1949.

(A) Abigail Adams. Janet Payne Whitney. New York:
Little, Brown and Co., 1947.

ADAMS, JOHN: "Independence Forever," courage.

(M) John Adams. Sybil Norton and John Cournos.
New York: Henry Holt and Co., 1954.

ADAMS, JOHN QUINCY: Loyalty, self-reliance, justice.

(M) John Quincy Adams: Boy Patriot. Ann Weil.
Indianapolis: Bobbs-Merrill Co., 1945.

ADDAMS, JANE: Love, initiative, understanding.

(S) Jane Addams: Little Lane Girl. Jean Brown
Wagoner. Indianapolis: Bobbs-Merrill Co., 1944.

(M) City Neighbor: The Story of Jane Addams.
Clara Ingram Judson. New York: Charles Scribner's
Sons, 1951.

(A) Twenty Years at Hull House. Jane Addams.
New York: Macmillan Co., 1916.

¹The list is arranged alphabetically by the name of
the person about whom the biography is written.

²Key to reading levels: (S) is simplified vocabulary,
fifth to seventh grade level; (M) is average vocabulary,
seventh to eighth grade level; (A) is advanced vocabulary,
ninth grade up.

ALCOTT, LOUISA MAY: Love, courage, enterprise, understanding.

- (M) Louisa Alcott. Jean Brown Wagoner.
Indianapolis: Bobbs-Merrill Co., 1943.
- (A) The Invincible Louisa. Cornelia Meigs.
Boston: Little, Brown and Co., 1933.

ALLAN, ALLAN ALEXANDER: Self-reliance, courage.

- (M) Scotty Allan, King of the Dog Team Drivers.
Doris Shannon Garst. New York: Julian Messner,
Inc., 1946.

ALLEN, ETHAN: Courage, sense of duty.

- (A) America's Ethan Allen. Stewart Holbrook.
Boston: Houghton Mifflin Co., 1949.

ANTHONY, SUSAN BROWNELL: Courage, initiative, justice.

- (A) Susan B. Anthony, Champion of Women's Rights.
Florence Horn Bryan. New York: Julian Messner
Inc., 1947.

AUDUBON, JAMES: Initiative, perseverance, patience.

- (S) Young Audubon, Boy Naturalist. Miriam E. Mason.
Indianapolis: Bobbs-Merrill Co., 1943.
- (A) Audubon. Constance M. Rourke.
New York: Harcourt, Brace and Co., 1936.

AUSTIN, STEPHEN F.: Courage, love of freedom, sense of duty.

- (M) Stephen F. Austin. Carol Hoff.
Chicago: Wilcox and Follette Co., 1954.
- (A) Stephen F. Austin, Father of Texas. Carleton
Beals. New York: McGraw-Hill Book Co., Inc.,
1953.

BARTON, CLARA: Red Cross. Generosity, love, kindness.

(M) Clara Barton: Girl Nurse. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1946.

(A) The Story of Clara Barton of the Red Cross. Jeanette Nolan. New York: Julian Messner, Inc., 1941.

BEAUMONT, WILLIAM: Love, ethical duty, generosity.

(A) Army Surgeon. Genevieve Fox. Boston: Little, Brown and Co., 1944.

BELL, ALEXANDER GRAHAM: Self-reliance, perseverance, enterprise.

(M) Aleck Bell: Ingenious Boy. Mabel C. Widdemer. Indianapolis: Bobbs-Merrill Co., 1947.

(A) Mr. Bell Invents the Telephone. Katherine Shippen. New York: Random House, 1952.

BERLIN, IRVING: Initiative, enterprise, fair play.

(M) Story of Irving Berlin. David Ewen. New York: Henry Holt and Co., 1950.

BETHUNE, MARY MCLEOD: Love, courage, loyalty, faith, enterprise, justice.

(M) Mary McLeod Bethune. Catherine Owens Peare. New York: Vanguard Press, 1952.

BLACK HAWK: Courage, loyalty, justice.

(M) Chief Black Hawk. Frank L. Beals. Chicago: Wheeler Publishing Co., 1943.

BLACKWELL, ELIZABETH: Initiative, courage, determination.

(A) First Woman Doctor; the Story of Elizabeth Blackwell, M. D. Rachel Baker. Julian Messner, Inc., 1944.

(A) Doctor Elizabeth. Laura Kerr. New York: Thoman Nelson and Sons, 1946.

BOONE, DANIEL: Courage, initiative, lover of freedom.

- (S) Daniel Boone. James Daugherty. New York: Random House, 1939.
- (S) On Indian Trails With Daniel Boone. Enid Meadowcroft. New York: Thomas Y. Crowell Co., 1942.
- (M) Daniel Boone--The Opening of the Wilderness. John Mason. New York: Random House, 1952.

BOWDITCH, NATHANIEL: Enterprise, self-reliance, courage.

- (M) Down to the Sea; A Young People's Life of Nathaniel Bowditch, the Great American Navigator. Louise Hall Tharp. New York: Robert M. McBride and Co., 1942.

BRIDGER, JIM: Enterprise, courage, determination.

- (A) Jim Bridger. Shannon Garst. Boston: Houghton Mifflin Co., 1952.

BROWN, JOHN: Courage, sense of duty, justice.

- (A) John Brown. Jeanette Nolan. New York: Julian Messner, Inc., 1950.

BUNCHE, RALPH JOHNSON: Courage, sympathy, justice.

- (A) Ralph J. Bunche, Fighter for Peace. Alvin Kugelmass. New York: Julian Messner, Inc., 1952.

BURBANK, LUTHER: Self-reliance, patience, perseverance.

- (M) Luther Burbank: Boy Wizard. Olive W. Burt. Indianapolis: Bobbs-Merrill Co., 1952.
- (A) Luther Burbank: Plant Magician. John Y. Beaty. New York: Julian Messner, Inc., 1943.

BYRD, RICHARD EVELYN: Enterprise, self-reliance, understanding.

- (A) Exploring with Byrd; Episodes from an Adventurous Life. Richard Evelyn Byrd. New York: G. P. Putnam's Sons, 1937.

CARSON, CHRISTOPHER: Courage, love of freedom, self-reliance.

- (S) Kit Carson: Boy Trapper. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1945.
- (M) Kit Carson. Frank L. Beals. Chicago: Wheeler Publishing Co., 1941.
- (M) Kit Carson, Mountain Man. Margaret E. Bell. New York: William Morrow and Co., 1952.
- (A) Kit Carson: Trail Blazer and Scout. Doris Shannon Garst. New York: Julian Messner, Inc., 1942.

CARVER, GEORGE WASHINGTON: Equality of opportunity, enterprise, self-respect, patience.

- (S) George Washington Carver: Boy Scientist. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1952.
- (M) Carver's George. Florence C. Means. Boston: Houghton Mifflin Co., 1952.
- (A) Dr. George Washington Carver, Scientist. Shirley Graham and George Lipscomb. New York: Julian Messner, Inc., 1944.
- (A) George Washington Carver, The Story of a Great American. Anne Terry White. New York: Random House, 1953.

CHAPMAN, JOHN (JOHNNY APPLESEED): Love, generosity.

- (S) Restless Johnny. Ruth Holberg. New York: Thomas Y. Crowell Co., 1950.
- (M) Better Known as Johnny Appleseed. Mabel Leigh Hunt. New York: J. B. Lippincott Co., 1950.

CLARK, GEORGE ROGERS: Courage, self-reliance, understanding.

- (A) George Rogers Clark, Soldier in the West.
Walter Havighurst. New York: McGraw-Hill Book Co., 1952.

CLAY, HENRY: Sense of duty, kindness, courage.

- (S) Henry Clay: Mill Boy of the Slashes.
Helen A. Monsell. Indianapolis: Bobbs-Merrill Co., 1947.

CLEMENS, SAMUEL (MARK TWAIN): Humor, enterprise, initiative, understanding.

- (M) River-boy: The Story of Mark Twain. I. B. Proudfit. New York: Julian Messner, Inc., 1940.
- (M) Mark Twain for Young People. Cyril Clemens. New York: Whittier Books, 1953.
- (A) Samuel Clemens of Hannibal. Dixon Wester. New York: Houghton Mifflin Co., 1952.

COCHISE, APACHE CHIEF: Courage, sense of justice.

- (M) Cochise of Arizona. Oliver La Farge. New York: Aladdin Books, 1953.

CODY, WILLIAM (BUFFALO BILL): Enterprise, courage, generosity.

- (S) Buffalo Bill: Boy of the Plains. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1948.
- (M) Buffalo Bill. Frank L. Beals. Chicago: Wheeler Publishing Co., 1943.
- (A) Buffalo Bill. Shannon Garst. New York: Julian Messner, Inc., 1948.

CORNELL, EZRA: Initiative, enterprise, faith, kindness.

- (A) The Builder--A Biography of Ezra Cornell.
Philip Darf. New York: Macmillan Co., 1952.

CRAZY HORSE, SIOUX CHIEF: Courage, understanding.

- (M) Crazy Horse, Great Warrior of the Sioux. Doris Shannon Garst. Boston: Houghton Mifflin Co., 1944.

CROCKETT, DAVID: Loyalty, courage, sense of justice.

- (S) Davy Crockett, Young Rifleman. Aileen Wells Parks. Indianapolis: Bobbs-Merrill Co., 1948.
- (M) Davy Crockett. Frank L. Beals. Chicago: Wheeler Publishing Co., 1941.
- (A) Davy Crockett. Constance Rourke. New York: Harcourt, Brace and Co., 1937.

CUSTER, GEORGE ARMSTRONG: Courage, self-reliance, loyalty.

- (M) Custer's Last Stand. Quentin Reynolds. New York: Random House, 1951.
- (A) Custer, fighter of the Plains. Doris Shannon Garst. New York: Julian Messner, Inc., 1944.

DECATUR, STEPHEN: Loyalty, courage, sense of duty.

- (M) Knight of the Sea; the Story of Stephen Decatur. Corinne Lowe. New York: Harcourt, Brace and Co., 1941.

DICKINSON, EMILY: Honesty, sympathy, initiative.

- (A) Miss Emily. Jean Gould. Boston: Houghton Mifflin Co., 1946.

DITMARS, RAYMOND L.: Enterprise, self-reliance, patience, determination.

- (M) Raymond L. Ditmars. Laura N. Wood. New York: Julian Messner, Inc., 1944.

DOUGLASS, FREDERIC: Courage, loyalty, justice.

- (A) There Was Once a Slave. Shirley Graham. New York: Julian Messner, Inc., 1947.

DUNBAR, PAUL: Self-respect, love, initiative, understanding.

- (M) Paul Dunbar and His Song. Virginia Cunningham. New York: Dodd, Mead and Co., 1947.

EARHART, AMELIA: Initiative, enterprise.

- (M) Amelia Earhart, Heroine of the Skies. Doris Shannon Garst. New York: Julian Messner, Inc., 1947.

EDISON, THOMAS ALVA: Scientific freedom, enterprise, initiative.

- (M) Thomas Edison, Boy Inventor. Sue Guthrie. Indianapolis: Bobbs-Merrill Co., 1949.
- (M) Thomas Alva Edison. G. Glenwood Clark. New York: Aladdin Books, 1950.

EISENHOWER, DWIGHT DAVID: Leadership, integrity, loyalty, sense of justice.

- (M) Born to Command; the Story of General Eisenhower. Helen Nicolay. New York: Appleton-Century Co., 1945.
- (A) "Ike" Eisenhower: Statesman and Soldier of Peace. Delos W. Lovelace. New York: Thomas Y. Crowell Co., 1944.
- (A) General Eisenhower, Soldier of Democracy. Kenneth S. Davis. New York: Doubleday and Co., Inc., 1949.
- (A) General Ike; A Biography of Dwight D. Eisenhower. Alden Hatch. New York: Henry Holt and Co., 1952.

EINSTEIN, ALBERT: Initiative, honesty, courage.

- (M) Albert Einstein. Elma Elreich Levinger. New York: Julian Messner, Inc., 1949.
- (A) Albert Einstein. Catherine Owens Peare. New York: Henry Holt and Co., 1949.

EMERSON, RALPH WALDO: Love, honesty, understanding.

- (M) Youth's Captain; the Story of Ralph Waldo Emerson. Hildegard Hawthorne. New York: Longmans, Green and Co., 1935.

FARRAGUT, DAVID: Initiative, self-respect, justice.

- (M) The First Admiral. Frederick A. Lane. New York: Aladdin Books, 1953.
- (M) David Farragut: Sea Fighter. Marie Mudra. New York: Julian Messner, Inc., 1953.
- (A) David Farragut, Sailor. Ferdinand Reyher. Philadelphia: J. B. Lippincott Co., 1953.

FELLER, ROBERT WILLIAM ANDREW: Enterprise, loyalty, sense of fair play.

- (A) Strike Out Story. Bob Feller. New York: A. S. Barnes and Co., 1947.

FIELD, EUGENE: Love, initiative, understanding.

- (M) Gay Poet; the Story of Eugene Field. Jeanette C. Nolan. New York: Julian Messner, Inc., 1940.

FORD, HENRY: Initiative, enterprise, square deals for others.

- (A) Henry Ford, Engineer. Louise A. Neyhart. New York: Houghton Mifflin Co., 1950.
- (A) The Last Billionaire. William C. Richards.

FORTUNE, AMOS: Self-respect, love, sense of justice.

- (M) Amos Fortune, Free Man. Elizabeth Yeats. New York: Aladdin Books, 1950.

FOSTER, STEPHEN: Enterprise, patience, kindness.

- (S) Stephen Foster. Catherine Owens Peare. New York: Henry Holt and Co., 1952.
- (M) Stephen Foster, Boy Minstrel. Helen B. Higgins. Indianapolis: Bobbs-Merrill Co., 1944.
- (A) He Heard America Sing. Claire Lee Purdy. New York: Julian Messner, Inc., 1940.

FRANKLIN, BENJAMIN: Service, love of freedom, patriotism, enterprise, generosity.

- (S) Ben and Me. Robert Lawson. Boston: Little, Brown, and Co., 1939.
- (S) Ben Franklin; Printer's Boy. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1941.
- (M) That Lively Man, Ben Franklin. Jeanette Eaton. New York: Morrow Co., 1948.
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- (A) Benjamin Franklin. Clara I. Judson. Chicago: Wilcox Follette Co., 1953.

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FULTON, ROBERT: Initiative, enterprise, generosity.

- (S) Boat Builder. Clara I. Judson. New York: Charles Scribner's Sons, 1940.
- (M) Quicksilver Bob. Corinne Lowe. New York: Harcourt, Brace and Co., 1946.

GAG, WANDA: Initiative, love, understanding.

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GEHRIG, LOU: Enterprise, loyalty, sense of duty.

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- (A) Lou Gehrig, a Quiet Hero. Frank Graham.
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GERSHWIN, GEORGE: Honesty, loyalty, enterprise.

- (M) The Story of George Gershwin. David Ewen.
New York: Henry Holt and Co., 1943.

GIBBONS, JAMES CARDINAL: Courage, loyalty, sense of justice.

- (M) Larger Than the Sky. Covelle Newcome. New
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GOETHALS, GEORGE WASHINGTON: Self-reliance, sense of duty,
loyalty.

- (A) Goethals and the Panama Canal. Howard Melvin
Fast. New York: Julian Messner, Inc., 1942.

GORGAS, WILLIAM: Courage, love, generosity.

- (M) Soldier Doctor. Clara Ingram Judson. New
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GRANT, ULYSSES SIMPSON: Courage, sense of duty, loyalty.

- (M) U. S. Grant, Young Horseman. Augusta Stevenson.
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HALE, NATHAN: Courage, loyalty, sense of duty.

- (M) Young Nathan, Patriot. Martha Mann. New York: Dodd, Mead and Co., 1944.

HAMILTON, ALEXANDER: Self-respect, enterprise, courage, loyalty.

- (S) Alec Hamilton, the Little Lion. Helen Boyd Higgins. Indianapolis: Bobbs-Merrill Co., 1942.
- (A) Alexander Hamilton; Nation Builder. Nathan Schachner. New York: McGraw-Hill Book Co., 1952.

HAMILTON, ELIZABETH: Loyalty, patience.

- (A) Alexander Hamilton's Wife. Alice C. Desmond. New York: Dodd, Mead and Co., 1952.

HARRIS, JOEL CHANDLER: Initiative, honesty, understanding.

- (M) Joel Chandler Harris, Plantation Story Teller. Alvin F. Harlow. New York: Julian Messner, Inc., 1941.

HAWTHORNE, NATHANIEL: Initiative, enterprise, understanding.

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HENIE, SONJA: Self-reliance, initiative, generosity.

- (M) Wings on My Feet. Sonja Henie. New York: Prentice-Hall, Inc., 1940.

HENRY, PATRICK: Patriot, orator, freedom loving.

- (A) Son of Thunder, Patrick Henry. Julia M. Carson. New York: Longmans, Green and Co., 1945.

HICKOK, WILD BILL: Bravery, incredible luck, loyalty to country.

- (M) Wild Bill Hickok Tames the West. Stewart Holbrook. New York: Random House, 1952.
- (A) Wild Bill Hickok. Shannon Garst. New York: Julian Messner, Inc., 1952.

HOLMES, OLIVER WENDELL: Self-reliance, sense of duty, sympathy.

- (M) Happy Autocrat. Hildegard Hawthorne. New York: Longmans, Green and Co., 1938.

HOUDINI, HARRY: Initiative, enterprise, understanding.

- (M) The Great Houdini, Magician Extraordinary. Beryl and Samuel Epstein. New York: Julian Messner, Inc., 1950.

HOUSTON, SAMUEL: Courage, loyalty, generosity, understanding.

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- (S) Sam Houston: Fighter and Leader. Frances Wright. New York: Adington, 1953.
- (M) Sam Houston, The Tallest Texan. William Johnson. New York: Random House, 1953.
- (A) Six Foot Six. Bessie and Marquis James. Indianapolis: Bobbs-Merrill Co., 1931.

HOWE, JULIA WARD: Love of freedom, patriotism.

- (S) Julia Ward Howe: Girl of Old New York. Jean B. Wagoner. Indianapolis: Bobbs-Merrill, 1945.
- (A) A Sounding Trumpet. Louise Hall Tharp. New York: Medell McBride Co., 1944.

HUDSON, HENRY: Enterprise, self-reliance, kindness.

- (A) Hudson of Hudson's Bay. J. M. Scott. New York: Henry Schuman, Inc., 1951.

IRVING, WASHINGTON: Honesty, loyalty, initiative, understanding.

- (M) Washington Irving, Explorer of American Legend. Laura Benet. New York: Dodd, Mead and Co., 1944.

JACKSON, ANDREW: Enterprise, loyalty, sense of duty, justice.

- (S) Andrew Jackson. Genevieve Foster. New York: Charles Scribner's Sons, 1951.

- (A) Andrew Jackson. Jeanette Nolan. New York: Julian Messner, Inc., 1949.

JACKSON, THOMAS JONATHAN: Courage, determination, loyalty.

- (M) Tom Jackson, Young Stonewall. Helen A. Monsell. Indianapolis: Bobbs-Merrill Co., 1942.

JAMES, WILL: Enterprise, understanding.

- (S) Cowboy in the Making. Will James. New York: Charles Scribner's Sons, 1937.

- (A) Lone Cowboy; My Life Story. Will James. New York: Charles Scribner's Sons, 1930.

JEFFERSON, THOMAS: Fighter for Freedom, understanding, courage, honesty, sense of justice.

- (S) Tom Jefferson: A Boy of Colonial Days. Helen A Monsell. Indianapolis: Bobbs-Merrill Co., 1939.
- (M) Thomas Jefferson. Clara Ingram Judson. New York: Charles Scribner's Sons, 1952.
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JEMISON, MARY: Courage, self-reliance, understanding.

- (M) Indian Captive: The Story of Mary Jemison. Lois Lenski. New York: J. B. Lippincott Co., 1941.

JOHNSON, OSA: Courage, self-reliance, patience.

- (M) I Married Adventure. Osa Johnson. Chicago: J. B. Lippincott Co., 1940.

JONES, JOHN PAUL: Courage, self-reliance, sense of duty.

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- (M) John Paul Jones, Fighting Sailor. Sperry Armstrong. New York: Random House, 1953.
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KOMROFF, MANUEL: Self-reliance, sympathy.

- (M) Big City, Little Boy. Manuel Komroff. New York: A. A. Wyn, 1953.

KORN, AUTHUR: Initiative, enterprise, generosity.

- (A) Trail Blazer to Television; the Story of Arthur Korn. Terry and Elizabeth P. Korn. New York: Charles Scribner's Sons, 1950.

LAFFITE, JEAN: Courage, enterprise, sense of justice.

- (A) The Buckaneer. Mitchell V. Charnley. New York: Grossett and Dunlap, 1938.

LEE, ROBERT EDWARD: Courage of own convictions, bravery, nobility and unselfishness, leadership.

- (S) Boy of Old Virginia. Miriam E. Monsell. Indianapolis: Bobbs-Merrill Co., 1937.
- (M) Gray Knight. Belle Moses. New York: Appleton-Century Co., 1936.
- (M) America's Robert E. Lee. Henry Steele Commager. New York: Houghton Mifflin Co., 1951.
- (M) Lee: The Gallant General. Jeanette Eaton. New York: Wm. Morrow and Co., 1953.
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- (A) Robert E. Lee, Knight of the South. Isabel McMeekin. New York: Dodd, Mead and Co., 1950.

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- (M) Lewis and Clark. John E. Bakeless. New York: William Morrow and Co., Inc., 1947.
- (A) No Other White Man. Julia Davis. New York: E. P. Dutton and Co., Inc., 1937.

LINCOLN, ABRAHAM: Kindness, honesty, humor, love of freedom, service, patriotism.

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LINCOLN, NANCY (HANKS): Love, enterprise, sympathy.

- (M) Nancy Hanks of Wilderness Road. Meridel LeSeur. New York: Alfred A. Knopf, Inc., 1949.

LINDBERG, CHARLES A.: Enterprise, self-reliance, loyalty.

- (A) The Spirit of Saint Louis. Charles A. Lindberg.
New York: Charles Scribner's Sons, 1953.

LONDON, JACK: Initiative, self-reliance, generosity.

- (A) Jack London, Magnet for Adventure. Doris Shannon
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LONGFELLOW, HENRY WADSWORTH: Love, sympathy.

- (M) Henry Wadsworth Longfellow. Catherine Owens
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LOWE, JULIETTE: Initiative, enterprise.

- (M) Juliette Lowe. Mastin Pace. New York:
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MADISON, DOLLY: Initiative, loyalty.

- (S) Dolly Madison, Quaker Girl. Helen A. Monsell.
Indianapolis: Bobbs-Merrill Co., 1944.

- (M) Glamorous Dolly Madison. Alice C. Desmond.
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MITCHELL, MARIA: Initiative, enterprise, patience.

- (A) Sweeper in the Sky. Helen Wright. New York:
Macmillan Co., 1949.

MITCHELL, WILLIAM: Loyalty, sense of duty, sense of justice.

- (A) General Billy Mitchell, Champion of Air Defense.
Roger Burlingame. New York: McGraw-Hill Book
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- (A) My Brother Bill; The Life of General "Billy"
Mitchell. Ruth Mitchell. New York: Harcourt,
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MACARTHUR, DOUGLAS: Initiative, courage, understanding, sense of duty.

- (M) MacArthur of Bataan. Helen Nicolay. New York: Appleton-Century Co., 1942.

MACDOWELL, EDWARD ALEXANDER: Initiative, patience, love.

- (S) Edward MacDowell and His Cabin in the Pines. Opal and Deucher Wheeler. New York: E. P. Dutton and Co., 1940.

MCKAY, DONALD: Enterprise, courage, loyalty.

- (M) Donald McKay, Designer of Clipper Ships. Clara Ingram Judson. New York: Charles Scribner's Sons, 1943.

OGLETHORPE, JAMES EDWARD: Kindness, love of freedom, loyalty.

- (M) The Man Who Dared to Care. Mary T. Carroll. New York: Longmans, Green and Co., 1945.

O'NEILL, WILLIAM OWEN: Self-reliance, sense of fair play, loyalty.

- (A) Bucky O'Neill of Arizona. Jeanette Eaton. New York: William Morrow and Co., 1949.

PAINE, THOMAS: Initiative, sense of duty, loyalty, sense of justice.

- (M) His Country; A Life of Thomas Paine. Hildegard Hawthorne. New York: Longmans, Green and Co., 1949.

PATTON, GEORGE SMITH: Enterprise, loyalty, sense of duty, justice.

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PEALE, CHARLES: Self-reliance, honesty, loyalty, understanding.

- (M) Charles Wilson Peale, Artist and Patriot.
Berta N. Briggs. New York: Whittlesey House,
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PELLIGRINI, ANGELO M.: Enterprising, love, understanding.

- (A) Immigrant's Return. Angelo M. Pelligrini.
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PENN, WILLIAM: Friendliness, love, religious freedom.

- (S) William Penn: Friendly Boy. Miriam E. Mason.
Indianapolis: Bobbs-Merrill Co., 1944.
- (M) William Penn. Virginia Haviland. New York:
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- (A) Penn. Elizabeth Janet Gray. New York:
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PHILIP, WAMPANOAGO CHIEF: Courage, loyalty, kindness.

- (M) King Philip, the Indian Chief. Esther Averill.
New York: Harper and Brothers, 1950.

PIKE, ZEBULON MONTGOMERY: Understanding, friendliness,
courage, loyalty.

- (M) Pike of Pike's Peak. Nina Brown Baker.
New York: Harcourt, Brace and Co., 1953.

POE, EDGAR ALLEN: Initiative, enterprise, understanding.

- (A) Young Edgar Allen Poe. Laura Benét. New York:
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PORTER, WILLIAM SYDNEY: Self-reliance, enterprise, faith, understanding.

- (M) O'Henry; the Story of William Sydney Porter. Jeanette C. Nolan. New York: Julian Messner, Inc., 1943.

PYLE, ERNEST TAYLOR: Self-reliance, sympathy, loyalty.

- (A) Ernie Pyle Album; Indiana to Ie Shima. Lee Graham Miller. New York: William Sloane Associates, Inc., 1946.

RANDOLPH, MARTHA JEFFERSON: Loyal, understanding.

- (S) My Dear Patsy. Ann Weil. Indianapolis: Bobbs-Merrill Co., 1941.
- (M) Patsy Jefferson of Monticello. Marguerite Vance. New York: E. P. Dutton and Co., 1948.

RED EAGLE, CHOCTAW INDIAN: Courage, friendliness, sense of justice.

- (M) Red Eagle, Buffalo Bill's Adopted Son. Mabel O'Connell Moran. New York: E. P. Lippincott Co., 1948.

RED FOX: NEZ PERCE BRAVE: Courage, sense of justice, nobility, dignity.

- (M) Red Fox of the Kickapoo. William Marshall Rush. New York: Longmans, Green and Co., 1949.

RED JACKET: INDIAN CHIEF: Courage, self-reliance, sense of fair play.

- (M) Red Jacket, Last of the Seneca. Arthur C. Parker. New York: McGraw-Hill Book Co., 1952.

REVERE, PAUL: Patriotic loyalty, enterprise.

- (S) Mr. Revere and I. Robert Lawson. New York: Little, Brown Co., 1953.
- (M) America's Paul Revere. Esther Forbes. Boston: Houghton Mifflin Co., 1946.
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- (A) Paul Revere and the Minutemen. Dorothy C. Fisher. New York: Random House, 1950.

RILEY, JAMES WHITCOMB: Enterprise, love, understanding.

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- (M) James Whitcomb Riley, Hoosier Poet. Jeanette C. Nolan. New York: Julian Messner, Inc., 1941.

ROBINSON, JOHN ROOSEVELT: Self-reliance, sense of fair play.

- (A) Jackie Robinson. William Roeder. New York: A. S. Barnes, Inc., 1950.

ROCKNE, KNUTE: Enterprise, loyalty, sense of fair play.

- (A) Knute Rockne, Man Builder. Harry A. Stuhedeher. New York: Devin-Adair, 1947.

ROGERS, WILL: Humor, freedom of speech, friendliness.

- (S) Will Rogers: Young Cowboy. Guernsey Van Riper, Jr. Indianapolis: Bobbs-Merrill Co., 1951.
- (M) Will Rogers: Immortal Cowboy. Doris Shannon Garst. New York: Julian Messner, Inc., 1950.
- (A) Our Will Rogers. Homer Croy. New York: Little, Brown and Co., 1953.

ROOSEVELT, FRANKLIN D.: Love, equality of opportunities,
sense of square deals for others.

- (S) Franklin Roosevelt, Boy of the Four Freedoms. Ann Weil. Indianapolis: Bobbs-Merrill Co., 1949.
- (M) Young Franklin Roosevelt. Rita H. Kleeman. New York: Julian Messner, Inc., 1946.
- (A) Franklin D. Roosevelt. D. E. Weingast. New York: Julian Messner, Inc., 1952.

ROOSEVELT, THEODORE: Generosity, honesty, love, steadfastness, loyalty.

- (M) Boy's Life of Theodore Roosevelt. Hermann Hagedorn. New York: Harper and Brothers, 1950.
- (M) Theodore Roosevelt, Fighting Patriot. Clara M. Judson. Chicago: Wilcox and Follette, 1953.

ROSS, BETSY: Initiative, loyalty.

- (M) Betsy Ross and the Flag. Jane Mayer. New York: Random House, 1952.

RUTH, GEORGE HERMAN: Enterprise, generosity, sense of fair play.

- (M) Babe Ruth. Thomas W. Meany. New York: Grossett and Dunlap, 1951.
- (A) The Babe Ruth Story. George Herman Ruth as told to Bob Considine. New York: E. P. Dutton and Co., 1948.

SALOMON, HAYM: Loyalty, honesty, faith.

- (A) Haym Salomon, Son of Liberty. Howard Fast. New York: Julian Messner, Inc., 1941.

SANDBURG, CARL: Initiative, self-reliance, understanding.

- (A) Always the Young Strangers. Carl Sandburg.
New York: Harcourt, Brace and Co., 1953.

SCOTT, COL. ROBERT L., JR.: Initiative, enterprise, loyalty.

- (M) Runway to the Sun. Col. Robert L. Scott, Jr.
New York: Charles Scribner's Sons, 1945.

SETON, ERNEST THOMPSON: Self-reliance, loyalty, understanding.

- (A) Ernest Thompson Seton's America. Farida M. Wiley. New York: Devin-Adair, 1953.

SITTING BULL, DAKOTA CHIEF: Courage, self-reliance, love.

- (M) Sitting Bull, Champion of His People. Doris Shannon Garst. New York: Julian Messner, Inc., 1946.

SMITH, JEDEDIAH: Enterprise, courage, loyalty.

- (S) Jedediah Smith and the Opening of the West. Dale Lowell Morgan. Indianapolis: Bobbs-Merrill Co., 1953.
- (M) Jed Smith: Trail Blazer. Frank B. Latham. New York: Aladdin Books, 1952.
- (A) Jedediah Smith, Fur Trapper of the Old West. Olive W. Burt. New York: Julian Messner, Inc., 1951.

SMITH, JOHN: Courage, loyalty.

- (M) The Sword and the Compass; the Far-Flung Adventures of Captain John Smith. Margaret Leighton. Boston: Houghton Mifflin Co., 1951.
- (M) John Smith of Virginia. Ronald Syme. New York: William and Co., 1954.
- (A) Captain John Smith. Ruth Holberg. New York: Thomas Y. Crowell Co., 1946.

SOUSA, JOHN PHILIP: Enterprise, generosity, understanding.

- (S) John Philip Sousa; the March King. Mina Lewiton. New York: Didier Publishers, 1944.

STANDISH, MYLES: Courage, loyalty, sense of duty.

- (M) Myles Standish. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1949.

STEFFENS, LINCOLN: Self-reliance, enterprise, kindness, understanding.

- (M) Boy on Horseback. Lincoln Steffens. New York: Harcourt, Brace and Co., 1935.

STEPHENSON, GEORGE: Initiative, enterprise, understanding.

- (S) Railway Engineer; the Story of George Stephenson. Clara Ingram Judson. New York: Charles Scribner's Sons, 1941.

STEVENSON, ROBERT LOUIS: Enterprise, love, sympathy, understanding.

- (M) Robert Louis Stevenson, Teller of Tales. Eulalie Osgood Grover. New York: Dodd, Mead and Co., 1940.

STOWE, HARRIET BEECHER: Initiative, understanding.

- (A) Victorian Cinderella: The Story of Harriet Beecher Stowe. Phyllis Wynn Jackson. New York: Holiday House, 1947.

STRATTON, CHARLES SHERWOOD: Enterprise, sense of duty.

- (M) Have You Seen Tom Thumb? Mabel Leigh Hunt. New York: J. P. Lippincott Co., 1942.
- (A) Barnum Presents: General Tom Thumb. Alice Curtis Desmond. New York: Macmillan Co., 1954.

STUART, GILBERT: Self-reliance, generosity, understanding.

- (M) Gilbert Stuart. Ruth Holberg. New York: Thomas Y. Crowell Co., 1948.

STUYVESANT, PETER: Courage, loyalty, kindness.

- (S) Boy With Wooden Shoes. Mable Cleland. Indianapolis: Bobbs-Merrill Co., 1950.
- (M) Peter Stuyvesant. Mabel C. Widdemer. Indianapolis: Bobbs-Merrill Co., 1952.

THOREAU, HENRY DAVID: Initiative, loyalty, sense of duty.

- (M) Concord's Happy Rebel: Henry David Thoreau. Hildegard Hawthorne. New York: Longmans, Green and Co., 1940.

TUBMAN, HARRIET: Justice, understanding, love.

- (M) Freedom Train, the Story of Harriet Tubman. Dorothy Sterling. Garden City, N. Y.: Doubleday, 1954.

WALD, LILLIAN: Sympathy, understanding.

- (A) Lillian Wald, Angel of Henry Street. Beryl Williams. New York: E. P. Dutton and Co., 1948.

WALLACE, WILLIAM ALEXANDER ANDERSON: Courage, loyalty, understanding.

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WASHINGTON, BOOKER T.: Justice, faith, understanding.

- (S) Booker T. Washington, Ambitious Boy. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1950.

WASHINGTON, GEORGE: Courage, loyalty, honesty, justice.

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- (M) George Washington's World. Genevieve Foster. New York: Charles Scribner's Sons, 1941.
- (A) Leader By Destiny. Jeanette Eaton. New York: Harcourt, Brace and Co., 1938.
- (A) Washington, The Nation's First Hero. Jeanette Eaton. New York: William Morrow and Co., 1951.

WASHINGTON, MARTHA: Loyalty, understanding.

- (S) Martha Washington, Our First Lady. Alice C. Desmond. New York: Dodd, Mead and Co., 1942.
- (A) Martha, Daughter of Virginia. Marguerite Vance. New York: E. P. Dutton and Co., 1947.

WEBSTER, DANIEL: Courage, loyalty.

- (M) Keep My Flag Flying. Mary Tarver Carroll.
New York: Longmans, Green and Co., Inc., 1945.
- (M) Candidate for Truth, The Story of Daniel Webster.
Sybil Norton and John Cournas. New York:
Henry Holt and Co., 1953.

WEBSTER, NOAH: Initiative, kindness, generosity.

- (A) Noah Webster, Father of the Dictionary.
Isabel Proudfit. New York: Julian Messner,
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WEST, BENJAMIN: Self-reliance, patience, understanding.

- (M) Benjamin West and His Cat Grimalkin. Marguerite
Henry. Indianapolis: Bobbs-Merrill Co., 1947.

WHEATLEY, PHILLIS: Sympathy, love, self-reliance.

- (M) The Story of Phillis Wheatley. Shirley Graham.
New York: Julian Messner, Inc., 1949.

WHITMAN, NARCISSA: Courage, enterprise, self-reliance.

- (M) Narcissa Whitman, Pioneer of Oregon. Jeanette
Eaton. New York: Harcourt, Brace and Co., 1941.

WHITMAN, WALT: Democratic, initiative, understanding.

- (A) Walt Whitman, Builder for Democracy. Babette
Deutsch. New York: Julian Messner, Inc., 1941.

WHITNEY, ELI: Enterprise, generosity.

- (M) Eli Whitney: Boy Mechanic. Dorothea J. Snow.
Indianapolis: Bobbs-Merrill Co., 1948.
- (A) Whittling Boy: The Story of Eli Whitney. Roger
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WIGGIN, KATE DOUGLAS: Initiative, self-reliance, understanding.

- (M) Yours With Love, Kate. Miriam E. Mason.
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WILLIAMS, ROGER: Religious freedom, courage.

- (S) Roger Williams: His Contribution to the American Tradition. Perry G. E. Miller. Indianapolis: Bobbs-Merrill Co., 1953.
- (A) Lone Journey, The Life of Roger Williams. Jeanette Eaton. New York: Harcourt, Brace and Co., 1944.

WILLIAMS, (TED) THEODORE SAMUEL: Enterprise, loyalty, sense of fair play.

- (A) Ted Williams. Arthur Sampson. New York: A. S. Barnes, Inc., 1950.

WRIGHT, ORVILLE AND WILBUR: Resourcefulness, self-reliance, service, perseverance.

- (S) Wilbur and Orville Wright, Boys With Wings. Augusta Stevenson. Indianapolis: Bobbs-Merrill Co., 1951.
- (M) Wright Brothers. Quentin Reynolds. New York: Random House, 1950.

ZENGER, PETER: Freedom, justice.

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