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**A STUDY OF THE CONTENT OF BIOGRAPHICAL MATERIAL FOUND
IN SELECTED TEXTBOOKS AND COLLECTIVE BIOGRAPHIES
COMPARED WITH STUDENTS' STATED PREFERENCES**

By

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ABSTRACT

A Study of the Content of Biographical Material Found in Selected Textbooks and Collective Biographies Compared With Students' Stated Preferences

By

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The purpose of this study was to assess preferences of sixth grade students about biographical figures and categories of biographical figures. The study also examined and compared collective biography sketches and grade five subject matter textbooks to determine the depth and breadth of coverage, and queried students about information they wanted to know about selected biographical figures.

The researcher used two instruments to assess students' preferences. The first instrument, the Category Preference Instrument, had students rank categories of personalities they found interesting and gave them an opportunity to list up to ten personalities they might choose for biographical reading. The second instrument, the Textbook-Driven Preference Instrument, measured students' knowledge about the most commonly appearing biographical figures in their fifth grade subject matter texts, and asked students to choose the five personalities on the list they found most interesting.

A content analysis instrument was designed by the researcher to assess the literature samplings. The instrument was validated by four readers knowledgeable in the field of children's literature. There was a

high percentage of agreement between the raters and the researcher.

The results of the study indicated that sixth grade students preferred the categories of entertainers, sports figures and scientists. The categories of U.S. political figures, world political figures and explorers and pioneers were chosen least. Students listed a wide variety of figures; most were sports and entertainment figures, paralleling their category choices. The students chose Babe Ruth, George Washington, John F. Kennedy, Jackie Robinson, Neil Armstrong, Adolf Hitler, Thomas Edison, and Mark Twain as the most interesting figures from their textbooks. Biographical sketches and textbook passages about these eight figures were examined and children wrote questions of interest to them about each figure. The study found wide variation in the depth and breadth of the biographical sketches. As a whole, however, biographical sketches answered more of the students' questions than did the textbook passages. Vital statistics (birth, death, major accomplishment) were covered more often than personal information about the individual. The textbook passages gave almost no personal information which students indicated in their questions was most interesting to them.

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CHAPTER I

INTRODUCTION

A large number of biographies are published each year. This researcher identified the titles of over 1400 biographies for children and young adults published between 1978 - 1988; over 200 of those titles were collective biographies, each containing biographical sketches about more than one personality. Leonard Wood's (1984, p. 34) Gallup survey indicated that biographies were one of the most popular categories of nonfiction books, second only to reference/instruction books. Perusal of the literature reporting research about biographies, suggests that the collective biography tends to be ignored though it holds potential for use in the elementary classroom.

From twenty years of classroom experience this researcher has found that textbooks all too often failed to provide adequately enough information about the personalities they discussed, and the accounts about historical events important in various areas of knowledge (i.e. science, history, mathematics, etc.) tended to amount to merely a progression of chronological reports filled with names and dates with little attempt to provide a setting that enables students to truly understand the events presented. Also, a special interest in children's literature, especially in the genre of biography, has caused this researcher to look for ways to use a variety of trade books in the elementary classroom to

augment and extend the material found in district selected textbooks.

This researcher wanted to determine through a carefully structured examination of all the textbooks used in one school district, if they adequately provided the kind and amount of information about the lives of important biographical personalities associated with each of these areas of knowledge focused on in these textbooks.

Many teachers, especially elementary teachers who must be knowledgeable in all subject areas, need help to gather appropriate materials to augment the textbooks that only provide a basic curricular structure. Those who do wish to find additional information discover that choosing from supplemental sources is time consuming and often takes a special knowledge of the subject matter. The informal "sharing" network that exists and thrives among teachers points to the need for increased knowledge of supplemental materials. Thus, this researcher thought it was important to determine if there were collective biographies available about the biographical personalities cited and discussed in these textbooks.

The use of full or collective biographies to supplement existing textbook materials could be valuable in all curricular areas such as social studies, science, English and reading. Supplementing biographical sketches of persons mentioned in textbooks with a more detailed accounting could help students place them in the proper historical setting. For instance, textbooks often speak of General Lee

and Grant in terms of the battles they fought; in a good biographical sketch the plans, moves and motives of each General becomes clear and students can understand the "why" as well as the "what happened".

Full or collective biographies could offer additional areas for study that are not presently covered in the school curriculum such as current news personalities, statesmen, sports stars, entertainers, scientists, and others who are rarely covered in textbooks; there is a recent trend to produce more biographies of poets, authors, artists, musicians and humanitarians (Huck, 1987, p. 569). This researcher has also noticed an increased number of biographies about sports personalities and popular entertainers, and current biographies are no longer limited to those worthy of emulation; for example, the lives of villainous figures like Hitler and Jesse James are the subject of current biographies.

This study examines the biographical information about selected personalities found in both the fifth grade subject matter textbooks and collective biographies. It also examines preferences of grade six students for biographical personalities and categories of biographical personalities to see if the subjects presented in textbooks and /or in collective biographies reflect their preferences and provide the information they would like to know about the individual personalities. The researcher examined the fifth grade textbooks selected for use in one school district. They included the basic textbooks designated for use in the fifth grade classrooms to teach reading, math, spelling,

handwriting, English, science and social studies. This examination produced a list of 374 biographical personalities mentioned in texts. In most cases, the extent of information given about a biographical personality in a mention amounted to a single sentence or paragraph.

STATEMENT OF THE PROBLEM

The emphasis of this study will be three-fold: to assess grade six students' preferences for biographical subjects and categories of biographical subjects, to examine the depth of coverage about these same biographical subjects included in fifth grade subject matter textbooks and collective biographies, and to assess whether the information found in the textbooks and collective biographies is the information grade six students want to know about biographical personalities.

Several studies have examined children's preferences for biography as a genre as compared to realistic fiction, adventure stories and other genres (Graham, 1988, Haynes, 1988). In this study, however, this researcher will attempt to determine which biographical personalities and categories of personalities grade six students are most interested in reading about. After preferences are determined, a comparison will show whether the biographical personalities students express an interest in reading about are the same as those mentioned in their subject matter textbooks. The study will also categorize the

biographical figures according to the students' reading interests to see if the categories of biographical figures students show an interest in are the same categories of figures represented in their subject matter textbooks.

Another aspect of the study will assess sixth grade students' knowledge of selected biographical figures to determine if students are learning about frequently mentioned biographical figures that are presented in their textbooks. In relation to this aspect of the study, collective biographies containing personalities specifically mentioned in the subject matter textbooks will be identified to accomplish two purposes: 1) to compare the kinds and depth of information these sources provide about the biographical personalities with that information available in the textbooks, and 2) to provide a resource of available titles that teachers and librarians could use to enrich and extend the curriculum.

THE NEED FOR THE STUDY

Researchers, librarians, children's literature specialists and teachers of content area curriculum have stated that the use of biographies in the classroom could be beneficial, yet relatively few studies have specifically examined the genre of biography.

Kyoon's (1984) study of values and children's biographies found that a large variety of human values are covered in biographies for

children, especially the achievement related values (i.e. competence, ambition). His study indicates that biographies provide excellent reading material for children to learn about a wide variety of personalities and instill positive values.

Myra Zarnowski (1988a) has found biographies to be a valuable teaching tool for elementary and middle school students. Her work with fourth grade students using fictional biographies and similar research using older children and authentic biographies (Zarnowski, 1988b) has shown that children who worked with biographies learned a great deal about the historical figures studied, and were able to summarize and pull out salient parts of a person's life. Zarnowski's work with biographies had students listening to biographies read aloud, reading independently, writing biographies on their own and working collaboratively.

Hermann (1978, p. 86) sees biography as a valuable tool for helping children mature as individuals and as thinkers. She notes that the perception of time, particularly "historic time" is a concept that develops slowly in children. She notes:

In my own experience, I have observed that it is the third-grader, the eight-year-old, who seems ready to step independently outside his own time and space, to explore on his own the lives of people, real people, nonfictional ones. Reading skills, individualization, and historical sense seem to have progressed together to the point where children at this stage of their development are ready and eager for facts about 'real' people, people they have not met or will never meet. They want most passionately to 'know'.

Although Kyoon, Zarnowski, and Hermann's work have found biographies to be valuable classroom tools, like most articles and research concerning biographies, they do not deal directly with collective biographies. Major children's literature texts tend to ignore the collective biography, indicating a need for additional study in this field. For example, Huck (1987, p. 580) devotes only two paragraphs to the subgenre while Sutherland (1981, pp. 410-11) uses only one paragraph to delineate the collective biography. Norton (1987, pp. 564-580) does not distinguish between a full biography and a collective biography, although she does mention three collective biographies in her discussion of books. Sculley's (1981) study of the biographies of five United States military officers written during two different wartime periods includes an examination of many collective biographies, fictionalized biography and biographical fiction, but nowhere in his study does he examine the differences that might be found in the collective biography.

Jo Carr (1981) suggests that collective biographies are short enough to avoid unwarranted fictionalization and might appeal to children discouraged by longer books about the subject, but she does not offer specific criteria or standards the collective biography should strive to meet. Helen Haines (1950, pp.262-63), who successfully described the subtle differences among the types of biographical writings that have appeared since Plutarch's time, narrowly defines the collective biography as "the lives of a number of person's, selected or grouped or

assembled in encyclopedic form." She goes on to say that the collective biography is "usually more material of information than is the individual biography; it is more condensed, more a record of dates and facts, less capable on account of its brevity, of reproducing personality and character."

Some of the recent collective biographies for children fit nicely into Haines' definition, but some do not. Most recent collective biographies are assembled thematically and tell the lives or a portion of the lives of a limited number of personalities. Done well, the collective biography does, in a limited amount of space, provide the essence or personality of a character. Three current titles offer typical examples: Born Different: The Amazing Story of Some Very Special People (Drimmer, 1988) tells of six severely handicapped individuals who became famous because of and in spite of their deformities. The book offers a complete but abbreviated look at each life and a glimpse at the mental anguish that each had to face. Inspirations: Stories About Women Artists (Sills, 1989) combines the art and lives of four modern painters. The author's approach is to show how each artist's life effected their art; consequently, the years of each artist's productive artwork is highlighted. Remarkable Children: Twenty Who Made History (Fradin, 1987) deals only with the childhood years of twenty subjects who became well known while still children such as Sacajawea, interpreter for Lewis and Clark; Zerah Colburn, a mathematical prodigy; and famous artist Pablo Picasso. Yet

not all lived to be remarkable adults. Each subject's adult life is condensed into one or two paragraphs, even when the subject continued to live a productive adult life as well.

Biographies, specifically the collective biography, seem to be a viable and promising area of study. A second question to consider then, is what information can collective biographies add to the existing subject matter textbooks? Textbooks have often been the target of harsh criticism. Allen (1988), for example, examined social studies instruction and found, in part, that the dominant instructional tool continues to be the conventional textbook. He noted little interdisciplinary teaching. In his recommendations he suggests, in part, that textbooks be used along with a wide variety of supplemental resources and that numerous opportunities for integration of other disciplines be used.

In a similar study, Swibold (1984), a school librarian, examined fifth and sixth grade social studies books used in her school. Her textbook examination revealed an overall briefness and simplicity in textbook explanations. The sixth grade text, for example, summarized Hitler's treatment of the Jews during World War II in three paragraphs; the removal of the Indians in the Southwest is explained in the fifth grade book in the single sentence, "Settlers wanted these lands because they were good for farming." After her perusal of the textbooks, Swibold selected trade books from the library to supplement several areas of the text, reviewed each book, and sent written comments to each teacher.

She found, as a result of her work, many teachers took advantage of the supplemental materials available. Gagnon (1989) found that "it is not the lack of space, but the failure to analyze, to make connections," that accounts for the ineffectiveness of most social studies textbooks. His study provides a close, comparative analysis of five American history textbooks frequently used in secondary schools today.

The most notable condemnation of current textbooks, however, comes from Diane Ravitch (1989, p. 38) in an article offering suggestions for better education in the future. On current textbooks she states:

The new curriculum demands new textbooks, because most textbooks today are hefty and bland encyclopedias, not the exciting narratives that are needed. It also demands collaboration among teachers of history and literature, so that the best literature of and about the period can be brought into the classroom. And, needless to say, it will require well-educated teachers who have the same zest for their subject matter.

The same approach in the teaching of reading and language arts would force a major overhaul of the mechanistic methods and dreary basal textbooks used in most schools today. ... No adult would willingly read the basal textbooks and the encyclopedic history texts that are foisted upon school children today. If we won't read them, why should we be surprised when children don't want to.

A final aspect of this study will assess the knowledge six grade students possess about the biographical figures found in their textbooks, and determine what information students want to know about the

biographical figures they read about. This information will provide valuable implications for content area teaching. If students lack background knowledge of the personalities mentioned only briefly in their textbooks, then the students' ability to comprehend will be limited. If the information presented about the biographical personalities in the textbook is of no interest to students, they probably will not retain the information presented. Slater and Graves (Muth, ed., pp. 140-166) noted several studies that found that expository text became more difficult to read when children were reading unfamiliar text and were unable to discern text structure and main ideas. Ogle's (Muth, ed., pp. 205-223) KWL (the know, want to know, learn) strategy reinforces the need for teacher instruction to begin with an assessment of students' prior knowledge.

Hirsch (1987) calls for a shared body of information that every person needs to know in order to be "culturally literate." This body of information includes a passing knowledge of great biographical figures from history and contemporary times, as well as a knowledge of world geography and other subjects. Hirsch contends that this knowledge is no longer received in school. William Bennett (1986, p. 165) agrees with Hirsch that "the ability to comprehend depends chiefly on the amount of relevant prior knowledge one has."

If students do not know about important biographical personalities from history and contemporary times, it seems important to try and

discern why they do not retain this information that is introduced in the textbooks in an effort to improve students' learning. In a recent interview Lynne Cheney (1989, p. 10) was asked why she thought that many students lack basic cultural knowledge:

First of all, they've never studied some of what they're asked about. ... Some of what they are asked about they have studied, but they've forgotten it, often because it hasn't been made to seem interesting or important to them. This is a problem in history, particularly, where textbooks are all too often collections of dry facts. The drama of the past is missing, and so is a sense of its significance.

In summary, the need for the study involves the assessment of the collective biography as a specific type of literature for children, an assessment of the content of subject matter textbooks to see if they offer sufficient information about the biographical figures mentioned, and an assessment of grade six students' knowledge, preferences and interest in biographical figures.

SIGNIFICANCE OF THE STUDY

Continuing curriculum development is important to teachers' professional growth. Teachers need to find new resources to supplement the basic textbooks designated by school districts to update and/or improve current instruction. This study provides a valuable list of supplemental resources that teachers and curriculum planners in the

district involved in the study could use when ordering new library materials.

On a more global scale, this study extends and supplements current research that has been done on biographies. Though earlier studies have examined biographies in terms of values (Kyoon, 1984), and compared information written about specific biographical figures during different periods of history (Sculley, 1981), this study looks specifically at the collective biography and compares it to information provided in subject matter textbooks. Collective biographies can be easily used in the classroom and can provide additional information not available in texts. In addition, collective biographies can provide material for students who have trouble learning textbook material. It is always important to monitor students' knowledge, preferences and interests. This information is essential for developing an understandable and motivating curriculum.

LIMITATIONS OF THE STUDY

1. The study examined only the grade six students at one large intermediate school in eastern Michigan, about an hour northeast of Detroit. Although the school's population is diverse, the entire largely rural area is conservative when compared with more urban populations.

2. The study examined only the textbooks currently selected for use in the target school district. It also assumes that all fifth grade teachers used all the district selected texts for instruction.
3. All data for the study was collected during a two week period. Students who were absent for the administration of one of the two main instruments were eliminated from the study.
4. One of the classrooms involved in the study was taught by a substitute while the regular teacher was on a medical leave, during the time when the study took place.
5. The researcher was not able to administer the two main data collecting instruments herself. Instead, another person was trained to administer the two instruments.
6. Like other preference studies, this study is static in nature. Though this study determines the biographical figures and categories of figures students indicate they would like to read about, it does not measure reading that is actually done by the students as an interest study would.

RESEARCH QUESTIONS

1. What biographical figures are portrayed in subject matter textbooks and in collective biographies?
 - a. Are the same figures featured in the subject matter textbooks also written about in collective biographies?
 - b. Are there collective biographies written about the figures students say they would like to read about?
2. What categories of biographical figures do grade six students want to read about?
 - a. Is gender a consideration when choosing categories of biographical figures or specific biographical figures?
 - b. How frequently do grade six students choose to read about biographical figures?
 - c. Do students' perceived category preferences match the figures in which they express an interest?
3. Which biographical figures do sixth grade students want to read about?
 - a. Are the figures students select, the same personalities found in their subject matter textbooks?
 - b. Which textbook figures do sixth grade students find most interesting?

- c. How much knowledge do sixth grade students have about the biographical figures mentioned in their subject matter textbooks?
4. Do collective biographies answer sixth grade students' questions about the most preferred biographical figures mentioned in their subject matter textbooks (i.e. vital statistics and personality traits) as indicated by the students in the Textbook-Driven Preference Instrument?
5. What kind of treatment (i.e. depth, breadth, and style) of the biographical subjects is given in the subject matter textbooks as compared with the collective biographies?

DEFINITION OF TERMS

biography - The story of a life.

biographical sketch - A short, informational piece written about a particular person that can vary in length from a few paragraphs to several pages.

collective biography - A biography that examines more than one subject in a series of biographical sketches. Each entry is shorter than a full length biography and can cover the entire life or a portion of each subject's life. They are mostly factual accounts with no fictionalization.

full biography - A biography of one individual that spans the entire life of a personality. It is well researched and uses no invented dialogue or incidents that cannot be documented. (Some literature scholars use the terms authentic biography and full biography interchangeably.)

partial biography - A biography which completely covers one period of a person's life. Most often the childhood years are highlighted in works for children and they are often highly fictionalized.

fictional biography - A book that is primarily biography with some fictionalization. It dramatizes some events and personalizes the subject. The author may invent dialogue and include the unspoken thoughts of the subject, but events are most often based on actual facts taken from period sources.

biographical fiction - A book consisting entirely of imagined conversation and fictional events. It is often based loosely and generally on an historical period.

subject matter textbooks - Those books selected for use by a school district and provided to all teachers and students for use. These books are evaluated and replaced or updated on a revolving schedule, every five years in the district involved in the study.

trade books - Any books other than textbooks written expressly for children.

preference - A student's choice when asked to determine among personalities or categories on a list which they would choose.

A preference does not measure students' actual behaviors, it measures their perceived choices and possible actions.

SUMMARY

Chapter I presents the statement of the problem to be studied.

The study contains a comparison of information found about selected biographical figures in collective biographies and in fifth grade subject matter textbooks. It also examines sixth grade students' preferences for biographical personalities and categories of biographical personalities, their knowledge about selected biographical figures from their textbooks, and compares questions students' have about biographical personalities with the information available to the students in textbooks and collective biographies.

Chapter II includes a review of the related literature in the areas of biography as a genre of literature, children's preferences for biography, the content and treatment of biographical figures in subject matter textbooks, and the use of the biography in the curriculum.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is divided into four main areas which are pertinent to this study: 1) biography as a genre of literature, 2) children's preferences for biography, 3) the content and treatment of biographical figures in subject matter textbooks, and 4) the use of biographies in the curriculum.

BIOGRAPHY AS A GENRE OF LITERATURE

The history of mankind is the history of its great men: to find out these, clean the dirt from them, and place them on their proper pedestal.

Thomas Carlyle (Taylor, 1970, p. 17)

Several school and public librarians, children's literature scholars and reviewers have attempted to define a "good" biography for children. Huck et al. (1987, p. 573), Norton (1987, p.. 566-569), and Sutherland et al. (1981, p. 402-406) include an examination of the choice of the subject, characterization, theme, accuracy and authenticity, and style in their criteria for evaluation of biographies for children. Cullinan (1989, p. 461-2) suggests similar criteria for evaluation though she uses the same

criteria for both historical fiction and biographies.

Though criteria varies slightly depending on the scholar, there is widespread agreement that biographies for children vary greatly in quality. Taylor (1970, p. 13) warns that "teachers must be critical in their selection of biography." Haines (1950, p. 252) states:

The profusion of biographies entails constantly more thorough sifting, more careful discrimination and comparison in current selection; for though work of high quality and of varied and unusual aspect may be found in rich abundance, there is also a mounting deposit of books that are trivial, shoddy and superfluous. Good biographies are not common. Great biographies are rare.

A look at the basic criteria established by scholars in the field of children's literature will help those wishing to use biographies able to make wise choices.

Choice of Subject

Worthy subjects for biographies today exist everywhere. Chadwick (1985, p. 16) says that personalities come from the fields of "scientists, rock stars, sports heroes, writers, political and historical figures, educators, statesmen, explorers, theatrical performers, dancers and artists. She says that in choosing a subject to write about, writers need to "please children, please editors and themselves." The most important criterion for choosing a subject, however, is the writer's personal interest in the individual (p. 17). Fritz (1986) agrees that authors must have a personal interest in their subject. She says she

does not need to like the characters she writes about, but she does have to understand them.

Witucke (1985) identified eighty individual biographies published in 1983 in a study to determine trends in juvenile biography. She found that of the eighty personalities, half were living; Among the deceased subjects, the largest number were from the twentieth century. A third of the living figures were athletes and entertainers. Authors most often chose to deal with the subjects' whole life rather than one part of it.

Mellon (1990, p. 226) says that while it is less important for biographies to be current than it is science books, "for the browsing teen, biographies of 'dead people' are not the reason they select books from this category. They are interested in people of modern times, people they can 'relate to' - biographies of movie stars, athletes, and adventurers. Though students indicate a high interest in these types of personalities, they don't often make the best subjects. Gellert (1986, p. 28) found in his examination of hockey biographies and autobiographies that most are structured to "present the highlights of a hero's career chronologically. While this approach is a good way to present the development of athletes over their careers, he cautions that "a strictly chronological structure can lead to an over-emphasis on factual content as opposed to broader concerns. Also, while action is necessarily dominant in sports stories, there is the danger of a dulling accumulation of similar episodes."

Selecting an appropriate subject to depict in a biography is often a difficult process. Fisher (Carr, ed., 1982, p. 134) believes that some subjects are unsuitable for all ages of children who read biographies. She states that "certain subjects seem unsuited to biography for all but older boys and girls, who may be expected to make reasonable judgments of (the subject's) irregular or unusual or puzzling behavior." Hermann (1978), however, feels these taboos are slowly slipping away. She uses the new biographies for juveniles about George Eliot and George Sand as examples that extramarital affairs are no longer reasons to ignore otherwise worthy individuals. For the most part though, biographers either leave out or gloss over most unsavory or controversial material. Kamen (1978, p. 21) says:

Information must also be made comprehensible and have some relevance to a child. Adult 'gossip' of disappointing love affairs, nasty court cases, political squabbles don't belong in the book, unless they carry the story to some new conclusion or give some insight into the personality of the man or woman.

Characterization

The character depicted by the author in a children's biography can be flat or interesting and multi-dimensional. Groff (1980) says that most biographies for children present a stilted view of characters where they are seen as invincible superhumans. He warns that the more children read about biographical personalities that are portrayed as heroes, "the less it is possible for them to achieve the personality

integration that supposedly will be the result of such a reading." (p. 271)

Fisher (1972, p. 303) says that the most important job of a biographer is to show a man as he really was and to try and get readers to realize that they are reading about real human beings. Kamen (1987, p. 21), an author of children's biographies herself, stresses the need to make characters come alive, and in her analysis, a good biography is quite similar to novels. She says:

I like to think of (biographies) as novels coming directly from life, but with certain constraints: Characters and events are set out for you and cannot be changed. You are as free as any writer, however, to interpret them. Like a novelist, you must breathe life back into people and events.

Lomask (1986, p. 13) states, as well, that biography is not just a collection of facts about a life, but a "portrait of a man or woman in conflict with himself, or the world around him, or with both."

A good biography then, must produce a character of some depth rather than a flat portrayal that relies strictly on the subject's deeds and exploits. Historically, Thomas Carlyle (Pachter 1979, p. 11) was the first biographer to try to show the whole person. Haines (1950, p. 267) states that a biography will be good only if the subject is interesting or made interesting by the author. Well developed portrayals, according to Carr (1981, p. 21), allow children to identify with biographical figures without encouraging adulation. Unfortunately, Moore (1990) states that often current biographies for children do not give that whole picture. She

is especially concerned that biographies "rarely contain even a smidgen of personal information." As an example she states:

In Henry of Navarre, for example, Albert C. Gross ignores or briefly glosses over the French king's personality, health, eating and drinking habits, finances, religious beliefs, and court life, and neglects to summarize his achievements. In addition, Gross examines Henry's life from birth to age 34 in just nine scattered pages. (p. 95)

Theme

Even a biography has an implied theme of sorts. Though the author is dealing with real occurrences and documented facts, the interpretation of the facts determines how the character is portrayed. Edel (Pachter, ed., 1979, p. 18) describes what he calls the "biographical responsibility." This responsibility includes "not only accumulating and offering facts; it entails the ability to interpret these facts in the light of all that the biographer has learned about his subject." Kearns (Pachter, ed., 1979, p. 101), who wrote a recent biography about Lyndon Johnson, reiterates Edel's job of the biographer as she states, "the biographer finds that the past is not simply the past, but a prism through which the subject filters his own changing self image." Girard (1988, p. 464) suggests that theme is one of the most important elements needed to develop a worthy biography. She says:

The only biography worth reading is one that is a result of art. Biographers select, arrange and ground their work on some 'invention' – some plot or driving line, some theme about a person in his or her time. They decide what to

highlight, what causes to assign the actions; they recreate scenes, sometimes with dialogue, sometimes without.

She goes on to describe the unique and popular style of Jean Fritz, today's children's biographer extraordinaire. Not all biographies have a theme, explicit or implied, but all worthy biographies do.

Accuracy and Authenticity

Though most biographies for children in the past were not well documented, well-written books today are incorporating more research and documentation into the creation of their books. However, Moore (1985, p. 34) says that errors in children's biography are still common and fit into three categories: 1) inaccuracies in numbers, dates and names, 2) incomplete or misleading information due to simplification of the text, and 3) blatantly false or incorrect information. Her examination of several biographies discovered many violations of accuracy. In her conclusion she suggests the following remedy to improve the accuracy and authenticity of juvenile biographies:

Authors and publishers are aware of the need for factual accuracy. Their concern, though, is diminished when they see error-filled books are purchased. Librarians, book reviewers, teachers, and parents can assist by setting higher standards and by analyzing, examining, discussing, questioning, critiquing, and even discrediting materials. (p. 35)

Saul (1986) says that distortions in biographies fit into two main categories, simple misrepresentation of fact and misplaced emphasis.

Her conclusions were based on her extensive examination of several biographies written about Marie Curie. She found, for instance, that most biographers placed strong emphasis on the perfect marriage of Pierre and Marie because that interpretation fits our own cultural mores. In fact, the Curies did have a solid marriage, but Saul says it was based on similar interests and devotion to their work more than on the storybook love that is portrayed. Saul found that "incidents which dramatically support current notions of femininity, politics and science are repeated in tale after tale" (p. 104). Most biographies examined by Saul also failed to look at the other side of Curie's personality: her anti religious sentiments, her failure to admit that radium might be harmful, and her lack of strong maternal instincts are glossed over or not discussed. (p. 105)

Vipond (1983, p. 22) says that many of the inaccuracies that occur in children's biographies are due to the disproportionate amount of space devoted to the subjects' early life, the time that the least amount of factual information is available. Under these circumstances, she says, "the author's creative imagination tends to replace factual data. Vipond examined four full length biographies of the Canadian scientist, Frederick Banting. All books she examined tried to show that Banting was an average child from an average home who succeeded because of extraordinary hard work and persistence. She also discovered through her research that "although in the past children's biographies often eulogized the pure hero, without warts, the modern tendency is to show

some character flaws. Though all four books examined portrayed Banting as a great man, two of them also point out his frequent impatience and gruffness (p.29).

Vipond also found, in the case of the Banting biographies, that most authors do little original research and rely on previously published accounts (p. 30). Groff (1973, p. 214) criticizes biographers for the same practice. He states:

Many biographers for children can be said to belong to the 'rewrite school of production.' These are the authors who cut-up-and-paste-back a previously written biography for adults. These writers go to an acceptable full-length, adult account of a great man's life and rewrite it into a brief narrative, and what now is hoped will be a narrative understandable by children. However, the rewrite biographer does not make a committed search for truth and new information.

Hermann (1978), however, defends the biographer's right to use already published sources. She says the original research is often too time consuming and may "occupy a lifetime." Instead she suggests that authors have "the obligation to discover authoritative sources, to select from them judiciously, and to document scrupulously one's use of sources, differentiating between fact and opinion" (p. 91).

Haines (1950, p. 267) says that "sympathy and impartiality are the two great attributes of a fine biography, for there should always be critical perception of the weaknesses and temperamental defects of the subject." Pachter (1979, p. 13) says that modern biographers are less like to expose than in the past. He says that the biographer's job is "to

portray the whole sense of the person, the relationship between the public ideal of himself, which he holds as his 'personal mythology' and the inner fears, longings, and spirited aspirations that call it forth." Fritz (1986, p. 402) speaks about the multiplicity of her characters. When she writes an authentic biography, she says it "requires not only research but a coming to terms with that open end. She explains:

I often wish I could begin biographies the way Russians begin their fairy stories. There once was and there was not. There once was a very brave man Benedict Arnold who was also not very brave at all. There once was a man named Christopher Columbus who was right when everyone else was wrong and wrong when everyone else was right.

The accuracy of the setting can often delineate a good biography from a mediocre one. Tuchman (Pachter, ed., p.133) claims that she uses biography "less for the sake of the individual subject than a vehicle for exhibiting an age." For children the setting is especially important because it helps them put the story in the correct historical period and refines their cognitive skills. According to Hermann (1979, p.86), "events are told and accepted as icons, images to be assembled and reassembled over a period of years, to be fleshed out with reading and experience and thinking and physical growth into an increasingly complex conceptual framework."

Fisher (1972, p. 303) believes that one of the main purposes of biography for children is to "help a young reader develop a sense of

period." Expanding on this theory she says:

Biography should partake of history not only in describing outward details of costume, architecture or manners but also in providing broad generalisations (sic) of the kind which stay in the memory because of their impact, and attract to themselves more facts and ideas as we read more about a particular subject. (p. 334)

Kamen (1987, p 21), another children's biographer, also agrees on the importance of a rich setting. She says "because eight-to eleven-year-olds are expected to have only a limited knowledge of history or foreign cultures, it is necessary, somewhere along the way to add the essential background information in your book."

Style

A final consideration of the criteria of biography is style. Carr (1987. p. 711) says that style is crucial. She relates an experiment by a University of Minnesota professor to show the effects that readable text has on the reader. The professor had two writers revise a "dry-as-dust" account of the Vietnam war. After testing the new text with students, he found that "vivid writing, complete with concrete language and strong verbs and nouns, is not only more fun to read but easier to understand and remember." Carr suggests the following test to measure the readability of good nonfiction:

Compare the writing in a trade book with a textbook account of the same subject. The contrast will be obvious: one personal, the other impersonal; one specific and detailed, the other vague and general;

one lively and enthusiastic, the other dry and scholarly. The author of a good tradebook seems to be speaking to the reader as one enthusiast to another. (p. 711)

Unfortunately, Carr believes that too few nonfiction tradebooks are well-written and that many suffer from the same faults as textbooks. Longford (1987, p. 21) describes her own personal rules she follows when creating biographies: always keep your narrative moving, and never lose sight of your subject for more than a page or two. Avoiding those pitfalls usually prevents authors from the dry, textbook type rhetoric that Carr describes.

In general, the question that garners the most debate is how much fictionalization is permissible in the juvenile biography? Haines (1950, p. 265) states that one should consider the following when assessing biographies for children:

A workable general rule is to consider that constant use of the present tense in narrative, introduction of dialogue, and a highly pictorial rendering of dramatic and emotional scenes, constitute undue fictionalization; that a sustained framework of plot, combined with dialogue, soliloquy, and use of imaginary characters and episodes, denote a novel.

Stylistically, according to adult standards, many children's biographies like those of Jean Fritz violate many of criteria for excellence. However, Girard says that perhaps children's biographies need the truth and authenticity of the adult biography mixed with some stylistic techniques that include some elements of fiction. Girard (1988, p. 469)

summarizes her beliefs:

Good biographers make inferences. They select or devise images holding a book together - in fact, holding a life together. That inference comes from a combination of small, painstaking results of human inquiry. By journalism's standards Jean Fritz is not particularly responsible. But by artistic standards, her work is superb. She knows how and when to use several fiction tools: invented dialogue, indirect discourse, interior monologue and attribution.

Carr (1981, p. 22) supports Girard's belief in the stylistic genius of Jean Fritz. She states that "her lively biographical writing has blown like a fresh breeze across the children's book world. She sticks to the facts, but she ignites them with such spark that they illuminate ordinary facts."

Fisher (1972, p. 306) says that juvenile biographies are filled with action so that they will appeal to children. Because of this "most biographies written for them emphasise (sic) deeds rather than words or thoughts." Yet, in contrast to her believe that many biographies are bland because of the emphasis on action rather than examination of the whole individual, Fisher (p. 359) does not believe in the current stylistic techniques of today's successful biographers for children. She says of biographical writers, "the author never invents conversation; she never intrudes into private thoughts or deduces what she has not been told."

Tuchman (Pachter, ed., 1979, p. 134), a noted adult biographer,

however, discusses the importance of a readable style when she states:

Whether in biography or straight history, my form is the narrative because that is what comes naturally to me. I think of history as a story and myself as a storyteller, and the reader as a listener whose attention must be held if he is not to wander away.

Gellert's (1986, p. 30) examination of hockey biographies and autobiographies found that most suffer from "exaggeration, lack of imagination, oversimplification and sentimentality." However, he does not consider that the greatest flaw of most of the sports biographies he examined; he says "the single flaw most prevalent is the writers' penchant for awkward, stilted, and sometimes cliché-ridden language." Gellert pulled examples of clichés from the books he examined including: tough as nails, the funniest man I ever met, punching out his coach, one in a million, and nearly died on the spot.

In summary, biography can be a valuable genre both for education and entertainment. However, not all possess the criteria for quality. Only after an examination of the author's choice of subject, its characterization, theme, accuracy and authenticity, and style can the merit of a biography be determined. Haines (1950, p. 249) states the lasting value of the biography, the reasons why readers should continue to sift through the good, the mediocre and the bad.

However difficult biography may be, it merits the devotion of our toil and of our emotions. The cult of the hero is as old as mankind. It sets before man examples which are

lofty but not inaccessible, astonishing but not incredible, and it is this double quality which makes it the most convincing of art forms - the most human of religions.

CHILDREN'S PREFERENCES FOR BIOGRAPHY

Kyoon's (1984) study on values in children's biographies is the most significant in this area because it looks solely at the genre of biography when examining students' interests. Kyoon randomly selected ten elementary schools in the Knoxville, Tennessee school district and collected data on all the biographies held in each school library collection including each personality's name, profession, sex, race, and nationality. He also recorded each book's author, the number of pages, and the number of times it had been checked out. From this data Kyoon selected the twenty most frequently checked out books for content analysis of the values presented in biographies.

For another aspect of the study, however, Kyoon collected demographic data on each biographical figures. This information allowed him to categorize the figures by profession: explorer, statesman, scientist, soldier, fighter for human rights, religious figure, humanist, and entertainers (including athletes along with actors, musicians and dancers); by sex: male/female; by race: Black, white, and others; and by nationality: United States, European countries, and others. Kyoon discovered that students preferred to read biographies written on

statesmen, entertainers, and explorers. They preferred to read biographies written about male, white and United States figures. The biographical personalities that students chose most often included Hank Aaron, Tony Dorsett, Ben Franklin, Daniel Boone, John F. Kennedy, Martin Luther King, Jr., Babe Ruth and Christopher Columbus.

Kyoon's study is an interest study rather than a preference study, however. Data was based on the books students actually checked out of the library most often. Therefore, students' choices were limited to those books already purchased for the library. Another limitation of Kyoon's study was that data was based on circulation of books; students were not questioned about whether they actually read the books they checked out.

Sculley's (1981) study of the treatment of military officers written about in children's biographies during two different wartime periods used teacher preferences, rather than student preferences to determine which biographical figures should be studied. Sculley asked teachers to list five generals they felt their students should know. The top five military officers that teachers named included Dwight D. Eisenhower, George Washington, Ulysses S. Grant, Robert E. Lee, and Douglas MacArthur. Unfortunately, Sculley was unable to locate five biographies written during each time period about Douglas MacArthur, or the sixth most popular response, George Patton. (Biographies about the two World War II generals had probably not been published yet during the 1942-1946 time frame involved in the study.) Consequently, John Paul Jones, the

seventh most popular choice was substituted for further study.

Sculley's study examined both collective biographies and full biographies though no distinction between the two was noted by Sculley; this information was garnered from an appendix listing of the books examined. Though an interesting study, the preference instrument used in his study was only completed by forty-five respondents from one school district, a small sampling in which to draw wide ranging implications. In addition, the study was concerned with teachers' perceptions rather than students'.

Watson (1985) examined differences in preferences according to genre in both fiction and nonfiction areas with second and fifth grade children. Her instrument included lists of both categories and book titles and asked students to select between pairs of entries. However, her study included 1070 books and only 111 belonged in the nonfiction category, so there was little emphasis on nonfiction. With the nonfiction books that were included in her study, however, she found that girls preferred biography/autobiography and books about animals, while boys preferred books about animals to biography/autobiography and science books. She indicated that no books were selected in the areas of crafts, geography, hobbies, nature, other countries, plants or travel, although these categories were listed on the book category sheet. Watson did find that the biography/autobiography category did not vary much according to the grade level examined.

Watson's study is similar to most preference studies in that it offers students a chance to select from a whole spectrum of genres. In each case researchers since Thorndike, who studied reading interests in 1941, have found nonfiction genres less appealing than fiction choices. Graham (1988) provides one of the most recent preference studies in the field. She examined reading preferences of fourth, seventh and ninth grade students in five different Massachusetts communities. Her preference instrument paired one genre against another and asked students to choose the one they would prefer. For instance, fiction (make believe stories) was pitted against sports (football - baseball - tennis), while adventure (action - excitement - thrill) was placed against science (animals - nature - machines). In all, the instrument included forty-five pairs, so all genres were compared. Graham's genres included fiction, mystery, animal, non-fiction, biography, sports, science, humor, newspapers/magazines, and adventure.

Graham's study found that categories of high preference were adventure, mystery, and history, while categories of lowest preference were biography, newspapers/magazines and science.

Looking at biography either by grade or community, it fared dismally as opposed to other genres. Among the fourth grade students it was ranked sixth in popularity by the boys at one school, and seventh by the girls at that same school. Two groups of girls from different communities ranked biography eighth. Four groups of boys and one

group of girls ranked biography ninth in preference, while one group of girls ranked it last among the genres. Seventh grade students had two tenth rankings, four ninth, two eighth, one seventh and one sixth place ranking. In this case the highest sixth place ranking was attributed to the girls in one community. Among ninth grade students, biography received no higher ranking than seventh. Summary rankings for ninth grade students included three seventh place (all groups of girls), four eighth place (two groups of each gender), and three ninth place (all groups of boys).

Haynes (1988) also examined literature preferences, but her thesis was that content was just as powerful in determining preferences as genre. She examined 492 grade four students in four different states. Her sixty-eight item preference instrument contained fictitious, annotated titles in which students marked their interest in each title on a five point continuum. Half of the items asked students if they would like to read about the fictitious book described; the other half asked students if they would want to watch a video of the item described. Her study found that boys preferred the categories of mystery and suspense, science fiction and science while mystery and suspense, realistic fiction and fantasy received the highest ratings from the girls. The instrument included not only genres but also specific topics. Space was the number two preference among the boys and one of the popular choices was the biography of Astronaut Alan Jerrell. Graham explains that the biography

seemed popular because of its interesting content to students rather than an interest in the genre of biography. Haynes' study is limited in that only four of the sixty-eight fictitious titles and annotations were biographies.

Mellon's (1990) latest survey of leisure reading choices of rural teens in North Carolina was collected over a three year period and included over five hundred subjects of varying ability levels. Contrary to Graham's study, Mellon found that magazines and newspapers were the all-time favorite reading material of teens. She also found a positive response toward nonfiction as leisure reading. The top categories preferred in nonfiction reading were biography and science; girls ranked biography first while boys chose science first. Mellon stated that students indicated that "through biographies they found out about 'real people' to whom they could relate (p. 225)." Other finding indicated that teens are more interested in current personalities like movie stars, athletes and adventurers, than they are in the biographies of "dead people". Mellon also says that biographies should include illustrations, if available.

BIOGRAPHICAL FIGURES IN SUBJECT MATTER TEXTBOOKS

Most biographical information about noted personalities is found in social studies texts. Therefore, this section of the review places special emphasis on social studies texts and instruction because that is

where research and professional writing has been done. In addition, it must be noted that the social studies field is broad and encompasses many areas of which biographies of famous personalities is only a small part.

In the social studies classroom the text continues to be the primary mode of instruction, in many cases the entire curriculum (Allen, 1988, Hornstein, 1986, Hoge, 1986, New York State School Boards Association, 1988). There is little interdisciplinary teaching and current social issues and controversial topics are rarely taught (Hornstein, 1986, p. 24).

Allen (1988, p. 113) examined middle grade social studies programs and found through his review of the literature that:

- 1) teachers are still the key to good social studies instruction,
- 2) the dominant instructional tool is still the textbook,
- 3) there is little interdisciplinary teaching and little attention to societal issues,
- 4) instruction is dominated by large group recitation and lecture based on the textbook,
- 5) the "knowing" expected of students is recitation of textbook material; there is little inquiry or experience-based learning,
- 6) teachers rely on grades for motivation rather than student interest,
- 7) students generally find social studies and social studies instruction boring, and
- 8) affective objectives are rarely an implicit part of the curriculum; students are taught to accept authority and learn the "truths" about history and government.

Based on these findings, Allen

recommends several paths to follow to improve social studies education. Among those recommendations Allen suggests "that textbook should be carefully selected and used as a major resource in addition to a variety of supplemental resources." In addition, he stresses the need for middle grade social studies to "emphasis history, government, and geography with numerous opportunities for integration of other social science disciplines, humanities, and students' personal life experiences."

Hoge (1986, p. 4) says that "as with math, science, and health, there is a temptation to allow the textbook to define the curriculum with the flow of topics determined by consecutive pages." His examination of elementary social studies textbooks found that children had trouble understanding the material presented because of a lack of experiential background and the inherent difficulty of the social studies content. His suggestions for improving the content of social studies content include: 1) increased development of experiential background, 2) accommodation of students' varying reading levels, 3) direct instructional help, and 4) a selection of learning activities that helps students apply and extend concepts. Although Hoge presents no specific materials for his improvement plans, the use of biographies might well help to provide needed background, meet students' varying reading levels and help students extend and apply concepts.

Hornstein (1986) looked at children's perceptions of the social studies class. He interviewed thirty-six fifth and sixth grade students and

had the eighteen social studies teachers involved complete questionnaires; some of the staff were followed up with personal interviews. From his examination of the classes he found eight basic classroom models which included: 1) the teacher reads the text aloud, 2) the students read the text aloud or silently, 3) the teacher lectures, 4) the students copy the teacher's notes from the board, 5) students outline sections of the text, 6) students complete packets of worksheets, 7) students correct the previous day's assignment and work on a new one, and 8) a wide range of activities. In all cases the text was the dominant tool of instruction, and in all but model eight, the instruction was predictable and unvarying. It is no wonder that Hornstein found that students disliked social studies instruction the most. He found that "ninety percent of classroom time is spent using curriculum materials with the majority of the time being used in the textbooks." (p. 31)

When Hornstein asked children what they learned in social studies, "only three children from two different classrooms described what they learned in social studies as being about people or about the earth." (p. 69) The most traditional "extra" among the classrooms examined was the research report. One student's comments seem to sum up the use of research reports in social studies, which teachers and students said were incorporated once per marking period, or once per

unit depending on the teacher:

Once we had two weeks to write a sixteen page report. It was about the great explorers. I just sat down and wrote it and wrote my bibliography at the bottom. I got most of my information out of the encyclopedias since we had been doing that stuff. We usually get most of our information out of the encyclopedia, and write it down, you have to reword it. She makes us do that. (p. 74)

As a final aspect of Hornstein's study he asked students what they liked and disliked about social studies. Most of the negative comments centered on instruction rather than content. In fact, the most common response that students gave about what they liked concerned the content of social studies. One student who claimed to like social studies stated:

I like learning about the people and how their past got started and it is usually something we never dreamed of today. Sort of about the things they had then and it sort of makes us think about what we have now. (p. 92)

In his recommendations, Hornstein suggests that social studies texts go back to the presentation that was prevalent before the 1930's "when social studies focused on bigger, more colorful characters and the conflicts in which they were involved" (p. 124), and was more developmentally appropriate and interesting to children.

Taylor and Birchell (1983) examined social studies textbooks from two different periods, 1969 - 1972 and 1979 - 1982, to see if there have been any changes in presentation since the back-to-basics movement.

What they found were 1) an increased emphasis on reading development, 2) an increased emphasis on American history, geography, map and globe skills, citizenship education and traditional American values, 3) the use of simpler vocabulary, shorter sentences and fewer concepts, and 4) a de-emphasis on innovative teaching suggestions and increases in testing on factual recall. In addition to these findings they noted that the newer texts had improved graphics, fewer racial, ethnic, or sexist stereotypes, and improvements in layout and design (p. 11).

In 1987, the Education of Democracy Project issued a Statement of Principles urging teachers and parents to look at current social studies and history training so that children could achieve a "reasoned allegiance" to democratic society (Gagnon, 1989, p. 8). The project included several leaders in education including Diane Ravitch, professor at Columbia University; and Lynne Cheney, chairman of the National Endowment for the Humanities. Both are vocal critics of textbooks, especially social studies texts.

Ravitch (1989, p. 38) condemns most history texts as "hefty and bland encyclopedias, not the exciting narratives that are needed," and finds fault with basal texts as well. In her call for better textbooks and instruction she calls for new initiatives like the history-social science curriculum recently adopted for the State of California that teaches historical content in eleven of the twelve grades and contains "rich

historical content - biographies of significant men and women, myths, legends, folktales; family history, local history, (and) studies of geography appropriate to young children." Cheney (1989, p. 10) echoes the sentiments claiming that "textbooks are too often collections of dry facts. The drama of the past is missing, and so is its sense of significance."

Gagnon (p. 40) studied the content of five United States history books for the eleventh grade in order 1) to determine the helpfulness in teaching the history of democracy in the United States, and 2) to consider how they might be more helpful. A complete chapter by chapter analysis of all five texts found "it is not the lack of space, but failure to analyze, to make connections along the lines of major themes and questions, that reduces the effectiveness of these books."

As far as biographical figures are concerned, Gagnon found that personalities were introduced, but not explored in depth. During the books' studies of the American Revolution, the texts include short biographical sketches of several persons. However, most of these fail to capture the whole individual and do not make connections between the history and the people who made it. Gagnon discovered that "Washington, Adams, Jefferson, Madison, Hamilton, and even the news-worthy Franklin all fail to earn adequate descriptions of their ideas, intellect, character or work (p. 43)."

During the Civil War period Gagnon discovered that coverage for Abraham Lincoln was lacking in all books. The longest portrait was six

paragraphs and did not reach "Lincoln's beliefs or depth of character."

Gagnon explained:

In Lincoln's case texts should relate his formative experiences, what he read, some of what he knew and believed, the sources of his language and eloquence, his temperament, his humor and his mourning, his handling of affairs under the awful pressures of war. (p. 69)

Swibold (1984), a school librarian, read fifth and sixth grade social studies texts to develop supplementary reading lists of trade books that could supplement the text. In her study she noted several things, most notably that "the textbooks seemed to me at various points to be boring, bloodless, evasive, uncritical, and so general as to be uninformative" (p. 94). Conversely, she found the trade books much freer to criticize historical events, and much richer in detail. Swibold says:

My reading revealed that our textbooks alone are frequently unable to bring the subject to life. The reason may be that elementary texts have to be so simple that much that is fascinating or controversial or specific must be left out. Or it may be that authors and publishers purposely avoid discussion of certain questions and events because they believe they might be unacceptable to some community groups or administrators or boards of education. (p. 97)

Weible and Evans (1984) surveyed fifth and sixth grade students in order to examine their perceptions of social studies. Students responded positively to the content of their social studies classes, preferring the study of history most, the study of cities and states least.

Negative perceptions were geared toward instruction; students expressed dislike of homework and tests; reading, writing and language arts activities; and memorization tasks. Weible and Evans also discovered that some students had no concept of what social studies entailed. When asked what he would like to learn more of in social studies, one student wrote "more about the large and small intestine," while another listed, "animals such as snakes and fish" (p. 247).

Osterlund (1962, p. 30) examined children's experiences in social studies with middle grade children. One of her findings offers a possible reason for students' lack of ability to assimilate knowledge. She says, "studies over the years of children's understandings of time and chronology reveal that below grade six, the ability to grasp these understandings is poor." One study she examined found that most students below junior high level cannot group dates, decades, centuries, and the sequence of periods and movements are beyond their experience. Osterland concluded in her study that expansion of maturity is more effective when explorations in social studies literature are linked with concepts, facts and ideas gained in other school experiences.

THE USES OF BIOGRAPHY IN THE CURRICULUM

This section of the review of the literature is a compilation of professional sources that offer suggestions for the use of biographies in

the classroom.

De Lin Du Bois and McIntosh (1986) believe that reading about past events, people, and cultures in school textbooks presents conceptual problems for students with little background knowledge about the subjects they are studying. They feel additional materials are needed to develop "students' conceptual notions of history" and suggest that teachers read aloud to secondary history students to fill in the background knowledge that students need to understand text. Appropriate read alouds for high school students include several historical fiction novels as well as biography and autobiography selections such as Richard Wright's, Black Boy, Carl Sandburg's, Abe Lincoln Grows Up, and Milton Meltzer's social narratives, Never to Forget: The Jews of the Holocaust and The Black Americans: A History in Their Own Words. The authors contend that reading aloud to secondary students in history classes will 1) help students comprehend the content covered by developing their concepts of history and by increasing their vocabulary, 2) aid students in understanding the format of their textbooks, 3) improve students' language and speaking skills, 4) increase students' motivation to read, and 5) affect students' social attitudes.

Storey (1982) similarly suggests the use of fictionalized biographies for use in social studies, but in the elementary classroom.

She says:

At times there is a gap in children's ability to shift to this different type (content area) of reading. For instance, in social studies, students may be able to pick out facts (names, places, events), but they often overlook the deeper aspects of such information. (p. 799)

She says that using fictionalized biographies will help children to determine the accuracy and authenticity of facts and will "bring history to life on a more personal level than nonfiction material such as textbooks." Distinctions can be made between first person fictional narratives and third person biographies; students will learn that many facts can be found in fictional pieces.

Common (1986) also suggests the use of "stories" in the social studies curriculum. She says that "through stories, information about social studies matters exists not as independent, factual, and conceptual bits, but is locked into a context of human intentions and activities." Her examples provide stories from both fiction and biography and include The Odyssey, The Resurrection of Douglas Llewellyn, a book dealing with the industrial revolution in England, along with a biography about Peter the Great. She says that "stories also enable teachers and students to begin their shared experiences in social studies classrooms with a common point, the story itself" (p. 247). Her purpose for employing stories in the curriculum is summarized :

The objective for employing a story as an instructional vehicle in social studies is to lead the students from the narrative about someone else in another cultural context

back to themselves in their context – to reflect upon what they have read and to question their understandings of their experience and their worlds. (p. 248)

Lehman and Hayes (1985) are concerned with students learning critical reading skills; they see the social studies class as a good place to start. They say that in the social studies classroom, "the child may first begin to gain knowledge about people, events and concepts. Through its chronological presentation of events, the social studies text provides manageable points of reference for the child being introduced to the flow of history." (p. 165) Though they promote the use of biographies and historical fiction to supplement the text, they say that "the use of historical fiction and biography must move beyond the enrichment stage of making past events come alive for children. They suggest the use of a number of trade books on the same historical topic to: 1) encourage various ways of interpreting events, 2) teaching students to keep an open mind and to suspend judgement, 3) allow students to search for evidence and gather relevant materials, 4) teach students to compare and check sources, and 5) to have students develop the ability to evaluate sources and literature.

Martorella (1985) states that the lack of accuracy and authenticity in many children's biographies can be used as a positive force in the curriculum. He says that biographies are of great interest to many students and are available to a wide range of reading abilities. Therefore, he suggests that students be encouraged to read multiple biographies about the same personality and compare the information

found in different volumes, so students can learn to analyze information and draw their own conclusions of what is true. In his text he has devised an exercise to compare multiple biographies that includes questions which ask students to compare information about various parts of the subject's life, to summarize what they learned from all books examined, to choose which book they liked most and be able to give reasons for their choice, and to compare information found in biographies with that found in encyclopedias.

Zarnowski (1988a) studied a fourth grade class that used fictional biographies for both reading and writing. The class in the New York Public School District first spent four months learning about fictionalized biographies, then learning about Benjamin Franklin, and finally writing their own fictionalized biographies based on one part of Franklin's life.

The teacher introduced the students to fictionalized biographies by reading aloud several books by F. N. Monjo, and then reading Robert Lawson's Ben and Me to the class. She also gathered a large collection of biographies about Benjamin Franklin for independent reading in the classroom. After the students had read several of the biographies about Franklin, they were able to compare accounts and pull out conflicting information for further study. Students also kept journals recording their reactions to what they had read. Finally, students created their own fictionalized biographies with the help of teacher designed planning sheets.

Schreiber (1984, p. 13) says that "biographies can make valuable contributions to the child's introduction to history and study of the past." She assembled a large annotated bibliography, arranged thematically, to aid the social studies teacher. In the area of history and biography, she especially encourages teachers to incorporate the works of Jean Fritz in the classroom because she "is meticulous in her research, and she always presents the information in a lively and amusing form. 'Leftovers' information is included in the back of each book in notes which the teacher might use."

Freedman (1986) states that nonfiction books for children have improved greatly in recent years. He cites competition with television as one of the reasons writers have re-examined their craft. Because of this he notes several trends in the nonfiction book including: 1) a more visual approach with more use of graphics, and 2) a change from a definitive, all encompassing volume about a subject to books with a narrowed focus. Greenlaw (1986, p.634) says that there are now many more nonfiction books "that are about an interesting topic, and that have an attractive format." She says that when selecting books for use in the classroom, "the clarity of the concepts presented should be paramount. The purpose of a book should be determined and then the book evaluated on the basis of how well it fulfills the purpose."

Though both Freedman and Greenlaw speak generally about nonfiction works, their belief that nonfiction is improving and can be a

useful tool in the classroom can also be applied to the biography. Greenlaw's summary points out the benefit that can be gained from a classroom that utilizes trade books and incorporates them into the curriculum:

The responsibility of all educators is to broaden the scope of our students' worlds and to provide the opportunity for more wide-ranging experience. If we will regularly incorporate excellent informational books in the free-reading aspect of our classrooms as well as in the planned curriculum, if we share books that interest us, and if we teach students the skills of selection and evaluation, we stand a good chance of fulfilling our responsibility. (p. 636)

SUMMARY

This chapter has reviewed pertinent information dealing with this study. It examined the criteria for biography selection, children's preferences for biographies, biographical material found in the textbook, and possible uses for biographies in the curriculum.

Chapter III will examine the methodology and procedures used in the study and will examine results of a pilot study.

CHAPTER III

SELECTION OF SUBJECTS, PROCEDURES AND DESIGN OF THE STUDY

Introduction

In this chapter the researcher will describe (1) the design of the study, (2) the sample selected for the study, (3) the procedures used to elicit information from the sample, (4) the pilot study to establish the validity and reliability of the instruments and procedures used in the study, (5) the criteria used for selection of the literature examined, and (6) the instrument and the procedure used for analysis of the literature samplings.

This research is designed to study grade six students' preferences for biographies about individual persons and the subject categories of biographies. This study also queries a selected sampling of the students about the kinds of information they would like to know about selected biographical figures. The subjects who participated in the study were grade six students enrolled in six, self-contained classrooms at one intermediate school in a large school district in Michigan, an hour northeast of Detroit. In order to assess the students' reading preferences about biographies two instruments were designed: the Category Preference Instrument and the Textbook-Driven Preference Instrument. The Category Preference Instrument was designed to identify three

factors: (1) students' interest in reading biographies, (2) categorical preferences about biographical figures, and (3) names of up to ten biographical figures the students might choose to read about. The Textbook-Driven Preference Instrument was designed to identify two factors: (1) students' knowledge of biographical figures most commonly mentioned in the grade five subject matter textbooks used in these students' classrooms, and (2) biographical figures which were named in the textbook list and which were most frequently named by the students as persons they might choose to read about. A third, Open-Ended Writing Instrument attempted to identify specific questions the students asked about the biographical figures they named in the second instrument. The instruments and the procedure were piloted in one sixth grade classroom at another intermediate school in the same district to refine them for the study. A Biographical Analysis Instrument was devised to complete a content analysis of collective biographies with the most recent sketches of a selected biographical figure from the Textbook-Driven Preference Instrument. An inter-rater reliability was done on this instrument, and the necessary changes were made. This revised instrument was used in the content analysis of a selected sampling of collective biographies and textbook passages.

The rest of this chapter will deal with each of these aspects.

THE DESIGN OF THE STUDY

This study is designed to assess the preferences of sixth grade students about biographical figures and categories of biographical figures, and to compare biographical information presented in subject matter textbooks with biographical sketches found in collective biographies. The study attempts to answer five research questions:

(1) What biographical figures are portrayed in subject matter textbooks and in collective biographies?

In order to answer this question, this researcher read all the grade five textbooks adopted for use in the target district and compiled a list of all of the biographical figures mentioned in these texts. Fifth grade textbooks were examined instead of sixth grade textbooks so that students could be presumed to have covered the entire texts. The textbooks included those adopted for English, handwriting, spelling, reading, science, social studies and math. The name of each textbook and the page numbers mentioning the biographical figures were recorded.

To determine what biographical figures have been written about in collective biographies, this researcher first compiled a master list of all biographies published within the last ten years using the three most commonly selected sources of review for new children's books, namely School Library Journal, Booklist, and The Bulletin of the Center for

Children's Books. A list of the collective biographies was created from this master list and cross-referenced with the Index to Collective Biographies for Young Readers because it is an inclusive list of collective biographies published during the last forty years. Published in October of 1988, this book supplied an up-to-date master list that was not available until its recent revision. This book became the master list of the collective biographies available. A few additions, garnered from new publishing lists and the three review sources listed above, were added because they had been published since the October, 1988 release of Bowker's collective list.

2. What categories of biographical figures do grade six students want to read about?

The Category Preference Instrument was designed to determine the categories of biographical figures in which students expressed the most interest. The categories used in the Category Preference Instrument were selected using three sources: (1) the subject index in the Index to Collective Biographies for Young Readers, (2) Kyoon's 1984 study of values and children's biographies, and (3) categories formulated by the textbook review. From these sources, selection was refined so that ten categories were developed. These categories were: creative artists, entertainers, explorers and pioneers, military leaders, minority figures, scientists, sports figures, U.S. political figures, world political figures, and others. Each category contained examples of the types of figures that

would fit in each category, but no names of specific biographical subjects. For instance, the entertainer category was further delineated with the description, "This includes TV and movie stars, singers, dancers, and other performers."

The Category Preference Instrument also incorporated questions on biographical reading frequency, gender preference, and afforded students an opportunity to list up to ten persons they would like to read about. The subjects listed at the end of the Category Preference Instrument were used to answer the next research question.

3. Which biographical figures do sixth grade students want to read about?

Students were given two opportunities to assess preferences for biographical figures. The first opportunity was given at the end of the Category Preference Instrument. After an examination of all the different categories of persons who might be the subject of a biography, students were asked to name up to ten persons they might want to read about. Students' choices were not limited. They could choose any individual they desired.

The Textbook-Driven Preference Instrument was designed to assess preferences, but choices were limited to the most frequently mentioned figures in the grade five subject matter textbooks designated for use in the target school district. One mention was given for each unified piece of information. Sometimes a mention was only a single

sentence, while other times a mention equalled a two to four paragraphs about one sustained incident or subject.

The subject matter textbooks gleaned a master list of three hundred and seventy-four biographical figures. First, a random sample of all the figures mentioned in the texts was created. It was determined that preferences could not be accurately identified without some knowledge about the persons on the list. Because the random sampling contained many figures who were unfamiliar to the students, the random sampling was abandoned in favor of a list based on frequency of mention.

The figures listed on the final Textbook-Driven Preference Instrument were mentioned at least three times. That is, figures could have been mentioned three different times in the same text, once in three different fifth grade texts, or two times in one text and once in another text. A total of only thirty-six biographical figures were mentioned in the texts at least three times. In order to broaden the scope, personalities who were mentioned twice, but in different textbooks were included. The total number of biographical figures listed on the Textbook-Driven Preference Instrument was forty-eight.

Students were asked to mark their level of knowledge about each of the forty-eight biographical figures as the names were read aloud to the students by a person trained to administer the instruments. Choices of knowledge level included, "Don't Know", "Heard the Name, but Don't

Know", and "I Know". To check the students' knowledge, students who checked the knowledge level, "I Know", were instructed to write a brief description identifying the biographical figure.

At the end of the Textbook-Driven Preference Instrument students were asked to list the five biographical figures they would most like to read about; however, their choices were limited to the forty-eight personalities included in this instrument.

4. Do collective biographies answer sixth grade students' questions about the most preferred biographical figures mentioned in their subject matter textbooks as indicated by the students in the Textbook-Driven Preference Instrument?

After an examination of the first two instruments completed by the students, a list of eight biographical figures was selected from the Text-Driven Preference Instrument. The selected figures were the persons chosen most often by students as those they wanted to read about. In addition, the eight figures represented seven of the ten possible categories of biographical figures; some of the selected figures fit into more than one category.

Two of the six classrooms were selected to complete the Open-Ended Writing Instrument. After the first two instruments were administered, this researcher sought volunteers among the six participating teachers to extend their classes' participation into the final stage; the two teachers selected were the first two to volunteer their

students. Each of the classes was instructed to write questions about four different biographical figures. One class wrote about sports star, Babe Ruth; world political leader, Adolf Hitler; scientist, Thomas Edison; and creative artist, Mark Twain. The second class wrote about military leader, George Washington; U. S. political leader, John F. Kennedy; scientist, Neil Armstrong; and minority figure, Jackie Robinson. Students were told the names of the figures they would be writing about the day before the question writing period. Students were instructed to think about all aspects of each subject's life, and then indicate with questions what information they wanted to know about each figure. Because of the advance notice about the subjects they would write questions about, the students were allotted only ten minutes to write questions about each biographical figure named above; all students seemed able to complete their questions before the time was up.

The students' questions about each of these biographical subjects were tallied. The questions were then categorized. A set of sixteen generic questions was created. If the same question was asked about six of the eight biographical figures, that question became part of the generic list. Other questions, specific to the individual figure, were included on another list.

The specific and generic question lists for Thomas Edison were added to the content analysis discussed later in this chapter, so that an inter-rater reliability could include a judgment about the extent to which

the students' questions were answered in selected, biographical sketches taken from collective biographies about him. Trained readers and the researcher evaluated these collective biographies to determine whether questions were answered fully, partially, or not at all. Those results were tallied to answer the fourth research question, and the process was repeated by the researcher with the other seven selected biographical figures.

5. What kind of treatment (i.e. depth, breadth, and style) of the biographical subjects is given in the subject matter textbooks as compared with the collective biographies?

In order to assess the text taken from the textbooks and the sketches taken from the collective biographies, this researcher designed a Biographical Analysis Instrument containing criteria for evaluating collective biographies. Criteria for evaluating collective biographies were gleaned from three major textbooks including: (1) Children's Literature in the Elementary School by Huck, Helper and Hickman, (2) Through the Eyes of a Child: An Introduction to Children's Literature by Norton, and (3) Children and Books by Sutherland, Monson and Arbuthnot. Each of these texts reflects a common criteria for evaluation of children's books and is used widely in college children's literature courses throughout the country. Seven areas of evaluation were established including: (1) the authenticity of the facts, (2) the background information about the setting and era, (3) the theme, (4) the characterization, (5) the span of the life

covered, (6) the illustrations, and (7) the intended audience. The Biographical Analysis Instrument, including the criteria for evaluation, the students' generic questions, specific questions about Thomas Edison, and six of the most recent sketches about Thomas Edison were read by four trained readers and the researcher. The trained readers included two children's librarians in a large county library serving the target school district and two instructors in children's literature. The raters and the researcher read the sketches and rated them using the instrument designed for the study. It was agreed that the ratings would be reliable at the .70 level. After the inter-rater reliability was done and an acceptable reliability established, the researcher rated the other sketches and text passages to answer the fifth research question.

THE SAMPLE SELECTED FOR THE STUDY

The school district selected for study is located in the largest city in mideastern Michigan, about 60 miles northeast of Detroit. The school system is incorporated, covering a large geographic area and including several surrounding small towns and townships as well as the city itself. The district ranks fourteenth in size in the State of Michigan with over 12,000 students and 600 teachers.

The elementary school enrollment totaled 6,151 for the 1989-1990 school year; the district is composed of thirteen elementary schools (grades K through 5) with populations in each school varying from 228

to 771 students. There are four intermediate schools (grades 6 through 8) with a total population of 2,507 students based on 1989-1990 figures. There are two class A high schools with a total population of 3,378 students. (Class A high schools are size designations and mean that a school has over 1,000 students in grades 9-12.)

Based on income, education and employment the district offers a diverse population. Five of the elementary schools are "out of formula" schools, that is, they receive no additional funds from the government to support additional programs for needy children because there is not a high enough percentage of low income children in the attendance area to merit such federal funding. The other eight elementary schools receive Title I funds, government money to support schools with a high incidence of low income families. In these schools populations ranging from 19.25 percent to 49 percent have low incomes. Three of the four intermediate schools also receive Title I monies, including the target school which serviced 108 students during the 1989-1990 school year.

The intermediate school selected for the study had an enrollment of 518 students during the 1989-1990 school year with 21 percent coming from low income families. The school is located in the city and has two main elementary feeder schools, though the school has other elementary school representation due to movement within the district. Some students also transferred to the school from other school districts and local parochial schools. The building had 33 teachers during the last

school year including the six, grade six teachers involved in the study. The intermediate school was selected for the study because it offered the most diverse population of students from all socioeconomic backgrounds.

The subjects for the study were six heterogeneously grouped grade six social studies classrooms. The six grade six classrooms at the target school are basically self-contained, though individual teachers do pair up and switch classes for some subjects. All but one of the classes received social studies instruction from their regular classroom teacher. One of the six teachers involved in the study taught two sections of social studies. Therefore, all students received social studies instruction from the teachers involved in the study. The six classes provided a total of 168 possible students, 77 boys and 91 girls. A total of 165 students were administered the first instrument. One hundred and fifty-eight students completed the second instrument. A total of 155 students, sixty-eight boys and eighty-seven girls, completed both instruments. The N number used for calculations was 155, as students who were absent for administration of one of the instruments were eliminated from the study. In addition, 51 students from two of the classrooms involved in the study completed the third open-ended question writing instrument about the selected biographical figures.

THE PROCEDURES USED TO ELICIT INFORMATION

Before the research was initiated, the researcher met with the assistant superintendent and explained the proposed plans for the study. He recommended the study be conducted in the school that offered the most diverse population of students. Next, the principal of the target school was contacted and a similar familiarization with the proposed research was discussed and letters detailing the study for parents along with permission forms for the students' participation were examined and discussed. The principal at the target school made the initial contact with his grade six faculty; the researcher then met with this faculty group. It was agreed that the first two instruments, The Category Preference Instrument and the Text-Driven Preference Instrument would be administered on two consecutive days .

Because the researcher is a full time teacher in another school in the district, it was necessary to hire an individual to administer the first two instruments. Based on the principal's recommendation, a certified teacher who frequently substituted in the target school was selected. In addition to his credentials as a teacher, the person hired was a local "celebrity", familiar to many of the students because of his position as a pitcher on The Baltimore Orioles baseball team. He has excellent rapport with the students and the staff, and it was thought that his position as a

professional athlete would be an asset to a study examining interest in reading biographies.

The researcher met with the selected data collector a week before the scheduled work in the school. At this time the purpose of the study, the procedures for administration of the two instruments, namely the Category Preference Instrument and the Text-Driven Preference Instrument, and the schedule for administration were explained. Special emphasis was placed on the procedures for administration based on the results of the pilot study. For instance, instructions to explain all the categories on the study before passing out the instrument were reiterated. The data collector was reminded to make sure he instructed the students to think about the ten categories they had already prioritized before writing down the names of persons they might want to read about. He was also instructed about how to assign student numbers to each response form to assure anonymity of each student.

The two instruments were administered by the data collector on two consecutive days. Completed instruments were returned to the researcher for analysis. From the initial analysis, eight personalities were selected for use on the third instrument. The Open-Ended Writing Instrument was then administered to two grade six classes by the researcher with the help of the two classroom teachers involved. The classroom teachers spoke to their classes the day before administration of the Open-Ended Writing Instrument and told them the four biographical

figures they would be writing about. They were given basic information about the people they would be writing questions about in case they had no knowledge about the individuals. They were instructed to think about the kinds of things they would like to know about the individuals in preparation for the writing instrument to be administered the next day.

The Open-Ended Writing Instrument was administered the next day by the researcher. Students were well prepared for the question writing exercise and the classroom teachers had already coded the instruments with student numbers. For each of the four personalities in each class, students were given ten minutes to list their questions. If students finished before the allotted time, they were instructed to sit quietly until the time expired. After all four question writing periods had been completed, the instruments were collected by the researcher, the questions for each personality categorized, and generic and specific question sheets developed for further analysis.

THE PILOT STUDY

The pilot study was conducted in one grade six classroom at an intermediate school in the target district. The intermediate school chosen for the pilot study was not in the same school scheduled for the study. The purpose of the pilot study was to establish the validity and reliability of the instruments and procedures to be used in the study. The

researcher met and discussed the pilot study with the classroom teacher and three dates for administration of the instruments were determined. Each instrument was administered on a different day.

The Category Preference Instrument was given to twenty-five students, fifteen girls and ten boys. After a brief introduction describing the purpose of the pilot study and explaining what the first instrument was designed to measure, the actual instruments were distributed and student numbers were assigned. The first three questions on gender, reading frequency of biographies, and gender preference for biographical figures were read together and marked. Next, the researcher explained each of the ten biographical categories and answered any questions the students had. For example, students wanted to know if they could choose more than five categories (The response was, "No, that only the first five choices will be tallied."). They also asked if they could choose less than five categories if they were only interested in three of the categories (The response was, "Yes," although none chose less than five.). The students were then asked to choose the five categories they most wanted to read about and prioritize those choices by marking (1) beside their first choice, (2) beside their second choice, etc. When all students were finished with this section of the instrument they were asked to list the names of up to ten personalities they might want to read about in a biography. They were instructed to name persons they were interested in reading about and were not limited in anyway. Again the students asked questions

before beginning. These questions included, "Does spelling count?" (The response was, "No, sound the words out the best you can."), and "What happens if you don't know the person we write down?" (The response was, "Every attempt will be made to identify the persons you write down.")

After administering the Category Preference Instrument, the researcher noted several points that would improve responses in the actual study. These points were then included in the training of the data collector in the study. First, the students' questions were automatically incorporated into the introductory instructions for completing the instrument. Secondly, students were so eager to choose their categories during the pilot study that many of them completed their choices before all the categories were discussed. Special care was taken during this explanation to describe the types of persons that fit each category without mentioning specific names. Students were cautioned not to mention names aloud. They were, however, allowed to ask the researcher privately if a specific person fit into a category. This was done on an individual basis, while they were working on the instrument. Finally, because the directions for prioritizing the five categories with numbers from 1 to 5 had not been clear, or because students were not listening, some students put checks by their categories. Most mistakes were caught while students were working; however, two completed surveys were turned in with only checks in the categories and had to be omitted

from this part of the study. To avoid confusion during completion of the Category Preference Instrument, the data collector was trained to give an oral presentation of the categories using either the blackboard or an overhead projector before the instruments were distributed. The data collector was also taught how to model the prioritizing of the categories. In the last segment of the Category Preference Instrument, which asked the students to list up to ten people they might want to read about, students were encouraged to look at the categories they had just prioritized to help them think about personalities they might want to include on their lists.

In the pilot study the Category Preference Instrument showed that grade six students preferred entertainers, creative artists and sports figures when all five of each student's choices were considered. World political figures, U.S. political figures and military leaders were chosen least often. The percentages of students who chose each category are as follows: entertainers (92 percent), creative artists (80 percent), sports figures (76 percent), and scientists (64 percent), explorers and pioneers (44 percent), minority figures (49 percent), military leaders (32 percent), U.S. political figures (28 percent), and world political figures (20 percent). No students listed persons in the "Others" category.

These percentages indicate the number of students who chose each category as one of their five choices. For instance, although 49 percent of the students chose the minority figures category, no students

chose this as their first or second choice, while only one student selected it as a third choice. Though entertainers was chosen by twenty-three of the twenty-five students, only fourteen chose entertainers as their first choice. Those fourteen votes, however, made the entertainer category the first place favorite as well as the overall preferred category. Figure 3.1 shows

Table 3.1

Summary of Category Preferences: Pilot Study

CATEGORY	GIRLS		BOYS		TOTAL	% OF N
	number	%	number	%		
1. Creative Artists	14	93%	6	60%	20	80%
2. Entertainers	15	100%	8	80%	23	93%
3. Pioneers and Explorers	6	40%	5	50%	11	44%
4. Military Leaders	1	7%	7	70%	8	32%
5. Minority Figures	5	34%	5	50%	10	40%
6. Scientists	13	86%	3	30%	16	64%
7. Sports Figures	11	73%	8	80%	19	76%
8. U.S. Political Leaders	6	40%	1	10%	7	28%
9. World Political Leaders	4	27%	1	10%	5	20%
10. Others (specify)	0	0%	0	0%	0	0%

the category preferences of students involved in the pilot study. The figure provides totals by gender as well as a total for each category.

The Category Preference did offer some minor differences between the genders. Entertainers was the most popular category of both boys and the girls with 100 percent (15) of the girls and 80 percent (8) of the boys choosing that category as one of their top five choices. The creative artist category was second in the rankings with 80 percent (20) of the students selecting the category. However, only 60 percent (6) of the boys selected this category while 93 percent (14) of the girls indicated an interest in this field. The sports figures category was chosen by 80 percent (8) of the boys and 73 percent (11) of the girls. Although 87 percent (13) of the girls chose scientists as one of their top five choices, only 30 percent (3) of the boys chose scientists. The most pointed difference though, involved military leaders; 70 percent (7) of the boys said they would like to read about military leaders while only one girl, or 7 percent, chose this category. U.S. political leaders was not a popular choice for either boys or girls, although 40 percent (6) of the girls chose this category while only one boy (10 percent) made it one of his selections. Little interest was shown in world leaders by either gender with only 27 percent (4) of the girls and 10 percent (1) of the boys choosing this category.

Table 3.2

Biographical Categories by Choices: Pilot Study

category	first	second	third	fourth	fifth	TOTAL	GIRLS	BOYS
creative artists	5	6	2	4	3	20	14	6
entertainers	14	6	1	2	0	23	15	8
explorers/pioneers	1	2	3	2	3	11	6	5
military leaders	0	3	2	1	2	8	1	7
minority figures	0	0	1	4	5	10	5	5
scientists/inventors	1	0	7	3	5	16	13	3
sports figures	3	6	3	6	1	19	11	8
U.S. political leaders	0	0	3	1	3	7	6	1
world political leaders	0	1	2	1	1	5	4	1
others	1	1	1	1	1	5	0	1

Despite some gender preferences in category selection, 88 percent (22) of the students agreed that they would rather read about both men and women as opposed to selecting a specific gender. Only 12 percent (2 boys and 1 girl) indicated they would prefer to read specifically about men. No students said that they wanted to read just about female biographical figures.

Table 3.3

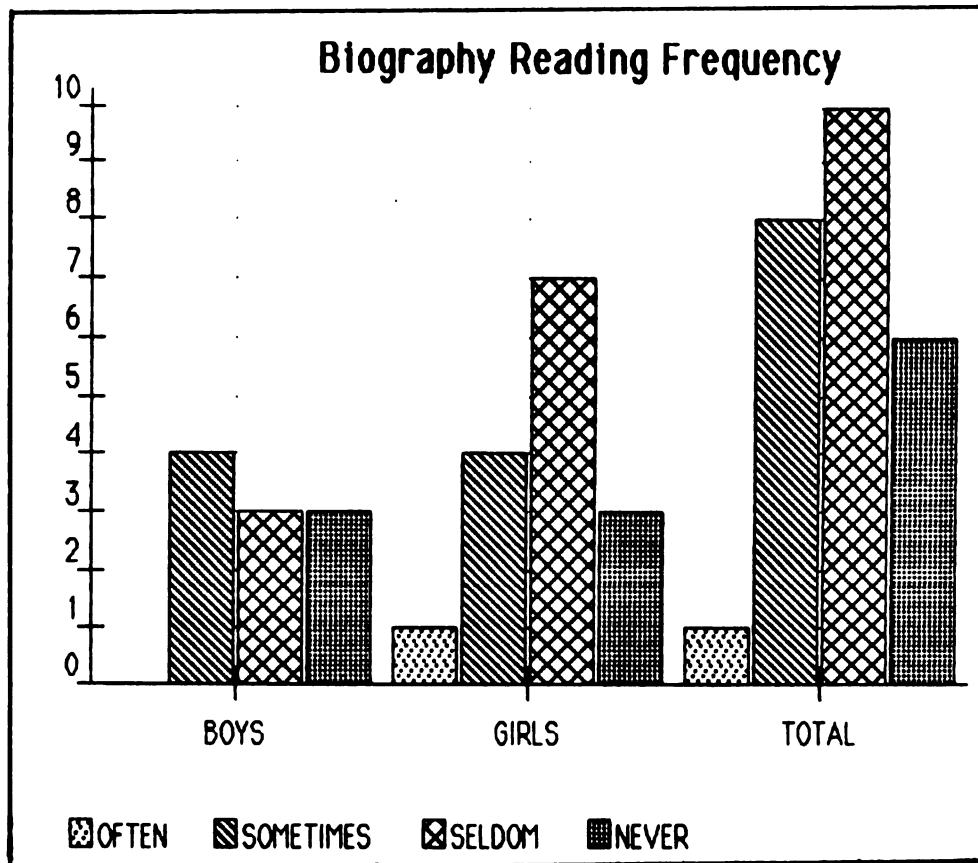
Gender Preferences for Biographical Subjects: Pilot Study

GENDER PREFERENCE	GIRLS	BOYS	TOTAL
MEN	1	2	3
WOMEN	0	0	0
BOTH MEN AND WOMEN	14	8	22

In consort with earlier studies examined in the review of literature, biography does not seem to be popular with young readers as compared with other genres. Only one girl (4 percent) acknowledged frequent reading of biographies. Eight students, four boys and four girls, indicated that they read biographies "sometimes", accounting for 32 percent of the class. Ten students (40 percent) said they seldom read biographies, while six students (24 percent) admitted that they never read biographies. Even though students might choose other genres if they had the chance, 76 percent (19) have had experience reading biographies either by choice or as assigned work.

Figure 3.1

Student Indicated Frequency of Biographical Reading: Pilot Study



When students had free reign to choose any person they would like to read about, the list gleaned from their choices was large and diversified. The twenty-five students responding to the Category Preference Instrument named a total of one hundred seven (107) different persons they thought would be of interest. From this total, only twenty of the figures (19 percent) were named more than once with only

nineteen of those true biographical subjects; two students expressed an interest in reading a biography about Moby Dick.

The current rock group, New Kids on the Block, was mentioned most often with six students (24 percent) selecting the group. George Washington, Thomas Edison, Abraham Lincoln and John F. Kennedy were each listed by five students (20 percent). Three more popular teen idols including singer, Debbie Gibson; television star, Alyssa Milano; and lead singer of Kiss, Alice Cooper, all were mentioned by four students (16 percent). Listed by three different students (12 percent) were pop singer, Tiffany; the rock group, Skid Row; and basketball star, Michael Jordan. Rounding out the list of personalities who were listed twice, or by 8 percent of the students, were Chad Allen, Motley Crue, Jasmine Guy, Isaiah Thomas, Martin Luther King, Edwin Aldrin, Hulk Hogan, and George Bush.

When students ranked the categories of biographical figures they would most like to read about, entertainers was the category they clearly favored. The figures the students identified in the free choice component of the Category Preference Instrument indicated that this was the top choice with forty-six of the names listed, or 43 percent of the total. Except for the students' partiality toward entertainers, there was little similarity between the categories they chose and the name of the individuals they listed that they would like to read about. For instance, U.S. political leaders ranked in eighth place with only 20 percent (5) of

the students selecting this category. However, on the open selection, U.S. political leaders were listed twenty times with Kennedy, Lincoln and

Table 3.4

Biographical Figures Listed by Pilot Study Participants

<u>Creative Artists</u>	<u>Explorers: Pioneers</u>	<u>Sports Figures</u>
Eve Bunting	Davy Crockett	Roger Craig
Helen Keller	Lewis and Clark	Jose Conseco
Mad Magazine creator		Kirk Gibson
Mozart	<u>Military Leaders</u>	Hulk Hogan (2)
Shel Silverstein	Ulysses S. Grant	Mark Jackson
Vincent VanGogh	Theodore Roosevelt	Michael Jordan (3)
	George Washington (5)	Jerry Rice
		Dennis Rodman
<u>Entertainers</u>	<u>Minority Figures</u>	Babe Ruth
Aerosmith	Bobby Brown	Isiah Thomas (2)
Chad Allen (2)	Jose Conseco	Steven Tyler
Roseanne Barr	J. J. Fad	Mike Tyson
Bobby Brown	Michael Jordan (3)	Herschel Walker
Kirk Cameron	Martin Luther King (2)	Spud Webb
Cars	Chief Pontiac	Steve Yzerman
Alice Cooper (4)	Dennis Rodman	<u>U.S. Political</u>
J.J. Fad	Isiah Thomas (2)	George Bush (2)
Michael J. Fox	Mike Tyson	Ulysses S. Grant
Debbie Gibson (4)	Herschel Walker	John F. Kennedy (5)
Guns and Roses	Spud Webb	Abraham Lincoln (5)
Jasmine Guy (2)		Ronald Reagan
Corey Haim	<u>Scientists</u>	Theodore Roosevelt
Billy Joel	Edwin Aldrin (2)	George Washington (5)
Metalica	Neil Armstrong	
Alyssa Milano (4)	Thomas Edison (5)	<u>World Political</u>
Motley Crue (2)	Orville and Wilbur Wright	Queen Elizabeth
New Edition		
New Kids on the Block (6)		<u>Others</u>
Fred Savage		Moby Dick (2)
Skid Row (3)		
Sylvester Stallone		
Arnold Swartzenager		
Tiffany (3)		
John Wayne		

() denotes number of times listed if more than once

Washington among the most popular choices. These selections accounted for 19 percent of the total number of persons listed on the open selection portion of the instrument, ranking it second in popularity rather than eighth. Sports figures ranked third with 18 percent (19) of the total number of personalities listed. Only three personalities, Hulk Hogan, Michael Jordan and Isiah Thomas were mentioned more than once. Minority figures received twelve mentions accounting for 14 percent of the total number listed. It must be noted, however, that most of the minority figures listed were also counted in the rankings of the other categories as well. The other category totals included scientists with nine listings (8 percent), military leaders with seven mentions (7 percent), creative artists with six figures (6 percent) listed, explorers and pioneers and the other category both with two listings (2 percent). One student expressed an interest in world political leaders by listing Queen Elizabeth. It should be noted that the category totals do not equal 100% because some of the individuals were counted in two categories. George Washington, for example, was counted as a military leader and a U.S. political figure, and all the figures listed in minority figures with the exception of Martin Luther King were counted in either the entertainer or sports category as well. King was not counted as a U.S. political figure because he never held public office.

With such obvious discrepancy between students' categorical preferences and the figures they identified in the free choice component

of the Category Preference Instrument, it was necessary to compare students' preference choices from the predetermined list of categories with the figures they listed. This examination revealed that 40 percent of the class, or ten of the students, listed a person from their first category choice on the first section of the instrument as their first choice on the open selection portion of the instrument . Another four students, or 16 percent, listed a personality from their first category preference in the open selection portion of the instrument, but that person was not listed first on their list in the free choice component. These two groups, accounting for 56 percent of the class, were consistent in their choice of category and biographical figures representing that category. Eight students (32 percent) failed to include any figure from their preferred category on the predetermined list. In addition, one of the students failed to prioritize the categories and could not be included in this analysis, while two students listed no specific figures on the instrument.

The fact that three of the most mentioned figures, George Washington, Abraham Lincoln and John F. Kennedy, are U.S. political figures, the students' ninth category choice is interesting. When students were asked to list people they wanted to read about, several of the participants struggled to list biographical figures. Even with the categories listed on the other side of the paper, names of individuals did

Table 3.5

Correlation of Students' Categories With Personalities: Pilot Study

	# of students	%of students
First category /personality match	10	40 %
personality match/ not first listed	4	16 %
no match	8	32 %
Total students	25	100 %

not come easily to some students. In the Text-Driven Preference Instrument, students had no trouble listing the five figures they would most want to read about. The most common question in this instrument was whether they could list more than five.

The Text-Driven Preference Instrument was given a week after the Category Preference Instrument. This instrument consisted of a list of forty-eight of the most frequently mentioned biographical figures from the fifth grade subject matter textbooks adopted for use in the district. After a brief explanation of the instrument along with an explanation of how the names on the list were determined, the instruments were distributed and coded with student number and feeder school codes. The researcher

then read each name on the list aloud, allowing time for students to check the box that matched their personal knowledge of the subject. Students were instructed to check "Don't Know" if they had no knowledge of the person and could not remember hearing the name. Students who had heard the name before but could not identify the individual were instructed to mark the column, "Heard the Name, but Don't Know". Students who could identify the person when the name was read were instructed to check the column "I Know" and to write a phrase to identify that individual. All forty-eight names were read and instruments were marked.

On the second part of the Text-Driven Preference Instrument, students were instructed to look back over the list of the forty-eight biographical figures and choose the five individuals they would most like to read about from the list. Students were then given about ten minutes to make their selections. Questions generated from this portion of the instrument included, "Do we have to know about the people if we put them down, or can we just list them if they sounded interesting?" (The response was, "You may list someone who you don't know who sounds interesting."), "Can we put down more than five names?" (The response was, "No, only the first five names will be included in the results."), and "Can we put down less than five names if we are only interested in two of them?" (The response was, "Yes, you may list less than five if you are only interested in two or three individuals.")

Twenty-six students completed the second instrument. Students who did not complete both instruments were not eliminated in the pilot study because the main purpose was to test the validity of the procedures and instruments; therefore, the larger sampling was more important than the actual results. Students had no difficulty with the Text-Driven Preference Instrument, although the researcher had to tell several students to write more complete responses in the "I know" column. For instance, several had identified Queen Isabella with the one word descriptor, "Queen". The students were told they had to tell more about her to get credit such as what country she ruled or what she had done. Many listed her as the Queen of England and their incorrect responses were coded under the "heard the name but don't know" column. Other incorrect responses were similarly coded.

The results of the Text-Driven Preference Instrument indicated that the knowledge students had about the forty-eight biographical figures was diverse; two students, able to identify twenty-seven of the figures on the list, were most knowledgeable, while three students were only able to correctly identify six of the forty-eight personalities. The average number of biographical figures from the list of forty-eight in the Textbook-Driven Preference Instrument that pilot students could identify was 14.5; the median score was fifteen correct responses.

The selection of biographical figures for the open selection portion of the Textbook-Driven Preference Instrument was much easier for

Student Number _____

Feeder School _____

TEXT-DRIVEN PREFERENCE INSTRUMENT

Please mark the category that best fits your knowledge as each name is read aloud. If you mark the column that says "I Know-Describe", please write a few words about that person explaining who they are and/or what they are known for.

Biographical Figure	Don't know	Heard the name But don't know	I know - describe
Edwin Aldrin			
Louis Armstrong			
Neil Armstrong			
Vasco Balboa			
Elizabeth Blackwell			
Warren E. Burger			
Jacques Cartier			
George Washington Carver			
Samuel de Champlain			
Christopher Columbus			
Hernando Cortes			
Bartholomew Dias			
Thomas Edison			
Dwight Eisenhower			
Alexander Fleming			
Benjamin Franklin			
Ulysses S. Grant			
Patrick Henry			
Adolf Hitler			
Henry Hudson			
Queen Isabella			
Thomas Jefferson			
John F. Kennedy			
Francis Scott Key			
Robert E. Lee			
Abraham Lincoln			
Charles Lindberg			
James Madison			
James Monroe			
Montezuma			
Sandra Day O'Connor			

Biographical Figure	Don't know	Heard the name But don't know	I know - describe
Oliver Hazard Perry			
Ronald Reagan			
Paul Revere			
Jackie Robinson			
Franklin Roosevelt			
Theodore Roosevelt			
Babe Ruth			
Sacajewea			
Junipero Serra			
Alan Shepard			
William Howard Taft			
Harriet Tubman			
Mark Twain			
George Washington			
Ell Whitney			
Orville Wright			
Wilbur Wright			

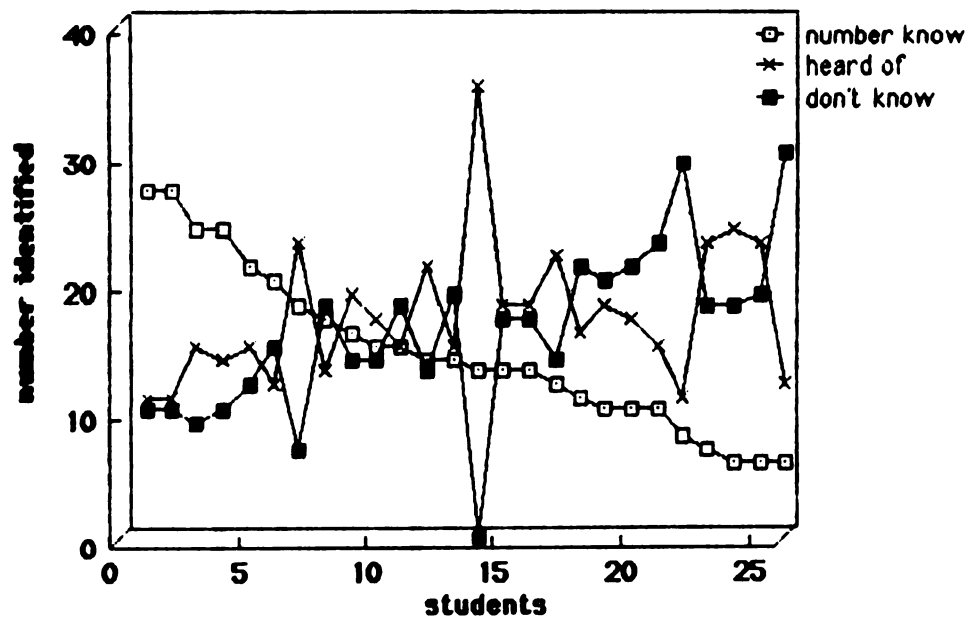
Now list up to five names from this list indicating who you would most like to read about. Please do not list persons who are not on this list.

1. _____
2. _____
3. _____
4. _____
5. _____

students. Only three of the students listed less than five individuals; three other students listed more than five names despite the fact that they had been told that only their first five choices would count. The pilot study

Figure 3.2

Students' Ability to Identify Biographical Personalities: Pilot Study



students indicated an interest in thirty-four of the forty-eight possible figures; fourteen of the personalities were not listed by any of the

Table 3.6

Pilot Study

Students' Selection of Personalities from the Textbook-Driven Instrument:

Personality	Number Selecting	Personality	Number Selecting
Thomas Edison John F. Kennedy Babe Ruth	10	Elizabeth Blackwell Warren E. Burger George Washington Carver Samuel de Champlain Bartholomew Dias James Madison Sandra Day O'Connor Theodore Roosevelt William Howard Taft	1
Jackie Robinson	8		
Adolf Hitler Scajewe George Washington Orville Wright	6		
Mark Twain	5	Edwin Aldrin Jacques Cartier Hernando Cortes Dwight Eisenhower Alexander Fleming Henry Hudson Francis Scott Key Robert E. Lee Charles Lindberg James Monroe Oliver Hazard Perry Franklin Roosevelt Junipero Serra Alan Shepard	0
Neil Armstrong Benjamin Franklin Ulysses S. Grant Abraham Lincoln Ronald Reagan	4		
Louis Armstrong Vasco Balboa Christopher Columbus Queen Isabelle Paul Revere	3		
Patrick Henry Thomas Jefferson Montezuma Harriet Tubman Ell Whitney Wilbur Wright	2		

students. Scientist, Thomas Edison, former President, John F. Kennedy, and baseball legend, Babe Ruth garnered the most interest. They each were chosen by ten students (38 percent). Jackie Robinson, the first Black baseball player allowed to play in the major leagues, was selected by eight students (31 percent). Four personalities were selected by 23 percent (6) of the students including German leader, Adolf

Hitler; Sacajewea, the Indian guide for the Lewis and Clark expedition; George Washington, first President of the United States, and flight pioneer, Orville Wright. Mark Twain, popular American humorist and author was selected by five students (19 percent). Astronaut, Neil Armstrong and U.S. political leaders Benjamin Franklin, Ulysses S. Grant, Abraham Lincoln and Ronald Reagan were all selected by 15 percent (4) of the students. Most students, however, identified Franklin for his role as an inventor rather than as a statesman. Louis Armstrong, Vasco Balboa, Christopher Columbus, Queen Isabella and Paul Revere were found among the most interesting to three students (12 percent). Six biographical figures were chosen by two students (8 percent) including Patrick Henry, Thomas Jefferson, Montezuma, Harriet Tubman, Eli Whitney and Wilbur Wright. Elizabeth Blackwell, Warren E. Burger, George Washington Carver, Samuel de Champlain, Batholomew Dias, James Madison, Sandra Day O'Connor, Theodore Roosevelt and William Howard Taft were all chosen by one student (4 percent).

Students' ability to identify biographical personalities also varied greatly. While Abraham Lincoln and Ronald Reagan were correctly identified by all the students, thirteen of the figures could not be identified by any of the pilot participants. Complete information on identification of the figures can be reviewed in Table 3.7.

Table 3.7

Students' Identification of Biographical Subjects: Pilot Study

BIOGRAPHICAL FIGURE	STUDENTS IDENTIFYING	PERCENTAGE IDENTIFYING	BIOGRAPHICAL FIGURE	STUDENTS IDENTIFYING	PERCENTAGE IDENTIFYING
Abraham Lincoln Ronald Reagan	26	100%	Ulysses S. Grant Paul Revere	6	23%
Christopher Columbus John F. Kennedy George Washington	25	96%	Harriet Tubman	5	19%
			Robert E. Lee	4	15%
Thomas Edison	23	88%	Vasco Balboa Sacajawea William Howard Taft	3	12%
Babe Ruth	22	85%			
Jackie Robinson	18	69%	James Madison James Monroe Eli Whitney	2	8%
Thomas Jefferson Franklin Roosevelt	15	58%	Edwin Aldrin Louis Armstrong George Washington Carver Francis Scott Key	1	4%
Benjamin Franklin Theodore Roosevelt Orville Wright Wilbur Wright	13	50%	Elizabeth Blackwell Warren E. Burger Hernando Cortes Bartholomew Dias Alexander Fleming Patrick Henry Queen Isabella Charles Lindberg Montezuma Sandra Day O'Connor Oliver Hazard Perry Junipero Serra Alan Shepard		
Samuel de Champlain	12	46%			
Mark Twain	10	38%			
Neil Armstrong Adolf Hitler	9	35%			
Jacques Cartier Henry Hudson	7	27%		0	0%

After the first two instruments were tallied, the researcher returned to the pilot class for the administration of the Open-Ended Writing Instrument. In order to select the figures used for inclusion in this

instrument, interest and knowledge about each of the biographical figures in the second instrument was determined and three figures, Thomas Edison, John F. Kennedy and Babe Ruth, were selected as the figures for further study. These figures were selected most often as individuals students said they would want to read about; they were also known to the majority of the students.

The students participating in the pilot study had no prior knowledge of the people about whom they would be writing before the question writing exercise. This put the students at a disadvantage, as many students had difficulty coming up with questions without prior thought. From this experience it was determined that students should be told who they would be asked to write about the day before the question writing segment of the study. In addition, the teachers involved in the study gave a brief synopsis of each selected figure the day before to prepare students who were not familiar with the figures. Even though the most often recognized and selected figures were chosen, there was often a substantial number of students in the class who were unable to identify those personalities on the Text-Driven Preference Instrument.

THE CRITERIA USED FOR SELECTION OF THE LITERATURE

During the preliminary research it was discovered that the study of collective biographies was difficult for several reasons. First, it

was found that there are far less collective biographies published each year than biographies about an individual. Of the 1300 titles garnered from a search of biographies published from 1978-1988, only 200 of them were collective biographies. In addition, a search of local libraries revealed that the 920 Dewey Decimal designation for collective biographies is not as regularly updated as other genres; often the collections contained only five or six titles published in the last ten years with the rest of the collection considerably older. A third limiting factor was the wide variety of collective biographies available. Some offered a twenty or thirty page comprehensive sketch of a personality. Most commonly, the collective biography contained a two to five page overview of each individual presented in the book. Some offered a page or less in an encyclopedic listing of facts.

After examining the possibilities, it was determined that literature for inclusion in this study would be chosen by selecting the most recent sketches available, thus providing a cross section of length and quality, and an indication of the most recent trends in the genre. Despite the fact that the most recent selections were delineated for inclusion in the study, many of the articles selected were published more than ten years ago.

After the eight personalities were selected for study, a complete bibliography of all the collective biographies in which each individual was recorded was completed. The five most recently published sketches about each personality were then checked out of the library,

purchased, or ordered through inter-library loan. This was a difficult task because most of the titles were out of print despite the fact that the most recently published selections were chosen, but eventually all the books were obtained except two titles which could not be located even with the search of other libraries. Two of the books arrived from a library in Baton Rouge, Louisiana indicating that a thorough search was done. The two books that could not be obtained were then replaced with the next most recent publication.

The most recent sketches about individuals varied from personality to personality. The presidents included in the study were included in the most recent publications although updating often amounted to the addition of the newest president. In order to obtain the five most recent sketches about Mark Twain, it was necessary to go back to the early 1970's. A comprehensive list of collective biographies about each of the eight biographical figures is included in the appendix, as well as an annotated bibliography of the collective biographies examined for this study.

THE INSTRUMENT AND PROCEDURE USED FOR ANALYSIS OF THE LITERATURE SAMPLINGS

Development of the instrument used for analysis of the literature samplings consisted of three phases. In phase one, criteria for

evaluating biographies was examined and seven areas of review were established. In the second phase, generic and specific questions about Thomas Edison were developed using the Open-Ended Writing Instrument completed by the students. Phase three of developing the instrument consisted of determining the degree of inter-rater reliability of the instrument to be used in the study.

The researcher developed the instrument in order to assess writing samples about biographical figures found in collective biographies and in fifth grade subject matter textbooks. The purpose of the instrument was two-fold. First, the researcher wanted to examine the quality of the literature samplings. The second purpose was to examine the content of the literature samplings to determine if the information children expressed an interest in knowing was available in either the collective biography sketches or in the subject matter textbooks.

Statements in the criteria section of the instrument were developed using professional literature and related research in the field of children's literature and the genre of biography. This material is discussed in detail in Chapter II of this study. From this research seven areas of review were designed that allowed the researcher to examine theme, characterization, setting, illustrations, authenticity and the intended audience of each selection. A four point scale was developed for each area, each point defining a specific quality. For instance, in the area of authenticity of the facts, the scale asked persons using the instrument to

delineate among sketches that provided source notes and a bibliography, those that included direct quotations, those that seemed factual but contained no quotations and source notes, and those with obvious discrepancies in the factual information.

In addition to the seven criteria items designed for the instrument, the researcher compiled the questions that children asked about each of the selected biographical figures. During compilation it was discovered that students had similar questions about all the biographical figures as well as specific questions about a particular individual. A set of sixteen generic questions was determined; these questions were asked of at least six of the eight biographical figures selected for the question writing phase of the study. It was determined that these questions were of interest to students about all the biographical figures they read about. Those questions which were asked about less than six of the biographical figures were also compiled for each of the eight biographical figures after the questions sheet concerning Thomas Edison had been evaluated by the raters to determine inter-rater reliability. There was no set number of specific questions determined for each figure; the number depended on the interest of the students who wrote the questions.

A three part scale was designed to measure the degree to which each generic and specific question was answered. The rater was to judge whether each of the children's questions was answered fully, in

part, or not at all. Raters were encouraged to comment on any of their ratings, but they were not required to do so. In addition, each sketch that the raters evaluated contained a cover sheet that allowed the rater to make general comments about each article.

Establishing the Inter-Rater Agreement

Four raters agreed to score the instrument in order to establish agreement that a samplings of sketches scored by the researcher was in agreement with the scores obtained by the raters. The four raters selected had experience working with children as well as knowledge about children's literature. Two of the raters have degrees in library science and work as children's and young adult librarians at a large county library. The third rater has been a high school and college English teacher and is currently teaching composition and children's literature at a local community college. The fourth rater is currently an assistant professor teaching children's literature and language arts classes at a state university.

The raters were individually given a folder containing six sketches about Thomas Edison from the following collective biographies: People: A History of Our Time, Gallery Press, 1986; Scientists and Inventors, Facts on File, 1979; They Changed the World: The Lives of Forty-Four Great Men and Women, Platt and Munk Publishers, 1973; Madcap Men and Wacky Women From History, Julian Messner, 1987; Heroes of a

INSTRUMENT

ANALYSIS OF SELECTED COLLECTIVE BIOGRAPHY AND TEXTBOOK SELECTIONS

PART 1: (Select the appropriate number)

() 1. Authenticity of facts

1. The facts are documented with bibliography and source notes.
2. There are no bibliography and/or source notes, but the author includes direct quotations.
3. The facts seem to be authentic, but no bibliography, source notes or direct quotations are used.
4. There is an obvious discrepancy in the facts, or wrong information is given when compared with other articles.

() 2. Background Information

1. A clear picture of where and when the subject lived is presented. Important historical events of the period, unrelated to the subject's accomplishments, are also presented to help establish a time frame.
2. A clear picture of where and when the subject lived is presented, however, only historical events related to the subject's accomplishments are presented.
3. Major facts about the subject are presented, but little attention is given to where and when the subject lived.
4. No dates are included, and there is no indication of the setting in which the subject lived.

() 3. Manipulation of facts to fit a chosen theme

1. There appears to be no theme.
2. There appears to be a unifying theme, but it is inferred rather than spelled out in the title of the sketch.
3. The theme appears in the title of the sketch.
4. The theme appears in the title and is repeated more than three times in the sketch.

() 4. Characterization

1. The subject is multi-dimensional, including the subject's accomplishments as well as weaknesses.
2. Few if any faults in character are indicated, but the reader is given a fairly complete picture of the subject. In contrast, if the person is infamous, few if any positive qualities are given.
3. Only the subject's accomplishments are discussed; the tone is so laudatory that the character does not seem real.
4. This is not a character sketch, but merely a listing of facts. No character development is attempted.

() 5. Extent of life covered

1. All portions of the subject's life is given attention; the author doesn't concentrate on one aspect. Many anecdotes bring the subject to life.
2. The subject's entire life is covered, but the author concentrates on one portion of the subject's life. Some anecdotes may be included.
3. The subject's entire life is covered, but coverage is sketchy with no anecdotes included. Only facts and major accomplishments are included.
4. Only a portion of the subject's life is presented (i.e. birth to teen years only).

() 6 Illustrations

1. The illustrations reflect and extend the text. Captions supply additional information that is not included in the body of the article.
2. The illustrations reflect and extend the text, but captions are absent or supply no additional information.
3. The illustrations are misplaced and/or do not reflect the text.
4. No illustrations are included.

() 7. Intended audience

1. This article is designed for proficient readers. For example, sentence structure and vocabulary are complex; print is small and a column format is used.
2. This article is designed for readers with some background knowledge or an interest in the subject. Some vocabulary may be difficult, but sentence structure is less complex. Print size is medium, and a column or full page format may be used.
3. This article is designed for younger or less proficient readers with little prior knowledge. Vocabulary and sentence structure are easy. Print size is large and a full page format is used.
4. This article is designed for those who are visually rather than text oriented. This article is a photographic essay. Text is limited to captions and brief remarks and is not of prime importance.

PART II: (Select the appropriate level of coverage for each of the following generic questions.)

answered fully ()	answered in part ()	not answered ()	
()	()	()	1. When was the subject born?
()	()	()	2. Where was the subject born?
()	()	()	3. When did the subject die (if deceased)?
()	()	()	4. How did the subject die?
()	()	()	5. How old was the subject when he died?
()	()	()	6. Who were the subject's parents?
()	()	()	7. Did the subject have any brothers and sisters?
()	()	()	8. What was the subject's childhood like?
()	()	()	9. Did the subject have friends?
()	()	()	10. What kind of education did the subject have?
()	()	()	11. Did the subject like school?
()	()	()	12. How did the subject behave in school?
()	()	()	13. Did the subject marry?
()	()	()	14. Did the subject have children?
()	()	()	15. Was the subject rich or poor?
()	()	()	16. What did the subject do to become famous?

Specific Questions about Edison	answered fully	answered in part	not answered
1. How did he get the name Thomas?			
2. Did he like school?			
3. What did he hate most?			
4. Did he ever get beat up?			
5. When he was young, did he invent things or take them apart?			
6. Did he have a horse?			
7. How many wives did he have?			
8. Did he get rich from his inventions?			
9. Did he flee from the Canadian Rebellion?			
10. What was his first job?			
11. When did he decide to be an inventor?			
12. What were his most useful inventions?			
13. Did he have a lot of people working for him?			
14. Did he sell the stuff he invented?			
15. How did he invent the lightbulb?			
16. Was everyone impressed with his lightbulb?			
17. How did he invent the phonograph?			
18. Did he have any special tools to make his inventions?			
19. Did he ever have explosions?			
20. How many years did it take him to invent all his projects?			

Different Kind, T.S. Denison, 1973; and Dreamers and Doers, Atheneum, 1984. Each rater's folder also included scoring instruments for each of the articles. They were instructed to score each article. Space for readers to write narrative comments about each article as well as about each generic and specific question was given, though narrative comments were not mandatory.

The formula used to compute the inter-rater reliability of the instrument to be used in this study is:

$$X = \frac{nA}{nV}$$

where:

X = the percentage of agreement,

n = number,

A = agreements, and

V = variables.

After the selections were rated, the researcher compared the responses of the raters with her own responses to each of the articles. The purpose of this comparison was to ascertain the percentage of agreement that existed between the responses of the raters and the responses of the researcher. The following tables (Tables 3.8 - 3.13) show the raw responses to each of the articles. Agreement is marked with (X); lack of agreement is marked with (-) for easier understanding. Raw responses with the number designations for each of the sketches

are available in the appendix. The last table (Table 3.14) shows the percentage of agreement between the researcher and the four raters, first for the individual articles and then as a compilation of all articles.

When considering all 258 items examined in the six sketches, this researcher found agreement to exist for 184 items or for 71 percent total agreement between her evaluation of the responses with the evaluation of the four raters.

There were no items showing less than 70 percent agreement between the researcher and the raters. Few areas of disagreement were revealed when it is considered that the instrument consisted of two hundred and fifty-eight items. Disagreements were scattered among different raters on different items and no pattern could be determined, except that total consensus was harder to obtain on the criteria items rather than the generic and specific questions. It should be noted that using articles about Thomas Edison provided a unique challenge. Thomas Edison's boyhood home is the city used for the study. As a result, residents have a great deal of prior knowledge about Edison that help them interpret information. Unfortunately, only two of the raters were local residents, thus putting the other raters at a distinct disadvantage. In addition, raters had strong personal reactions to the sketches as evidenced by their anecdotal comments.

Overall agreement between each of the raters and the researcher varied from a low of .903 percent agreement between the researcher

Table 3.8
Agreement on Article 1: Scientists and Inventors

1. SCIENTISTS AND INVENTORS INTER AGREEMENT CRITERIA	90-97 % AGREEMENT ON CRITERIA				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. FACTS ARE AUTHENTIC	X	X	X	X	X
2. BACKGROUND INFORMATION PRESENTED	X	X	X	X	X
3. THEME	X	X	-	X	X
4. CHARACTERIZATION	X	-	X	X	X
5. EXTENT OF LIFE COVERED	X	-	X	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	X	X	X	-	X
90-97 % AGREEMENT ON CRITERIA					
1. SCIENTISTS AND INVENTORS Specific Questions about Edison	90-97 % AGREEMENT ON SPECIFIC QUESTIONS				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	-	X	X	X
4. Did he ever get beat up? (bullied)	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	-	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	X	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	X	X	X	-	X
11. When did he decide to be an inventor?	X	-	X	X	X
12. What were his most useful inventions?	X	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	X	X
14. Did he sell the stuff he invented?	X	X	X	X	X
15. How did he invent the lightbulb?	-	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	-	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	-	X	X	X

90 % AGREEMENT ON GENERIC QUESTIONS

1. SCIENTISTS AND INVENTORS INTER AGREEMENT CRITERIA	90-97 % AGREEMENT ON CRITERIA				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. FACTS ARE AUTHENTIC	X	X	X	X	X
2. BACKGROUND INFORMATION PRESENTED	X	X	X	X	X
3. THEME	X	X	-	X	X
4. CHARACTERIZATION	X	-	X	X	X
5. EXTENT OF LIFE COVERED	X	-	X	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	X	X	X	-	X
90-97 % AGREEMENT ON CRITERIA					
1. SCIENTISTS AND INVENTORS Specific Questions about Edison	90-97 % AGREEMENT ON SPECIFIC QUESTIONS				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	-	X	X	X
4. Did he ever get beat up? (bullied)	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	-	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	X	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	X	X	X	-	X
11. When did he decide to be an inventor?	X	-	X	X	X
12. What were his most useful inventions?	X	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	X	X
14. Did he sell the stuff he invented?	X	X	X	X	X
15. How did he invent the lightbulb?	-	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	-	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	-	X	X	X

90 % AGREEMENT ON GENERIC QUESTIONS

Table 3.9
Agreement on Article 2: Dreamers and Doers

2. DREAMERS AND DOERS RATER AGREEMENT	READER 1	READER 2	READER 3	READER 4	RESEARCHER
CRITERIA					
1. FACTS ARE AUTHENTIC	X	X	X	X	X
2. BACKGROUND INFORMATION PRESENTED	X	X	X	X	X
3. THERE	X	X	-	X	X
4. CHARACTERIZATION	X	X	X	X	X
5. EXTENT OF LIFE COVERED	X	X	X	X	X
6. ILLUSTRATIONS	X	-	X	X	X
7. INTENDED AUDIENCE	X	X	X	X	X
91.43 % CRITERIA AGREEMENT					
GENERIC QUESTIONS					
1. WHEN WAS HE BORN	X	X	X	X	X
2. WHERE WAS HE BORN?	X	X	X	X	X
3. WHEN DID HE DIE?	X	X	X	X	X
4. HOW DID HE DIE?	X	X	X	X	X
5. HOW OLD WAS HE WHEN HE DIED?	X	X	X	X	X
6. WHO WERE HIS PARENTS?	X	X	X	X	X
7. DID HE HAVE ANY SIBLINGS?	X	X	-	X	X
8. WHAT WAS HIS CHILDHOOD LIKE?	X	X	X	X	X
9. DID HE HAVE FRIENDS?	X	X	X	X	X
10. WHAT KIND OF EDUCATION DID HE HAVE?	X	X	X	X	X
11. DID HE LIKE SCHOOL?	-	X	X	X	X
12. HOW DID HE BEHAVE IN SCHOOL?	-	X	X	X	X
13. DID HE HARRY?	X	X	X	X	X
14. DID HE HAVE CHILDREN?	X	X	X	X	X
15. WAS HE RICH OR POOR?	X	X	X	X	X
16. WHAT DID HE DO TO BECOME FAMOUS?	X	X	X	X	X
95 % GENERIC QUESTION AGREEMENT					
2. DREAMERS AND DOERS					
Specific Questions about Edison					
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	-	X
3. What did he hate most?	X	X	X	X	X
4. Did he ever get beat up?	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	-	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	X	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	X	X	X	X	X
11. When did he decide to be an inventor?	-	X	X	X	X
12. What were his most useful inventions?	X	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	-	X
14. Did he sell the stuff he invented?	X	-	X	X	X
15. How did he invent the lightbulb?	X	X	X	-	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	X	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	-	X	X	X	X
95 % SPECIFIC QUESTION AGREEMENT					

Table 3.10
Agreement on Article 3: Heroes of a Different Kind

3. HEROES OF A DIFFERENT KIND	READER 1	READER 2	READER 3	READER 4	RESEARCHER
Specific Questions about Edison					
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	X	X	X	X
4. Did he ever get beat up?	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	X	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	-	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	-	X	X	X	X
11. When did he decide to be an inventor?	X	X	X	X	X
12. What were his most useful inventions?	-	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	X	X
14. Did he sell the stuff he invented?	X	-	X	X	X
15. How did he invent the lightbulb?	X	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	-	X
17. How did he invent the phonograph?	X	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	X	X	X	X

98.75 % SPECIFIC QUESTION AGREEMENT

3. HEROES OF A DIFFERENT KIND	READER 1	READER 2	READER 3	READER 4	RESEARCHER
CRITERIA					
1. FACTS ARE AUTHENTIC	X	X	X	-	X
2. BACKGROUND INFORMATION PRESENTED	X	-	X	X	X
3. THEME	-	X	X	X	X
4. CHARACTERIZATION	X	X	X	X	X
5. EXTENT OF LIFE COVERED	X	X	X	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	X	X	X	X	X
98.875 % CRITERIA AGREEMENT					
GENERIC QUESTIONS					
1. WHEN WAS HE BORN	X	X	X	X	X
2. WHERE WAS HE BORN?	X	X	X	X	X
3. WHEN DID HE DIE?	X	-	X	X	X
4. HOW DID HE DIE?	X	X	X	X	X
5. HOW OLD WAS HE WHEN HE DIED?	X	X	X	X	X
6. WHO WERE HIS PARENTS?	X	X	X	X	X
7. DID HE HAVE ANY SIBLINGS?	X	X	X	X	X
8. WHAT WAS HIS CHILDHOOD LIKE?	X	X	X	X	X
9. DID HE HAVE FRIENDS?	X	X	X	X	X
10. WHAT KIND OF EDUCATION DID HE HAVE?	-	X	X	X	X
11. DID HE LIKE SCHOOL?	X	X	-	X	X
12. HOW DID HE BEHAVE IN SCHOOL?	-	X	X	X	X
13. DID HE MARRY?	X	X	X	X	X
14. DID HE HAVE CHILDREN?	X	X	X	X	X
15. WAS HE RICH OR POOR?	X	X	-	X	X
16. WHAT DID HE DO TO BECOME FAMOUS?	X	-	X	X	X

98.75 % GENERIC QUESTION AGREEMENT

Table 3.11
Agreement on Article 4: People: A History of Our Time

4. PEOPLE: A HISTORY OF OUR TIME RATER AGREEMENT Specific Questions about Edison	98.5% AGREEMENT ON SPECIFIC QUESTIONS				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	X	X	X	X
4. Did he ever get beat up?	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	-	X	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	X	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	X	X	X	X	X
11. When did he decide to be an inventor?	X	X	X	X	X
12. What were his most useful inventions?	X	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	X	X
14. Did he sell the stuff he invented?	X	X	X	X	X
15. How did he invent the lightbulb?	-	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	X	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	X	X	X	X

4. PEOPLE: A HISTORY OF OUR TIME RATER AGREEMENT CRITERIA	98.5% AGREEMENT ON SPECIFIC QUESTIONS				RESEARCHER
	READER 1	READER 2	READER 3	READER 4	
1. FACTS ARE AUTHENTIC	X	X	X	-	X
2. BACKGROUND INFORMATION PRESENTED	X	X	X	X	X
3. THEME	-	X	X	X	X
4. CHARACTERIZATION	X	X	X	X	X
5. EXTENT OF LIFE COVERED	X	X	-	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	X	-	X	X	X
98.5% CRITERIA AGREEMENT					
GENERIC QUESTIONS					
1. WHEN WAS HE BORN	X	X	X	X	X
2. WHERE WAS HE BORN?	X	X	X	X	X
3. WHEN DID HE DIE?	X	X	X	X	X
4. HOW DID HE DIE?	X	X	X	X	X
5. HOW OLD WAS HE WHEN HE DIED?	X	X	X	X	X
6. WHO WERE HIS PARENTS?	X	X	X	X	X
7. DID HE HAVE ANY SIBLINGS?	X	X	X	X	X
8. WHAT WAS HIS CHILDHOOD LIKE?	X	X	-	X	X
9. DID HE HAVE FRIENDS?	X	X	X	X	X
10. WHAT KIND OF EDUCATION DID HE HAVE?	-	X	X	X	X
11. DID HE LIKE SCHOOL?	X	X	X	X	X
12. HOW DID HE BEHAVE IN SCHOOL?	X	X	X	X	X
13. DID HE MARRY?	X	X	X	X	X
14. DID HE HAVE CHILDREN?	X	X	X	-	X
15. WAS HE RICH OR POOR?	X	X	X	X	X
16. WHAT DID HE DO TO BECOME FAMOUS?	X	X	X	X	X

98.5% AGREEMENT ON SPECIFIC QUESTIONS

98.5% AGREEMENT ON SPECIFIC QUESTIONS

Table 3.12
Agreement on Article 5: Madcap Men and Wacky Women From History

8. MADCAP MEN AND WACKY WOMEN FROM HISTORY RATER AGREEMENT CRITERIA	READER 1	READER 2	READER 3	READER 4	RESEARCHER
1. FACTS ARE AUTHENTIC	X	X	X	X	X
2. BACKGROUND INFORMATION PRESENTED	X	X	X	X	X
3. THERE	X	X	X	X	X
4. CHARACTERIZATION	X	X	-	X	X
5. EXTENT OF LIFE COVERED	X	-	X	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	-	X	X	X	X
91.49 % CRITERIA AGREEMENT					
GENERIC QUESTIONS					
1. WHEN WAS HE BORN	X	X	X	X	X
2. WHERE WAS HE BORN?	X	X	X	X	X
3. WHEN DID HE DIE?	X	X	X	X	X
4. HOW DID HE DIE?	X	X	X	X	X
5. HOW OLD WAS HE WHEN HE DIED?	X	X	X	X	X
6. WHO WERE HIS PARENTS?	-	X	X	X	X
7. DID HE HAVE ANY SIBLINGS?	X	X	X	X	X
8. WHAT WAS HIS CHILDHOOD LIKE?	X	X	X	X	X
9. DID HE HAVE FRIENDS?	X	X	X	X	X
10. WHAT KIND OF EDUCATION DID HE HAVE?	-	X	X	X	X
11. DID HE LIKE SCHOOL?	X	X	X	X	X
12. HOW DID HE BEHAVE IN SCHOOL?	X	X	X	X	X
13. DID HE MARRY?	X	X	X	X	X
14. DID HE HAVE CHILDREN?	X	X	X	X	X
15. WAS HE RICH OR POOR?	X	X	X	X	X
16. WHAT DID HE DO TO BECOME FAMOUS?	X	-	X	X	X
91.55 % GENERIC QUESTION AGREEMENT					
8. MADCAP MEN AND WACKY WOMEN FROM HISTORY Specific Questions about Edison					
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	X	X	X	X
4. Did he ever get beat up?	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	-	X	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	X	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	-	X	X	X	X
11. When did he decide to be an inventor?	X	-	X	X	X
12. What were his most useful inventions?	-	X	X	X	X
13. Did he have a lot of people working for him?	X	X	X	X	X
14. Did he sell the stuff he invented?	X	X	X	X	X
15. How did he invent the lightbulb?	X	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	X	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	X	X	X	X
98 % SPECIFIC QUESTION AGREEMENT					

Table 3.13
Agreement on Article 6: They Changed the World

6. THEY CHANGED THE WORLD Specific Questions about Edison	READER 1	READER 2	READER 3	READER 4	RESEARCHER
1. How did he get the name Thomas?	X	X	X	X	X
2. Did he like school?	X	X	X	X	X
3. What did he hate most?	X	X	X	X	X
4. Did he ever get beat up?	X	X	X	X	X
5. When he was young, did he invent things or take them apart?	X	X	-	X	X
6. Did he have a horse?	X	X	X	X	X
7. How many wives did he have?	X	X	X	X	X
8. Did he get rich from his inventions?	-	X	X	X	X
9. Did he flee from the Canadian Rebellion?	X	X	X	X	X
10. What was his first job?	X	X	X	X	X
11. When did he decide to be an inventor?	X	X	X	X	X
12. What were his most useful inventions?	X	-	X	X	X
13. Did he have a lot of people working for him?	-	X	X	X	X
14. Did he sell the stuff he invented?	X	X	-	X	X
15. How did he invent the lightbulb?	X	X	X	X	X
16. Was everyone impressed with his lightbulb?	X	X	X	X	X
17. How did he invent the phonograph?	-	X	X	X	X
18. Did he have any special tools to make his inventions?	X	X	X	X	X
19. Did he ever have explosions?	X	X	X	X	X
20. How many years did it take him to invent all his projects?	X	X	X	X	X

96 % SPECIFIC QUESTION AGREEMENT

6. THEY CHANGED THE WORLD BRIEF AGREEMENT	READER 1	READER 2	READER 3	READER 4	RESEARCHER
CRITERIA					
1. FACTS ARE AUTHENTIC	X	X	X	X	X
2. BACKGROUND INFORMATION PRESENTED	-	X	X	X	X
3. THEME	X	X	-	X	X
4. CHARACTERIZATION	X	X	-	X	X
5. EXTENT OF LIFE COVERED	X	X	X	X	X
6. ILLUSTRATIONS	X	X	X	X	X
7. INTENDED AUDIENCE	X	X	X	X	X
91.63 % GENERIC AGREEMENT					
GENERIC QUESTIONS					
1. WHEN WAS HE BORN	X	X	X	X	X
2. WHERE WAS HE BORN?	X	X	X	X	X
3. WHEN DID HE DIE?	X	X	X	X	X
4. HOW DID HE DIE?	X	-	X	X	X
5. HOW OLD WAS HE WHEN HE DIED?	X	X	X	X	X
6. WHO WERE HIS PARENTS?	X	X	X	X	X
7. DID HE HAVE ANY SIBLINGS?	X	X	X	X	X
8. WHAT WAS HIS CHILDHOOD LIKE?	X	X	X	-	X
9. DID HE HAVE FRIENDS?	X	X	X	X	X
10. WHAT KIND OF EDUCATION DID HE HAVE?	X	X	-	X	X
11. DID HE LIKE SCHOOL?	X	X	X	X	X
12. HOW DID HE BEHAVE IN SCHOOL?	X	X	X	X	X
13. DID HE MARRY?	X	X	X	X	X
14. DID HE HAVE CHILDREN?	X	X	X	X	X
15. WAS HE RICH OR POOR?	X	X	-	X	X
16. WHAT DID HE DO TO BECOME FAMOUS?	X	X	X	X	X

96 % GENERIC QUESTION AGREEMENT

Table 3.14
Rater Agreement With Researcher

	READER 1	READER 2	READER 3	READER 4
ARTICLE # 1 - TOTAL	.930	.837	.953	.930
A. CRITERIA - 7 ITEMS	1.000	.714	.857	.857
B. GENERIC QUESTIONS - 16 ITEMS	.937	.937	.937	.937
C. SPECIFIC QUESTIONS - 20 ITEMS	.900	.800	1.000	.950
ARTICLE #2 - TOTAL	.906	.930	.930	.906
A. CRITERIA - 7 ITEMS	1.000	.857	.714	1.000
B. GENERIC QUESTIONS - 16 ITEMS	.875	1.000	.937	1.000
C. SPECIFIC QUESTIONS - 20 ITEMS	.900	.900	1.000	.800
ARTICLE # 3 - TOTAL	.860	.906	.953	.953
A. CRITERIA - 7 ITEMS	.857	.857	1.000	.857
B. GENERIC QUESTIONS - 16 ITEMS	.875	.875	.875	1.000
C. SPECIFIC QUESTIONS - 20 ITEMS	.850	.950	1.000	.950
ARTICLE # 4 - TOTAL	.906	.976	.953	.953
A. CRITERIA - 7 ITEMS	.857	.857	.857	.857
B. GENERIC QUESTIONS - 16 ITEMS	.937	1.000	.937	.937
C. SPECIFIC QUESTIONS - 20 ITEMS	.900	1.000	1.000	1.000
ARTICLE # 5 - TOTAL	.883	.906	.976	1.000
A. CRITERIA - 7 ITEMS	.857	.857	.857	1.000
B. GENERIC QUESTIONS - 16 ITEMS	.875	.937	1.000	1.000
C. SPECIFIC QUESTIONS - 20 ITEMS	.900	.900	1.000	1.000
ARTICLE # 6 - TOTAL 43 ITEMS	.906	.953	.860	.976
A. CRITERIA - 7 ITEMS	.857	1.000	.714	1.000
B. GENERIC QUESTIONS - 16 ITEMS	1.000	.937	.875	.937
C. SPECIFIC QUESTIONS - 20 ITEMS	.850	.950	.900	1.000
TOTAL OF ALL ARTICLES - 258 ITEMS	.903	.918	.937	.957
A. CRITERIA - 42 ITEMS	.904	.857	.833	.928
B. GENERIC QUESTIONS - 96 ITEMS	.916	.947	.937	.968
C. SPECIFIC QUESTIONS - 120 ITEMS	.883	.916	.983	.950

and the first rater to a high of .957 percent agreement between the researcher and the fourth rater.

OVERVIEW OF CHAPTER III

Chapter III contained the design of the study, the sample selected for the study, the procedures used to elicit information from the sample, the pilot study to establish the validity and reliability of the instruments and procedures used in the study, the criteria used for selection of the literature examined, and the instrument and procedures used for analysis of the literature samplings.

Chapter IV will examine the data analysis of each of the research questions included in the study.

CHAPTER IV

ANALYSIS OF RESULTS

In Chapter IV descriptive data are analyzed. These data were collected through two instruments completed by 155 grade six students in order to determine their preferences for particular biographical figures and/or categories of biographical figures. In addition, this study examined fifth grade subject matter textbooks and selected collective biographies in order to determine what information is presented about selected biographical personalities in the two formats. Finally, a third instrument asked children to list questions that they wanted to know about particular biographical figures. Their responses were analyzed to determine if the information students want to know about particular biographical subjects can be found in either fifth grade subject matter textbooks or in collective biographies.

Instrumentation

Two instruments were used to gather information from a total of 68 boys and 87 girls, all grade six students at one intermediate school. The

first instrument, the Category Preference Instrument, asked students about their gender preferences and reading frequency in the genre of biography, had children prioritize categories of biographical figures they would most like to read about, and gave students an opportunity to list up to ten individuals they would choose to read about. The second instrument, the Text-Driven Preference Instrument, asked students to identify the most commonly cited biographical figures from their fifth grade subject matter texts. This instrument also asked students to choose the five most interesting biographical figures from those most frequently cited in their textbooks.

A third instrument was administered to two of the six, grade six classrooms to examine further their interest in biographical subjects. Each class wrote questions about four biographical figures who were of interest to them; four of the eight personalities targeted for further study were assigned to each class. The questions were compiled so they could be compared to the information found in selected collective biographies and the fifth grade subject matter textbooks.

Phase II of developing the instrument involved establishing interrater agreement. The four raters who volunteered to participate in determining the validity of the instrument were knowledgeable in the field of children's literature and had experience working with children. In order to establish interrater agreement, the researcher selected one of the eight biographical figures to be studied more closely. The six most

recently published collective biography sketches of that one person were chosen; six articles were chosen rather than the five most recently published articles as established in the methodology because two articles both had a 1973 copyright. After the raters examined all six of the articles, one of the 1973 articles was eliminated from further examination in the study. The raters and the researcher rated the papers with the instrument developed for the study. It was agreed that the ratings would be reliable at the .7 level. The tables listed in Chapter III give the results of the percentage of agreement between the raters and the researcher. The lowest percentage of scoring between the raters and the researcher was .71 percent; this occurred only three times out of eighty-four total instances. The highest percentage of scoring between the research and the raters was 100 percent and this occurred twenty times of the eighty-four total instances. The mean percentage of agreement was 93 percent.

The accumulated data obtained will be discussed and analyzed through an examination of each research question. The data was based only on those students who were present to complete both the Category Preference Instrument and the Text-Driven Preference Instrument. While the total population was $n = 168$, the number of students included in the study will be $n = 155$, which represents the total of the students who completed both instruments. Five major research questions were formulated to conduct the interpretation of the data.

Research Questions

For the purpose of this study, the researcher looked at the following questions and sub-questions:

1. What biographical figures are portrayed in subject textbooks and in collective biographies?
 - a. Are the same figures featured in the subject matter textbooks, also written about in collective biographies?
 - b. Are there collective biographies written about the figures students say they would like to read about?
2. What categories of biographical figures do grade six students want to read about?
 - a. Is gender a consideration when choosing categories of biographical figures or specific biographical figures?
 - b. How frequently do six grade students choose to read about biographical figures?
 - c. Do students' perceived category preferences match the figures in which they express an interest?
3. Which biographical figures do sixth grade students want to read about?
 - a. Are the figures students select, the same personalities found in their subject matter textbooks?
 - b. Which textbook figures do sixth grade students find most interesting?

- c. How much knowledge do sixth grade students have about the biographical figures mentioned in their subject matter textbooks?
4. Do collective biographies answer sixth grade students' questions about the most preferred biographical figures mentioned in their subject matter textbooks (i.e. vital statistics and personality traits) as indicated by the students in the Textbook-Driven Preference Instrument?
5. What kind of treatment (i.e. depth, breadth, and style) of the biographical subjects is given in the subject matter textbooks as compared with the collective biographies?

Data Analysis Relating to Research
Question One

1. What biographical figures are portrayed in subject matter textbooks and in collective biographies?
 - a. Are the same figures featured in the subject matter textbooks, also written about in collective biographies?

In order to address this question, an extensive search through each of the grade five textbooks approved for use in the target district was completed and a master list of all biographical figures included in those books was compiled. Table 4.1 provides the master list.

Table 4.1

Biographical Subjects Found in Fifth Grade Subject Matter Textbooks

Biographical Figures Found in Fifth Grade Subject Matter Textbooks

▪ John Adams	▪ Francis Cardoza	▪ Jack Dempsey	▪ Jane Goodall
▪ Samuel Adams	▪ Andrew Carnegie	▪ Hernando DeSoto	▪ William Gorgas
▪ Jane Addams	▪ William Carney	▪ George Dewey	▪ Ulysses S. Grant
Emilio Aguinaldo	▪ Kit Carson	▪ Bartholomew Dias	▪ Nathaniel Greene
▪ Edwin Aldrin	▪ Jimmy Carter	▪ Joe DiMaggio	▪ Angelina Grimke
▪ Ethan Allen	George Carteret	Abner Doubleday	▪ Sarah Hale
Euphemia Allen	▪ Jacques Cartier	▪ Frederick Douglass	▪ Prince Hall
Major John Anderson	▪ Alexander Cartwright	▪ E.L. Drake	Dennis Haller
▪ Neil Armstrong	▪ George Washington Carver	▪ Sir Francis Drake	▪ Alexander Hamilton
▪ Louis Armstrong	▪ Carrie C. Catt	▪ Charles Drew	▪ Hannibal Hamlin
▪ Crispus Attucks	▪ Eugene Cernan	▪ Alexander Dunlap	▪ John Hancock
▪ Stephen Austin	▪ Henry Chadwick	▪ John Baptiste DuSable	▪ Nancy Morgan Hart
▪ Francis Bacon	Deborah Champion	▪ Amelia Earhart	▪ Rutherford Hayes
▪ Vasco Balboa	▪ Samuel de Champlain	▪ Gertrude Ederle	▪ Richard Henderson
▪ Benjamin Benneker	▪ King Charles I	▪ Thomas Edison	▪ Patrick Henry
▪ P.T. Barnum	▪ King Charles II	▪ Dwight Eisenhower	▪ Prince Henry the Navigator
▪ Rick Barry	▪ Salmon Chase	▪ Duke Ellington	▪ Hiawatha
▪ Jim Beckwourth	▪ Cesar Chavez	▪ Lelf Ericsson	▪ Wild Bill Hickock
▪ Alexander Graham Bell	Connie Chung	▪ Julius Erving	▪ Miguel Hidalgo
John Berkeley	▪ Winston Churchill	▪ Estevanico	Richard Hill
▪ Larry Bird	▪ George Rogers Clark	▪ King Ferdinand	▪ Hirohito
Black Kettle	▪ William Clark	▪ Geraldine Ferraro	▪ Adolf Hitler
▪ Elizabeth Blackwell	▪ Henry Clay	▪ Rachel Field	▪ Oiveta Culp Hobby
Henry Blackwell	▪ Grover Cleveland	▪ John Fitch	▪ Robert Hooke
Guy Bluford Jr.	▪ Ty Cobb	▪ Alexander Fleming	Thomas Hooker
▪ Daniel Boone	▪ Martha Collins	▪ Peggy Fleming	▪ Herbert Hoover
John Wilkes Booth	▪ Michael Collins	▪ Gerald Ford	▪ Sam Houston
▪ Bjorn Borg	▪ Christopher Columbus	▪ Henry Ford	General Oliver Howard
▪ Jim Bowie	▪ Henry Comstock	▪ Benjamin Franklin	▪ William Howe
▪ William Bradford	▪ James Cook	▪ Robert Frost	▪ Henry Hudson
▪ John Breckenridge	▪ Peter Cooper	▪ Melville Fuller	▪ Charles Hughes
▪ Jim Bridger	▪ Charles Cornwallis	▪ Robert Fulton	▪ Langston Hughes
Moses Brown	▪ Francisco Coronado	Emile Gagnan	▪ Sara T. Hughes
Robert Brown	▪ Hernando Cortes	▪ Bernardo de Galvez	▪ Anne Hutchinson
▪ Blanche Bruce	▪ Jacques Cousteau	▪ Vasco da Gama	Daniel Inouye
▪ Pearl Buck	▪ Crazy Horse	▪ Deborah Sampson Gannet	▪ Queen Isabella
Buffalo Bird Woman	▪ Davy Crockett	▪ Greta Garbo	▪ Andrew Jackson
Warren E. Burger	▪ Marie Curie	▪ William Lloyd Garrison	▪ Jesse Jackson
▪ John Burgoyne	▪ George A. Custer	▪ General Horatio Gates	▪ John Jay
▪ John Cabot	Virginia Dare	▪ Lou Gehrig	▪ Thomas Jefferson
▪ Pedro Cabral	▪ Lydia Darragh	▪ King George III	Peter Jenkins
Francols-Louis Cailler	▪ Benjamin Davis	▪ Jonathon Gibbs	▪ Edward Jenner
▪ Cecilius Calvert	▪ Jefferson Davis	▪ John Glenn	▪ Andrew Johnson
George Calvert	Jane Davis	▪ Mary Catherine Goddard	▪ Lyndon Johnson
Karel Capek	▪ Sam Davis	▪ George Goethals	Commander Phillip Johnson
Al Capone	William Dawes	▪ Samuel Gompers	Katherine Johnson

Table 4.1 (cont'd)

* James Weldon Johnson	* Montezuma	* Paul Revere	* William Howard Taft
* Louis Joliet	* Jacques Montgolfier	* Charles Richter	* Zachary Taylor
* John Paul Jones	* Joseph Montgolfier	* Branch Rickey	* Tecumseh
* Chief Joseph	* John P. Morgan	* Sally Ride	* Tom Thumb
* Baron de Kalb	* Gouverneur Morris	* Pat Robertson	* Samuel Tilden
* John F. Kennedy	* Esther Morris	* Paul Robeson	* Bill Tilden
Francis Scott Key	* Grandma Moses	* Jackie Robinson	Paul Toscanelli
* Martin Luther King	* Lucretia Mott	* John D. Rockefeller	* William Travis
* Henry Knox	* Stan Musial	* Roy Rogers	* Harry Truman
* Thaddeus Kosciuszko	* Benito Mussolini	* John Rolfe	* Sojourner Truth
* Pierre L'Enfant	* Napoleon	* Franklin Roosevelt	* Harriet Tubman
* Marquis de Lafayette	* Thomas Nast	* Theodore Roosevelt	* Gene Tunney
* Robert de LaSalle	Christopher Newport	* Pete Rose	* Nat Turner
* Dr. Louis Leakey	* Sir Isaac Newton	* Betsy Ross	* Mark Twain
* Richard Henry Lee	* Chester Nimitz	* Erno Rubik	Rudolph Valentino
* Robert E. Lee	* Richard Nixon	* Babe Ruth	* Martin Van Buren
* Anton von Leeuwenhoek	Daniel Norton	* Sacajawea	Geovanni Verrazano
* Meriweather Lewis	* Sandra Day O'Connor	* Peter Salem	* Amerigo Vespucci
Queen Liliuokalani	* Annie Oakley	* Jones Salk	* Queen Victoria
* Abraham Lincoln	* James Oglethorpe	* Samoset	Frederick Vinson
Nancy Lincoln	* Frederick Law Olmsted	* Santa Anna	* Honor Wagner
Tom Lincoln	* Juan de Onate	Harrison Schmitt	Morrison Waite
* Charles Lindberg	* Thomas Paine	* David Scott	* Earl Warren
* Robert Livingston	John Parker	* Winfield Scott	* Booker T. Washington
Stephen Long	* Ely Parker	* Junipero Serra	* George Washington
Konrad Lorenz	* Rosa Parks	Daniel Shays	* Martha Washington
* King Louis XIV	* Ivan Pavlov	* Alan Shepard	* James Watt
Francis Lowell	* Walter Payton	* Sitting Bull	* John Wayne
* Douglas MacArthur	* William Penn	* Samuel Slater	Alfred Wegener
* Connie Mack	Gov. Morris Penn	Robert Small	* Jerry West
* James Madison	* Oliver Hazard Perry	* Bessie Smith	* Phyllis Wheatley
* Ferdinand Magellan	* Zebulon Pike	* John Smith	John White
* Francis Marion	* P.B.S. Pinchback	* Robyn Smith	* Byron Raymond White
* Jacques Marquette	* Molly Pitcher	Snorri	* Marcus Whitman
* James Marshall	* Francisco Pizarro	* Squanto	* Narcissa Whitman
* Chico Marx	* Pocahontas	Bonnie St. John	* Eli Whitney
* Groucho Marx	* James Polk	* Colonel St. Leger	* Roger Williams
* Harpo Marx	* Marco Polo	* Elizabeth C. Stanton	* Helen Wills
* Zeppo Marx	* Juan Ponce de Leon	Jane Gales Starr	* Woodrow Wilson
* Massachusetts	* Salem Poor	* Baron von Steuben	Dr. Rosalyn Winters
* Christa McAuliffe	Gaspar de Portola	* Thaddeus Stevens	* Orville Wright
* George McClellan	* Casimir Pulaski	* Adlai Stevenson	* Wilbur Wright
Bill Melendez	* Pierre Radisson	* Lucy Stone	* Jonathon Wright
Pedro Menendez	* Sir Walter Raleigh	Harlan Stone	Edward Wynkoop
Nelson Miles	* Edmund Randolph	* Harriet Beecher Stowe	* Brigham Young
* Peter Minuit	* Ronald Reagan	Peter Stuyvesant	* Cy Young
Tom Mix	* Willis Reed	* Kathy Sullivan	
* James Monroe	* Hiram Revels	* John Sutter	

* denotes collective biography available

Seven textbooks were included in the study: the reading text, Rare as Hen's Teeth (Alvermann et al.), a 1989 publication of D.C. Heath; Handwriting: Basic Skills and Application (Barbe et al.), published by Zaner Bloser in 1984; Heath Science (Barufaldi et al.), also a 1984 copyright; HBJ Spelling (Madden and Carlson), a 1983 book published by Harcourt, Brace and Jovanovich; Silver Burdett English (Ragno et al.), 1985; Heath Mathematics (Rucker et al.), a 1985 publication and the social studies text, The United States Yesterday and Today, published by Silver Burdett in 1988.

The procedure for compiling the names of the biographical subjects was the same for all texts: each book was read page by page; each time a biographical figure was mentioned, the book and the page number were recorded. One mention was given for each unified piece of information. In many cases a mention equalled a single sentence from an exercise with a fact about the biographical figure. Usually the focus on the individual was secondary to the exercise at hand, so information was scant; this was especially so in the handwriting, spelling, English and math books. Most often the discussion about a biographical figure in the science text was relegated to three-to-four paragraphs. Included in the science book were sketches of Jane Goodall, Sir Isaac Newton, Charles Richter, Jacques Cousteau and Charles Drew. In each case, the sketch about the biographical subject focused on the subject matter of the unit. For instance, Charles Richter's sketch appears in the geology

unit while Charles Drew, the scientist who discovered how to preserve and separate blood parts, is featured in a chapter studying the circulatory system. There was typically one sketch per unit and the sketch provided limited information. In the social studies book, The United States Yesterday and Today, a mention constituted sustained writing about an incident or subject. For instance, George Washington is described in connection with one of the monuments in Washington D.C. in the single sentence, "Three of the most beautiful monuments in Washington were built to honor three of our most famous presidents—George Washington, Thomas Jefferson and Abraham Lincoln." (pg 21). The second mention credits George Washington with making Thanksgiving Day a national holiday. (pg 140) A third mention (pg 148), which consisted of two short paragraphs, describes the forming of the Second Continental Congress. In all, George Washington received ten mentions in the social studies book; each consisted of a single sentence or a sustained incident and was marked by a change of subject. The social studies textbook not only supplied the majority of biographical subjects (73%) collected from all of the textbooks, it also offered the widest variety of mentions. Some mentions were only a sentence long while others were a full page. The reading text provided the most information for a single mention; most biographical sketches included in the reading textbook were five to ten pages long and counted for one mention.

A total of 374 biographical personalities were gleaned from all

seven textbooks. The social studies book accounted for two hundred and eighty-one of those mentions or 73 percent of the total. The handwriting book produced thirty names or 8 percent of the total. Twenty-two names were collected from the reading text for 6 percent of the total while the science, spelling and English books each produced 4 percent of the total with seventeen, seventeen and sixteen mentions respectively. The math book offered only four names, accounting for 1 percent of the total.

Table 4.2
Personalities Found in Individual Textbooks

Subject	Text	Year	Mentions	Percent of Total
Social Studies	<u>United States Yesterday and Today</u>	1988	281	73%
Handwriting	<u>Handwriting: Basic Skills and Applications</u>	1984	30	8%
Reading	<u>Rare as Hen's Teeth</u>	1989	22	6%
Science	<u>Heath Science</u>	1984	17	4%
Spelling	<u>HBJ Spelling</u>	1983	17	4%
English	<u>Silver Burdett English</u>	1985	16	4%
Math	<u>Heath Math</u>	1985	4	1%

In order to determine what figures have been written about in collective biographies, a master list of all biographies published within the last ten years using the most common review sources for new children's books, namely School Library Journal, Booklist, and The Bulletin of the Center for Children's Books, was compiled and abandoned in favor of the Index to Collective Biographies for Young Readers. This index was published in October of 1988 and provides the most complete and up-to-date reference available. A few additions of books published since October of 1988 were also made.

With the aid of Bowker's collective list, all biographical subjects found in any of the texts were cross-referenced to determine if collective biography sketches were available. From the 374 names found in the text (Refer to Table 4.1), three hundred and one, or 80 percent of the total, were also represented in at least one collective biography. Only seventy-three names, or 20 percent, did not appear in the subject listing of The Index to Collective Biographies for Young Readers. Therefore, it can be concluded that for the most part, the same biographical personalities featured in subject matter textbooks are also the subject of collective biographies.

From the seventy-three figures not mentioned in collective biographies, interesting observations may be made. At least seventeen of the figures or 23 percent of those not covered in the collective biographies were minority figures. Some of the minority personalities

were obvious recent additions to the texts, including figures such as Guy Bluford Jr., the first Black astronaut in space; Connie Chung, CBS newscaster; and Daniel Inouye, a member of the House of Representatives and a Japanese American. This researcher did not recognize fifty-two of the seventy-three names on the list of biographical subjects who were not represented with collective biographies. In addition, obscure names like Emilio Aguinaldo, a Filipino freedom fighter during the Spanish American war; Henry Blackwell, the husband of woman's rights activist Lucy Stone; Sara T. Hughes, the judge who swore Lyndon B. Johnson into the office of President of the United States in 1963 after the assassination of President John F. Kennedy; and Snorri, a Viking baby thought to be one of the first born on this continent are just a few of the examples. In Table 4.1, the textbook personalities who were not covered in collective biographies are listed; those personalities without an asterisk by their names do not currently have collective biography sketches available.

b. Are there collective biographies written about the figures students say they would like to read about?

In order to determine if the figures students chose to read about as selected on the Category Preference Instrument were also included in collective biographies, the same cross reference was made using the master list of all personalities mentioned by the students (Table 4.3). The students listed three hundred and sixteen individuals. Only one

hundred and thirteen, or 36 percent of the total, were also written about in collective biographies. Two hundred and three names, or 64 percent were not represented by collective biographies. It must be noted that the students showed a strong preference for the here and now; most personalities they selected are currently popular singers, movie and television stars and sports personalities who might or might not be the subject of collective biographies in the future. Personalities listed by the students included several rap singers and groups like The Boys, Bobby Brown, L.L. Cool and Heavy D. In addition, students expressed interest in current stars on television situation comedies including Candace Cameron, Michael J. Fox and Alyssa Milano. Beethoven and Mozart were listed alongside the New Kids on the Block on one student's list. Fictional characters like Alf, Murphy Brown and James Bond were also listed, indicating that some students still confuse fictional and real people. In total, however, the students provided an eclectic list with the majority representing today's popular entertainers and sports figures.

However, for the purpose of this study, it must be observed that the majority of the biographical personalities that students expressed an interest in reading about are not represented in collective biographies.

Data Analysis Relating to Research
Question Two

2. What categories of biographical figures do grade six students want to read about?

In order to answer this question students were given the Category Preference Instrument to complete. This instrument listed ten broad categories that might be of interest to students including creative artists, entertainers, explorers and pioneers, military leaders, minority figures, scientists, sports figures, U.S. political figures, world political figures, and an "others" category for all who those who didn't find an area of interest described. The categories were devised using the categories designed by Kyoon in his 1984 study on values in children's biographies, the subject listings in Bowker's 1988 Index to Collective Biographies for Young People, and information gleaned from the subject matter textbooks. These categories were designed to be broad and inclusive in order to fit each individual into at least one slot. Introductions and explanation by the data collector before the instrument was completed took students through all ten categories and the types of persons who would be included in that group.

After the initial introduction, students were asked to choose the five categories they found most interesting and prioritize those categories with numbers 1 - 5; the number 1 indicated the student's first choice

Table 4.3

Open selection of Biographical Subjects by Grade Six Students

Biographical Figures Chosen by Grade Six Students

* Hank Aaron	* Roberto Clemente	Margie Goldstein
Jim Abbott	* Grover Cleveland	Michail Gorbachev
Paula Abdul	* Ty Cobb	Mark Grace
Grizzly Adams	* Christopher Columbus	Rebecca Graham
* John Adams	* Nadia Comaneci	Amy Grant
Andre Agassi	Jose Conseco	* Ulysses S. Grant
* Louisa May Alcott	L.L. Cool	Mike Greenwell
Alf	Alice Cooper	* Wayne Gretzky
* Mohammad Ali	* Francisco Coronado	Jennifer Grey
Chad Allen	* Charles Cornwallis	Ken Griffey Jr.
* Sparky Anderson	* Hernando Cortes	Guns and Roses
Andre the Giant	* Bill Cosby	* Dorothy Hamill
Pierce Anthony	* Jacques Cousteau	* Scott Hamilton
Christina Applegate	* Davy Crockett	Glen Hamlin
* Neil Armstrong	Tom Cruise	Mike Hammer
Chet Atkins	* General Custer	Tom Hanks
B 52's	Bobby Dahl	Heaven
* Johann Sebastian Bach	Chuck Daly	Heavy D
* Lucille Ball	Bob Dance	Pee Wee Herman
Bangos	Eric Davis	Ron Hexstall
Charles Barkley	* Sammy Davis Jr.	* Adolf Hitler
Rosanne Barr	* Leonardo DaVinci	* Gil Hodges
* Clara Barton	Johnny Depp	Dustin Hoffman
Rob Base	Ted DiBiase	Hulk Hogan
Boris Becker	* Charles Dickens	* Harry Houdini
* Ludwig von Beethoven	* Walt Disney	* Gordie Howe
George Bell	* Frederick Douglass	* Henry Hudson
Bryan Bellows	Nancy Drew	Rachel Hunter
* Johnny Bench	Joe Dumars	Lee Lococca
Matt Blondi	Duran Duran	* Andrew Jackson
* Larry Bird	* Amelia Earhart	Bo Jackson
Mar Blackmen	Easy E	Janet Jackson
Linda Blair	* Thomas Edison	* Michael Jackson
Judy Blume	* Albert Einstein	* Thomas Jefferson
* Wade Boggs	* Dwight Eisenhower	Greg Jeffries
James Bond	Boomer Eisseson	* Joan of Arc
Bon Jovi	John Elway	Ben Johnson
Kim Boyce	Robert England	* Magic Johnson
The Boys	* Lelf Ericsson	Vinnie Johnson
Bobby Brown	Darryl Evans	* Walter Johnson
Julie Brown	Janet Evans	Michael Jordan
Murphy Brown	Carrie Fisher	* Al Kalline
Christina Buffa	* Peggy Fleming	Big Daddy Kane
* George Burns	Harrison Ford	Stacy Keach
* George Bush	* Henry Ford	Carolyn Keene
* John Cabot	Michael J. Fox	* Helen Keller
Candace Cameron	* Anne Frank	* John F. Kennedy
Kirk Cameron	Benjamin Franklin	* Martin Luther King Jr.
* George Washington Carver	Grant Fuhr	Kiss
Wilt Chamberlain	Gerald Gallant	Petre Klima
Gary Chatlmen	Mitch Gaylord	* Sandy Koufax
Tim Chevaldia	* Lou Gehrig	Bernie Kozar
Will Clark	Debbie Gibson	Bill Lambier
Beverly Cleary	Kirk Gibson	Cindy Lauper
	Sarah Gilbert	

Table 4.3 (cont'd)

Bruce Lee	Kate Pearson	* Ozzie Smith
Mario Lemieux	Petra	* Stephen Spielberg
Ivan Lendl	* Pablo Picasso	Hilda Stahl
* John Lennon	Roudy Roddy Piper	* Joseph Stalin
C.S. Lewis	Scotty Pippen	Sylvester Stallone
Carl Lewis	* Molly Pitcher	Maurice Starr
* Jerry Lee Lewis	Poison	Greg Steffan
Liberache	* James K. Polk	Terry Steinbach
* Abraham Lincoln	* Pope John Paul XXIII	Rod Stewart
Greg Louganis	* Elvis Presley	Bram Stokes
Madonna	Kirby Puckett	Chris Szabo
* Ferdinand Magellan	* Queen Elizabeth I	Elizabeth Taylor
* Frank Mahovich	* Queen Victoria	Hudson Taylor
* Malcolm X	Colin Quinn	* Lawrence Taylor
Karl Malone	Ellen Raskin	Debbie Thomas
* Nelson Mandela	Ratt	Isiah Thomas
Barry Manilow	* Rembrandt	Cheryl Tiegs
* Mickey Mantle	Mary Lou Retton	Tiffany
* Bat Masterson	Paul Revere	J.R.R. Tolkien
* Don Mattingly	Dusty Rhodes	Alan Trammell
* John McEnroe	* Sally Ride	Mike Tramp
Mark McGuire	* Cal Ripkin Jr.	Donald Trump
Joseph McIntyre	* David Robinson	* Mark Twain
Rodney McKay	* Frank Robinson	2 Live Crew
McSweet	* Jackie Robinson	* Harriet Tubman
Metallica	Dennis Rodman	Steven Tyler
Mark Messier	Mickey Rooney	Mike Tyson
Alyssa Milano	Axel Rose	Ultimate Warrior
Kevin Mitchell	* Pete Rose	* Vincent VanGogh
Marilyn Monroe	Patrick Roy	Milli Vanilli
Joe Montana	Kurt Russell	Mike Vernon
* Montezuma	* Babe Ruth	Vixen
Motley Crue	* Nolan Ryan	Donny Walber
* Wolfgang Amadeus Mozart	Winona Ryder	Jerome Walton
Eddie Murphy	John Salley	* Martha Washington
* Joe Namath	* Ryne Sandberg	* George Washington
New Kids on the Block	Barry Sanders	Warrant
* Sir Isaac Newton	Macho Man Savage	Isaac Watts
Jack Nicholson	Charles Schultz	* John Wayne
* Richard Nixon	Arnold Schwarzenegger	Spudd Webb
Matt Nokes	Tom Selleck	Walt Weiss
Manuel Noriega	* William Shakespeare	Mickey Weston
Roy Orbison	Charlie Sheen	* E.B. White
Outlaws	Gary Sheffield	White Snake
Ozzie Osborne	Steve Shutt	Lou Whitaker
Nicky Pain	Rubin Sierra	* Laura Ingalls Wilder
Barbara Park	* O.J. Simpson	Dominique Wilkins
Lance Parrish	Skid Row	Bob Winkleman
Francine Pascal	Slash	Catrina Witt
* General George Patton	Christian Slater	* Orville Wright
Sandi Patty	Slaves	* Wilbur Wright
* Walter Payton	Michael J. Smith	

* denotes collective biography sketch available

and the number 5 indicated the student's last choice.

After the instruments were completed, the results were tabulated. Students who did not complete the Text-Driven Instrument as well as the Category Preference Instrument were eliminated from the totals. After this was done the final N = 155, and included sixty-eight boys and eighty-seven girls. The Category Preference Instrument showed that grade six students preferred entertainers, sports figures and scientists when all five of each student's choices were considered. The entertainers' category was chosen by 82 percent (127) of the students, while 78 percent (121) of the students expressed an interest in reading about sports figures. These two categories mirror results of the pilot study. The scientists category ranked third in popularity with one hundred and five students, or 68 percent, selecting this group. Least popular among the students was the U.S. political leader category with only 34 percent of the students (53) choosing this group among their top five choices. The percentages of students who selected the remaining categories are as follows: creative artists (52%), military leaders (45%), minority figures (43%), world political leaders (40%), and explorers and pioneers (37%). Only ten students listed persons in the others category, and three of those students listed "animals" when asked to specify their choice. The others category accounted for one percent of the total. Table 4.5 shows students' category preferences for each category.

Table 4.4
Category Preference Instrument

CATEGORY PREFERENCE INSTRUMENT

STUDENT NUMBER _____ FEEDER SCHOOL NUMBER _____

CHECK ONE:

1. I am a: _____boy _____girl
2. I like to read biographies: _____often _____sometimes
 _____seldom _____never
3. I prefer to read about famous: _____women _____men
 _____both men and women

LISTED BELOW ARE TEN CATEGORIES OF PEOPLE YOU MIGHT WANT TO READ ABOUT. AFTER YOU HAVE READ THROUGH ALL THE CATEGORIES, NUMBER THE FIVE THAT INTEREST YOU THE MOST. THE CATEGORY YOU MARK 1 WILL BE THE ONE YOU WANT TO READ ABOUT MOST; NUMBER 2 WILL MARK YOUR SECOND CHOICE, ETC. MARK ONLY FIVE CATEGORIES.

- _____ **CREATIVE ARTISTS** (This includes authors, composers and artists)
- _____ **ENTERTAINERS** (This includes TV and movie stars, singers, dancers, and other performers)
- _____ **EXPLORERS AND PIONEERS** (This includes settlers and frontiersmen)
- _____ **MILITARY LEADERS** (This includes generals, soldiers, spies and others who played important parts in wars)
- _____ **MINORITY FIGURES** (This includes Blacks, Indians, Hispanic, Eskimo and other minority figures who have contributed to history)
- _____ **SCIENTISTS** (This includes inventors, astronauts and doctors who have contributed to science)
- _____ **SPORTS FIGURES** (This includes football, basketball and other sports players of past and present times)
- _____ **U.S. POLITICAL FIGURES** (This includes presidents, senators, governors and others who have contributed as public figures)
- _____ **WORLD POLITICAL FIGURES** (This includes leaders of other countries, Kings, Queens and the Pope)
- _____ **OTHERS: PLEASE LIST** _____

LIST THE NAMES OF AT LEAST FIVE PEOPLE YOU MIGHT WANT TO READ ABOUT. YOU MAY LIST UP TO TEN.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

a. Is gender a consideration when choosing categories of biographical figures or specific biographical figures?

The Category Preference Instrument offered some minor differences between the sexes, most markedly in the category of military leaders and creative artists. Only 31 percent of the girls chose military leaders while 78 percent of the boys expressed an interest in this category. Conversely, 69 percent of the girls expressed an interest in the creative artist category while only 29 percent of the boys were interested in this field.

More marked differences appear when first through fifth choices are examined individually. The entertainer and sports figure categories were by far the most popular with 82 percent and 78 percent of all the students selecting those categories respectively. However, sixty-one or 70 percent of the girls, chose entertainers as their first choice while only five (7%) boys chose entertainers as their first choice. Boys clearly preferred sports as their first choice with thirty-five (51%) selecting that category as their favorite while only five girls (6%) chose sports figures as their first choice. In the end the differences in gender selection

Table 4.5

Students' Category Preferences Based on Five Selection Choices

CATEGORY	GIRLS		BOYS		TOTAL	% of N
	number	%	number	%		
1. Creative Artists	60	69%	20	29%	80	52%
2. Entertainers	81	93%	46	68%	127	82%
3. Pioneers and Explorers	28	32%	29	43%	57	37%
4. Military Leaders	27	31%	53	78%	70	45%
5. Minority Figures	48	55%	18	26%	66	43%
6. Scientists	57	66%	48	71%	105	68%
7. Sports Figures	60	69%	61	90%	121	78%
8. U.S. Political Leaders	28	32%	25	37%	53	34%
9. World Political Leaders	36	41%	26	38%	62	40%
10. Others (specify)	5	1%	5	1%	10	1%

narrows with 68 percent of the boys and 93 percent of the girls choosing entertainers as one of their choices, while 69 percent of the girls and 90 percent of the boys chose sports figures as desirable biographical reading. Table 4.6 shows all category results.

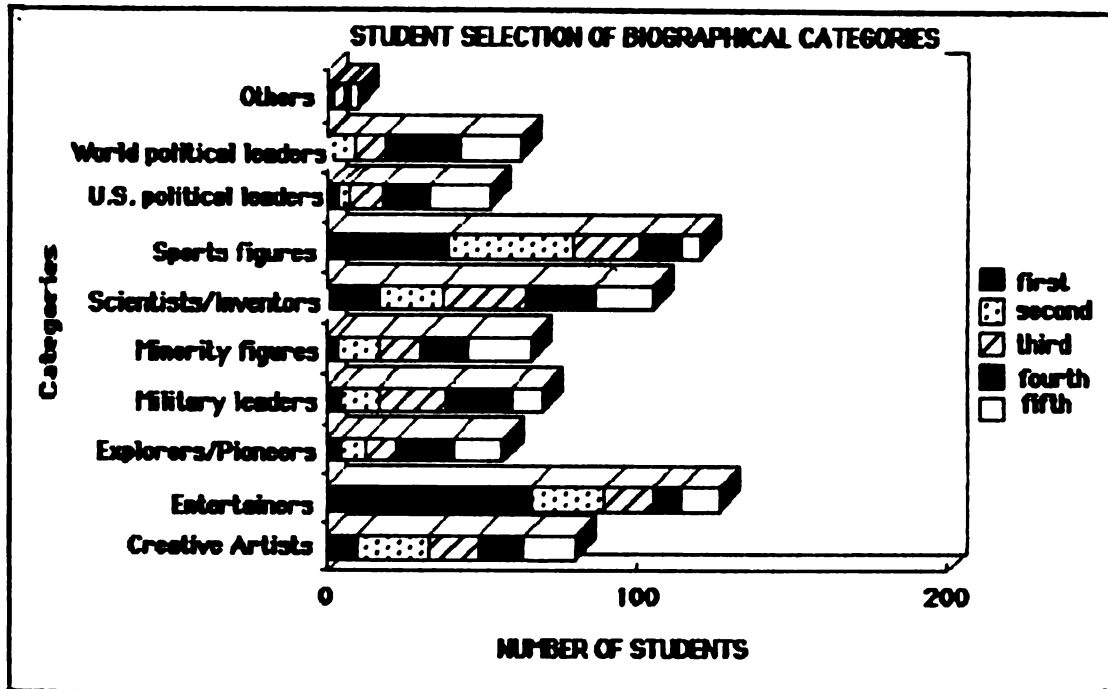
Table 4.6
Student Selections by Category and Choice

Category	1st choice		2nd choice		3rd choice		4th choice		5th choice		TOTAL	
	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys
creative artists	8	2	19	4	12	4	10	5	11	5	60	20
entertainers	61	5	10	14	6	9	3	6	1	12	81	46
pioneers; explorers	2	3	3	5	6	4	8	10	9	7	28	29
military leaders	0	5	3	9	8	14	6	15	10	10	27	53
minority figures	1	2	9	5	12	2	10	4	16	5	48	18
scientists	7	10	11	9	13	15	13	9	13	5	57	48
sports figures	5	35	24	15	16	6	9	4	6	1	60	61
U.S. political leaders	2	2	2	1	5	6	9	6	10	10	28	25
world political leaders	0	1	5	3	4	6	18	6	9	10	36	26
others	0	1	1	0	2	2	1	0	1	2	5	5
no categories listed	1	2										

Figure 4.1 gives a graphic illustration of the most popular category choices of grade six students involved in the study.

Figure 4.1

Student Selection of Biographical Categories.

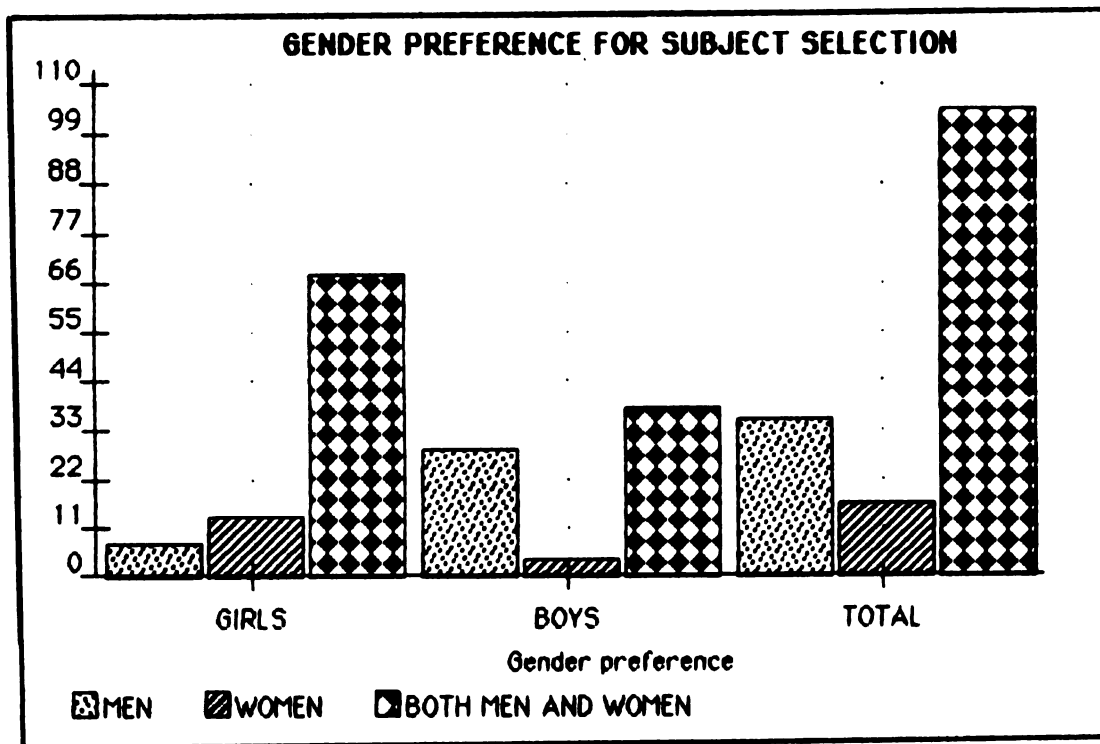


Aside from prioritizing categories, students were also asked whether they would prefer to read about men, women, or both men and women. Students clearly indicated that the gender of the biographical personality made little difference with one hundred and four of the students (67%) choosing both men and women over a specific gender. Boys showed more preference toward their own gender with twenty-eight (41%) of them indicating a preference for men while thirty-seven (54%) selected both men and women. Only three boys (4%) said they preferred to read about women. Sixty-seven (77%) of the girls indicated they would want to read about both men and women while thirteen (15%) preferred women and seven (8%) preferred male biographical

personalities.

Figure 4.2

Gender Preference for Subject Selection



b. How frequently do sixth grade students choose to read about biographical figures?

The Category Preference Instrument indicated that eighty-five percent of the grade six students read biographies in varying frequencies. Only 15 percent, ten boys and thirteen girls, said that they never read biographies. Of the 85 percent of those who claimed to have

There appeared to be no major differences between the genders in their stated frequency of biography reading; results indicated that 6 percent (4) of the boys and 11 percent (10) of the girls said they read biographies "often." "Sometimes" was selected by 37 percent (25) of the boys, and 41 percent (36) of the girls. Slightly more boys (30), accounting for 44 percent, chose "seldom" while only 31 percent (27) of the girls selected this frequency. "Never" was chosen by 15 percent of the girls (13) and the boys (10).

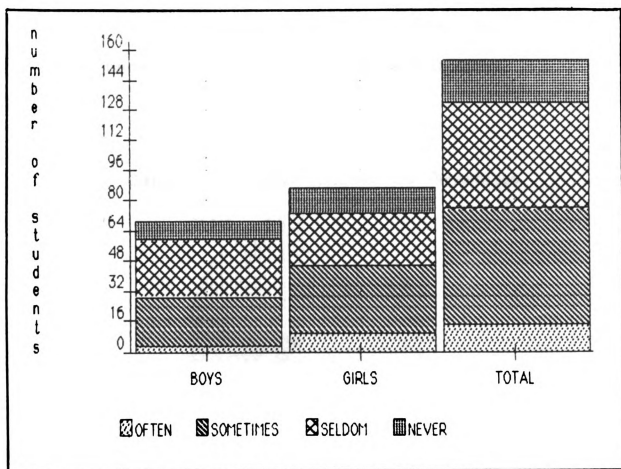
c. Do students' stated category preferences match the figures in which they express an interest?

In order to determine whether students' category choices were consistent with the personalities they listed on the free choice component of the Category Preference Instrument, the researcher compared the first choice category of each student with the personalities listed on the free choice component. The cross-reference indicated that ninety-six of the students, or 62 percent, listed a personality from their favored category as their first choice on the open selection component of the instrument. Another twenty-five students, or 16 percent, listed a personality from their first choice category on the free choice component, but that personality was not listed first. These two groups, accounting for 78 percent of all the students in the study, were consistent in their choice

read biographies, however, only 9 percent of the students (four boys and ten girls) claimed they read biographies "frequently." The largest group of students (sixty-one or 39 percent) stated that they read biographies "sometimes," while 37 percent (57) indicated that they read biographies "infrequently,"

Figure 4.3

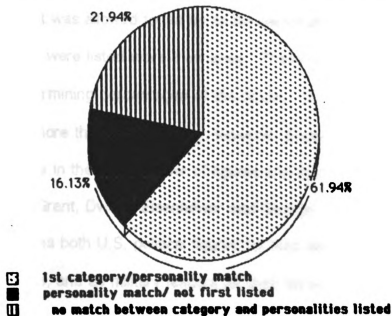
Stated Frequencies About Biographical Reading



of category and personalities. In contrast, thirty-four students (22 percent) did not list any personality from the category they indicated as their number one choice. It should be noted that students were instructed to look at the categories they selected to help them think of personalities they might want to read about. Some students listed one or two figures from each of the categories they selected. Others listed several personalities from one specific category while still others listed an eclectic variety of selected and not selected categories. However, only 22 percent were unable to show an understanding of the relationship between the category and the figures they chose. The figure below shows the correlation of the students' categories.

Figure 4.4

Correlation of Students' Categories With Personalities



Data Analysis Relating to Research
Question Three

3. Which biographical figures do sixth grade students want to read about?

The open selection component of the Category Preference Instrument was used in order to address this question. In this portion of the Category Preference Instrument, students were able to list the names of up to ten personalities that they might choose to read about. The personalities listed by the students were tabulated and categorized to see which biographical figures and categories of figures students found most interesting. A listing of all figures mentioned and listed by categories is presented in Table 4.7. Students listed a total of three hundred seventeen different personalities. A total of 858 listings were made by the one hundred and fifty-five students included in the study; each student was allowed to list up to ten personalities and many personalities were listed more than once. These two numbers were used in determining percentages of the whole. Some personalities were counted in more than one category; however, these figures were only counted once in the total number of figures and mentions. For instance, Ulysses S. Grant, Dwight Eisenhower and George Washington are categorized as both U.S. political figures for their service to the country as presidents, and as military leaders for their service during the wars

Table 4.7

Biographical Subjects Listed by Grade Six Students By Categories

Biographical Figures Listed on the Free Choice Component		
<u>Creative Artists</u>		
Louisa May Alcott	Harrison Ford	Mimi Vanilli
Johann Sebastian Bach	Michael J. Fox	Vibron
Ludwig von Beethoven	Debbie Gibson	Donny Walber
Judy Blume	Amy Grant	Warrant
Beverly Cleary	Jennifer Grey	John Wayne
Leonardo DaVinci	Gunz and Roses	
Charles Dickens	Tom Hanks	<u>Explorers; Pioneers</u>
Walt Disney	Heaven	John Cabot
Anne Frank	Heavy D	Christopher Columbus
Carolyn Keene	Pee Wee Herman	Francisco Coronado
Helen Keller	Dustin Hoffman	Hernando Cortes
C.S. Lewis	Harry Houdini	Jacques Cousteau
Wolfgang Amadeus Mozart	Rachel Hunter	Davy Crockett
Barbara Park	Janet Jackson *	Amelia Earhart
Francine Pascal	Michael Jackson *	Leif Ericsson
Pablo Picasso	Big Daddy Kane *	Henry Hudson
Ellen Rastin	Stacy Keach	Ferdinand Magellan
Rembrandt	Kiss	
Charles Schultz	Cindy Lauper	<u>Military Leaders</u>
William Shakespeare	John Lennon	Clara Barton
Bram Stokes	Jerry Lee Lewis	General Custer
J.R.R. Tolkien	Liberache	Dwight Eisenhower *
Mark Twain	Barry Manilow	Ulysses S. Grant *
Vincent VanGogh	Joseph McIntyre	Adolf Hitler *
E.B. White	Metallica	General George Patton
Laura Ingalls Wilder	Alyssa Milano	Molly Pitcher
	Marilyn Monroe	George Washington *
	Motley Crue	
	Eddie Murphy	
	New Kids on the Block	
	Jack Nicholson	<u>Minority Figures</u>
	Roy Orbison	Hank Aaron *
	Outlaws	Mohammad Ali *
	Ozzie Osborne	Charles Barkley *
	Nicky Pain	Mar Blackmen *
	Sandi Patty	The Boys *
	Polson	Bobby Brown *
	Elvis Presley	Julie Brown *
	Rati	George Washington Carver *
	Mickey Rooney	Wilt Chamberlain *
	Axel Rose	Roberto Clemente *
	Kurt Russell	Jose Conseco *
	Winona Ryder	L.L. Cool *
	Arnold Schwarzenegger	Sammy Davis Jr. *
	Tom Selleck	Frederick Douglass *
	Charlie Sheen	Joe Dumars *
	Sidd Row	Easy E *
	Slash	Bo Jackson *
	Slaves	Janet Jackson *
	Stephen Spielberg	Michael Jackson *
	Sylvester Stallone	Ben Johnson *
	Rod Stewart	Magic Johnson *
	Elizabeth Taylor	Vinnie Johnson *
	Tiffany	Walter Johnson *
	2 Live Crew *	
<u>Entertainers</u>		
Paula Abdul		
Chad Allen		
Chet Atkins		
B 52's		
Lucille Ball		
Bangos		
Roseanne Barr		
Linda Blair		
Bon Jovi		
The Boys *		
Bobby Brown *		
Julie Brown *		
George Burns		
Candace Cameron		
Kirk Cameron		
L.L. Cool *		
Alice Cooper		
Bill Cosby *		
Tom Cruise		
Sammy Davis Jr. *		
Johnny Depp		
Duran Duran		
Easy E *		
Robert England		
Carrie Fisher		

Table 4.7 (cont'd)

Michael Jordan *	Bryan Bellows	Ivan Lendl
Big Daddy Kane *	Johnny Bench	Carl Lewis *
Martin Luther King Jr.	Matt Biondi	Greg Louganis
Carl Lewis *	Larry Bird	Frank Mahovlich
Malcolm X	Mar Blackmon *	Karl Malone *
Nelson Mandela	Wade Boggs	Mickey Mantle
Montezuma *	Will Chamberlain *	Don Mattingly
Eddie Murphy *	Gary Chaitman	John McEnroe
Manuel Noriega *	Tim Chevaldin	Mark McGuire
Walter Payton *	Will Clark	Rodney McKay
Scotty Pippen *	Roberto Clemente *	Mark Messier
Frank Robinson *	Ty Cobb	Kevin Mitchell
Jackie Robinson *	Nadia Comaneci	Joe Montana
Dennis Rodman *	Jose Conesco *	Joe Namath
John Salley *	Bobby Dahl	Matt Nokes
Barry Sanders *	Chuck Daly	Lance Parrish
Rubin Sierra *	Eric Davis	Walter Payton *
O.J. Simpson *	Ted Diabase	Roudy Roddy Piper
Ozzie Smith *	Joe Dumars *	Scotty Pippen *
Lawrence Taylor *	Boomer Eissason	Kirby Puckett
Debbie Thomas *	John Elway	Mary Lou Retton
Isiah Thomas *	Darryl Evans	Dusty Rhodes
2 Live Crew *	Janet Evans	Cal Ripkin Jr.
Harriet Tubman *	Peggy Fleming	David Robinson
Mike Tyson *	Grant Fuhr	Frank Robinson *
Milli Vanilli *	Gerald Gallant	Jackie Robinson *
Spud Webb *	Mich Gaylord	Dennis Rodman *
Lou Whitaker *	Lou Gehrig	Pete Rose
Dominique Wilkins *	Kirk Gibson	Babe Ruth
	Mark Grace	Nolan Ryan
	Mike Greenwell	John Salley *
	Wayne Gretzky	Ryne Sandberg
	Ken Griffey Jr.	Barry Sanders *
	Dorothy Hamill	Macho Man Savage
	Scott Hamilton	Steve Shutt
	Glen Hamlin	Rubin Sierra *
	Ron Hextall	O.J. Simpson *
	Gill Hodges	Ozzie Smith *
	Hulk Hogan	Greg Steffan
	Gordie Howe	Terry Steinbach
	Bo Jackson *	Hudson Taylor
	Greg Jeffries	Lawrence Taylor *
	Ben Johnson *	Debbie Thomas *
	Magic Johnson *	Isiah Thomas *
	Vinnie Johnson *	Alan Trammell
	Walter Johnson *	Mike Tyson *
	Michael Jordan *	Jerome Walton *
	Al Kaline	Ultimate Warrior
	Pete Klima	Spudd Webb *
	Sandy Koufax	Mickey Weston
	Bernie Kozar	Lou Whitaker *
	Bill Lamber	Dominique Wilkins *
	Bruce Lee	Catrina Witt
	Mario Lemieux	
Scientists		
Neil Armstrong		
George Washington Carver *		
Thomas Edison		
Albert Einstein		
Henry Ford		
Benjamin Franklin *		
Sir Isaac Newton		
Sally Ride		
Wright brothers		
Sports Figures		
Hank Aaron *		
Jim Abbott		
Andre Agassi		
Mohammad Ali *		
Sparky Anderson		
Andre the Giant		
Christina Applegate		
Charles Barkley *		
Rob Base		
Boris Becker		
George Bell		

Table 4.7 (cont'd)

U. S. Political Figures	World Political Figures	Unidentified Figures
John Adams	Michail Gorbachev	Pierce Anthony
George Bush	Adolf Hitler *	Kim Boyce
Grover Cleveland	Montezuma *	Christina Buffa
Frederick Douglas	Manuel Noriega *	Bob Dance
Dwight Eisenhower	Queen Elizabeth I	Sarah Gilbert
Benjamin Franklin	Queen Victoria	Margie Goldstein
Ulysses S. Grant	Joseph Stalin	McSweet
Andrew Jackson		Kate Pearson
Thomas Jefferson	Others	Petra
John F. Kennedy	James Bond	Collin Quinn
Abraham Lincoln	Murphy Brown	Patrick Roy
Richard Nixon	Nancy Drew	Gary Sheffield
James K. Polk	Mike Hammer	Christian Slater
Paul Revere	Lee Lococca	Michael W. Smith
Mattha Washington	Joan Of Arc	Hilda Stahl
George Washington	Bat Masterson	Maurice Starr
	Pope John Paul XXIII	Mike Tramp
	Cheryl Tiegs	Steven Tyler
	Donald Trump	Mike Vernon
	Harriet Tubman *	Issaac Wats
		Walt Weiss
		White Snake
		Bob Winkelman

* denotes that figure appears in more than one group

that brought them to prominence . Most of the figures who are included in more than one category are minority figures. Since there appears to be great concern in the government that minorities are fairly represented, this researcher attempted to see if that was true. The compilation indicated that fifty two personalities or 16 percent of the figures were minority personalities. However, 85 percent of the minority figures were representatives of the sports and entertainers categories. Other categories were not equally represented with minority figures; also, other

categories did not include large numbers of individuals like the sports and the entertainers' category. George Washington Carver was the only minority listed in the scientist category, and accounted for 10 percent of total number listed. Other minority representation included Frederick Douglass in the U.S. political category, and Manuel Noriega and Montezuma in the world political figure category.

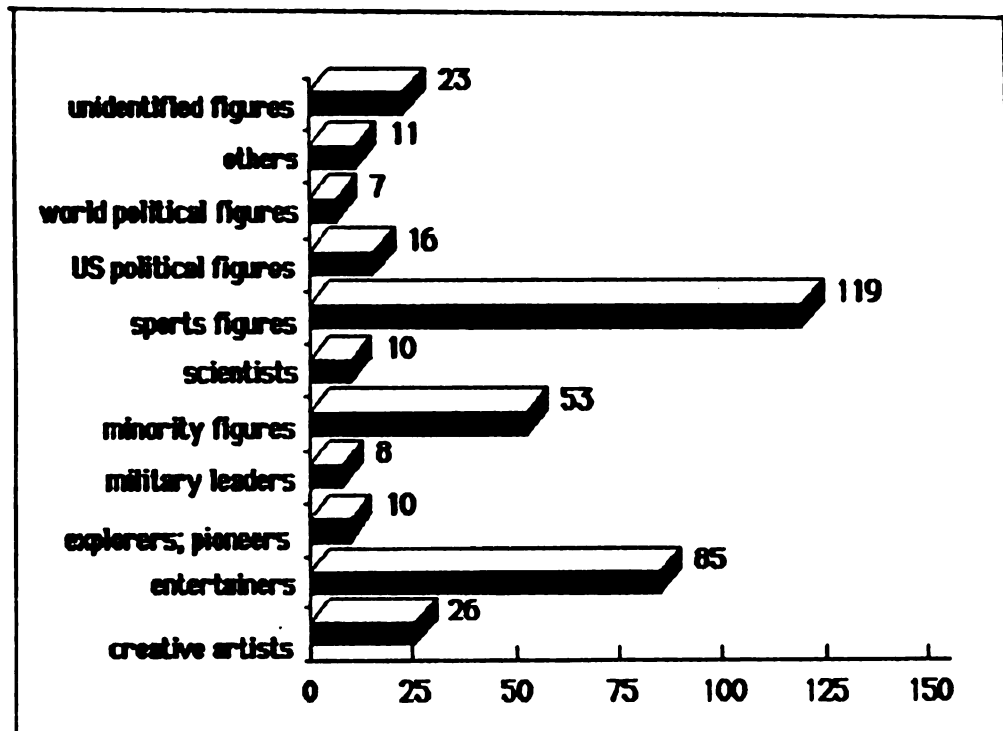
The Category Preference Instrument indicated that students indicated that they preferred biographical subjects associated with the sports world slightly over entertainers. Students listed one hundred and nineteen different sports personalities, while the names of entertainers appeared second in frequency with eighty-five different personalities listed. Sports figures accounted for 38 percent of the total number of figures listed; entertainers captured 27 percent of the total. It seems important to note that several students listed several members of the same sports team, perhaps indicating that names came to mind more easily when students categorized them.

The minority figures category was third in popularity with fifty-two personalities listed, accounting for 16 percent of the total; however, nearly all of these figures are also represented in the sports or entertainers category. It appears these personalities were selected more for their career accomplishments than for race. This is evident in the students' category selections. While sixty-six students (43 percent) expressed an interest in reading about minority figures, thirty-five of them

(53 percent) chose this category as their fourth or fifth choice, and only three students (2 percent) chose minority figures as their first choice.

Figure 4.5

Open Selection of Biographical Figures Listed By Categories



Popularity of a particular category cannot be measured solely by the number of biographical figures found in each category. The number of times each figure was named is equally important. The majority of the biographical subjects listed by the students, accounting for 61 percent of

the 316 personalities, appeared only once; only 124 persons, or 39 percent were listed more than once. Of those listed more than once the rock group, New Kids on the Block was listed most with fifty-seven students selecting them as desirable biographical reading.

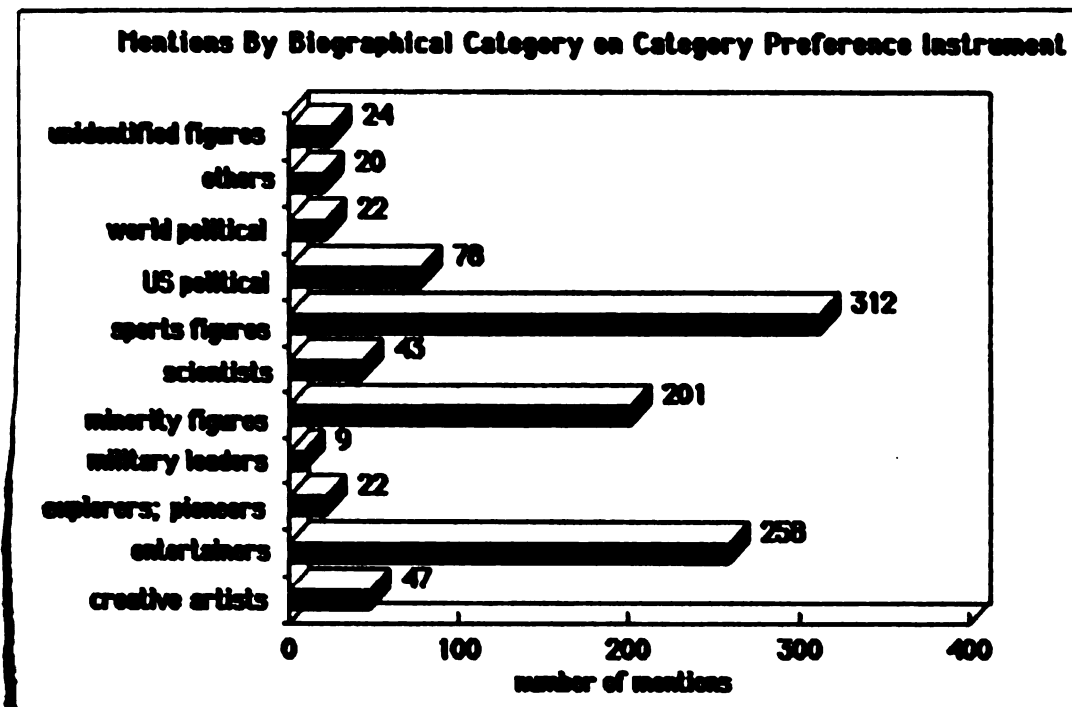
The number of mentions affected the overall popularity of some categories. The military leader category, for instance, had only eight biographical subjects listed. However, George Washington was mentioned twenty-two times and Adolf Hitler was named twelve times, showing there might be more interest in the military leader category than a tally of persons might indicate. The US political figures category provided the most striking difference, however. In the category selection, students chose this category as their least favorite. On the open selection component of the same instrument only sixteen different U.S. political figures were named, but those figures accounted for seventy-eight mentions and were among the most popular biographical figures. From this group George Washington was mentioned 22 times, Abraham Lincoln was listed by 19 students, while 18 selected John F. Kennedy. Ranking categories by the number of total mentions puts U.S. political figures fourth in popularity rather than ninth. Figure 4.6 shows each category's popularity based on the number of mentions.

- a. Are the figures students select, the same personalities found in their subject matter textbooks?

In order to address this question the biographical subjects found in the textbooks were compared with the biographical subjects named by the sixth grade students in the open selection component of the Category Preference Instrument. There were three hundred and sixteen biographical subjects listed by the students on the open component portion of the Category Preference Instrument;

Figure 4.6

Biographical Figures by Number of Mentions per Category



the textbooks supplied 374 names. These two lists were cross referenced to see how many names appeared on both lists. The two lists had only fifty-one names in common. Of the fifty-one names fifteen were U.S. political figures, accounting for 29%. Other categories represented in the group appearing on both the students' lists and the textbook lists were ten explorers; pioneers (20 percent), nine scientists (18 percent), eight sports figures (16 percent), seven minority figures (14 percent), six military leaders (12 percent), three world political figures (6 percent), and one person from each of the remaining categories (2 percent) including creative artists, entertainers and the other category. Percentages do not add up to 100 percent because some individuals were counted in more than one category.

The low correlation between the students' Open Selection List and the textbook personalities is not surprising since nearly all the personalities students listed on the open component of the Category Preference Instrument are current sports stars and entertainers. What is surprising, however, was the fact that several students listed prominent creative artists that the textbooks did not. For instance, students expressed an interest in Charles Dickens, Walt Disney, Mozart, Picasso, Rembrandt, VanGogh, Shakespeare and Bram Stokes; none of these were mentioned in the textbooks.

Table 4.8 lists all personalities selected by students and also mentioned in the subject matter texts.

- b. Which textbook figures do sixth grade students find most interesting?

The Textbook Preference Instrument was used to answer this question. This instrument consists of a list of forty-eight of the most

Table 4.8

Personalities Selected by Students and Appearing in Fifth Grade Texts

Personalities Selected by Students and Mentioned in Texts		
John Adams	Dwight Eisenhower	Richard Nixon
Neil Armstrong	Leif Ericsson	Walter Payton
Lary Bird	Peggy Fleming	Molly Pitcher
John Cabot	Henry Ford	James Polk
George Washington Carver	Benjamin Franklin	Queen Victoria
Grover Cleveland	Lou Gehrig	Paul Revere
Ty Cobb	Ulysses Grant	Sally Ride
Christopher Columbus	Adolf Hitler	Jackie Robinson
Francisco Coronado	Henry Hudson	Pete Rose
Charles Cornwallis	Andrew Jackson	Babe Ruth
Hernando Cortes	Thomas Jefferson	Mark Twain
Jacques Cousteau	John F. Kennedy	Harriet Tubman
Davy Crockett	Martin Luther King Jr.	Martha Washington
General George Custer	Abraham Lincoln	George Washington
Frederick Douglass	Ferdinand Magellan	John Wayne
Amelia Earhart	Montezuma	Orville Wright
Thomas Edison	Sir Isaac Newton	Wilbur Wright

frequently mentioned personalities from the grade five textbooks adopted for use in the target school district. The Textbook-Driven Preference Instrument is shown in Table 4.9. The forty-eight subjects on the list were mentioned at least three times, either in the same textbook or a combination of different textbooks, or were mentioned twice in two different texts. From this list students were asked to chose five

Table 4.9
Text-Driven Preference Instrument

Student Number _____

Feeder School _____

TEXT-DRIVEN PREFERENCE INSTRUMENT

Please mark the category that best fits your knowledge as each name is read aloud. If you mark the column that says "I Know-Describe", please write a few words about that person explaining who they are and/or what they are known for.

Biographical Figure	Don't know	Heard the name But don't know	I know - describe
Edwin Aldrin			
Louis Armstrong			
Neil Armstrong			
Vasco Balboa			
Elizabeth Blackwell			
Warren E. Burger			
Jacques Cartier			
George Washington Carver			
Samuel de Champlain			
Christopher Columbus			
Hernando Cortes			
Bartholomew Dias			
Thomas Edison			
Dwight Eisenhower			
Alexander Fleming			
Benjamin Franklin			
Ulysses S. Grant			
Patrick Henry			
Adolf Hitler			
Henry Hudson			
Queen Isabella			
Thomas Jefferson			
John F. Kennedy			
Francis Scott Key			
Robert E. Lee			
Abraham Lincoln			
Charles Lindberg			
James Madison			
James Monroe			
Montezuma			
Sandra Day O'Connor			

Table 4.9
continued

Biographical Figure	Don't know	Heard the name But don't know	I know - describe
Oliver Hazard Perry			
Ronald Reagan			
Paul Revere			
Jackie Robinson			
Franklin Roosevelt			
Theodore Roosevelt			
Babe Ruth			
Sacajewea			
Junipero Serra			
Alan Shepard			
William Howard Taft			
Harriet Tubman			
Mark Twain			
George Washington			
Ell Whitney			
Orville Wright			
Wilbur Wright			

Now list up to five names from this list indicating who you would most like to read about. Please do not list persons who are not on this list.

1. _____
2. _____
3. _____
4. _____
5. _____

biographical subjects from the list that they considered the most interesting. Results of the instrument were tallied and the top eight biographical subjects were selected for further examination in the question writing phase of the study.

In accordance with earlier findings that show that students prefer sports figures, Babe Ruth was selected most often as a person they would choose to read about when looking for biographies, with just over 40 percent of the students choosing him. Second in the students' preferences was German leader, Adolf Hitler with fifty-nine students, or 39 percent of the total study population selecting him. Following the two top personalities were U.S. political figures, John F. Kennedy and George Washington, scientists, Neil Armstrong and Thomas Edison, and creative artist (author), Mark Twain.

From the list of forty-eight biographical subjects cited in the textbook, only two persons, Bartholomew Dias and Oliver Hazard Perry, were not selected as interesting biographical figures by any of the students. In contrast, Babe Ruth, the most popular choice, was selected by 41 percent of the students, making students' preferences widespread among all the biographical subjects. The biographical subjects most frequently mentioned in the textbook were of interest to at least some of the students.

The interest shown in Queen Isabella is deceiving. Although thirty students indicated an interest in reading about her, when

students were asked to identify her, thirty-seven of the students who said they knew who she was in actual fact did not. She was most often identified as the Queen of England, but others said that she was the Queen of France, Asia, Israel and Canada. A complete list of students' interest in biographical subjects frequently mentioned in the textbooks personalities is shown in Table 4.10.

Table 4.10

Student Preferences for Biographical Subjects Found in Texts

Student Preferences for Biographical Subjects Found in Texts

* The number in parentheses indicates the number of students who selected that individual.

Babe Ruth (63)	Christopher Columbus (19)	Hernando Cortes (7)
Adolf Hitler (59)	Harriet Tubman (18)	Alan Shepard (7)
John F. Kennedy (45)	Elizabeth Blackwell (17)	Thomas Jefferson (6)
George Washington (43)	Benjamin Franklin (16)	Samuel de Champlain (5)
Neil Armstrong (43)	Ulysses S. Grant (13)	Patrick Henry (5)
Thomas Edison (40)	Ronald Reagan (13)	James Madison (5)
Jackie Robinson (38)	Edwin Aldrin (12)	Theodore Roosevelt (5)
Mark Twain (33)	George Washington Carver (11)	Sacajawea (5)
Queen Isabella (30)	Henry Hudson (11)	William Howard Taft (5)
Abraham Lincoln (24)	Robert E. Lee (11)	Francis Scott Key (4)
Orville Wright (22)	Charles Lindberg (11)	James Monroe (4)
Montezuma (21)	Eli Whitney (11)	Warren E. Burger (3)
Wilbur Wright (21)	Dwight Eisenhower (10)	Junipero Serra (3)
Paul Revere (20)	Louis Armstrong (9)	Jacques Cartier (2)
	Vasco Balboa (8)	Franklin Roosevelt (1)
	Alexander Fleming (8)	Bartholomew Dias (0)
	Sandra Day O'Connor (8)	Oliver Hazard Perry (0)

c. How much knowledge do sixth grade students have about the biographical figures mentioned in their subject matter textbooks?

Using the Textbook-Driven Preference Instrument, it was possible to determine whether students had any knowledge about the most frequently appearing biographical figures in their subject matter textbooks. The Textbook-Driven Preference Instrument was administered orally; the data collector read each name on the list aloud and allowed students to mark their perceived knowledge of each personality. If students marked that they knew an individual, they were required to write a short descriptor describing who the biographical subject was or what he was known for.

If a student incorrectly identified an individual, the students' response was changed to the "heard the name, but don't know" category. Seventy-nine students identified personalities incorrectly. Queen Isabella was mistakenly identified most often. Other mistakes were often malapropisms. For example, three students identified George Washington Carver as the first President of the United States. One student identified Patrick Henry as "the strong railroad man", while another said that Jackie Robinson was a Motown singer. Louis Armstrong was identified as an astronaut by four students, while one claimed he was a boxer. Among the funniest responses was the student who identified Orville Wright as "the guy who makes fancy popcorn". The

most confusing response came from three students who identified Harriet Tubman as one of our U.S. presidents. Only after great thought did the researcher make the assumption that the students had probably confused her with President Harry Truman. A list of incorrect responses is shown in Table 4.11.

Table 4.11

Students' Incorrect Responses about Biographical Personalities

Students' Incorrect Responses			
PERSONALITY	RESPONSE	PERSONALITY	RESPONSE
Edwin Aldrin	brother of Buzz	Queen Isabella	Queen of England head cut off Queen of France Queen of Asia Queen of Canada Queen of Israel
Louis Armstrong	astronaut boxer		
Elizabeth Blackwell	writer Black lady - fought for rights		
George Washington Carver	explorer president		
Samuel de Champlain	President President of Canada	James Monroe	Marilyn's husband
Dwight Eisenhower	scientist	Montezuma	Egyptian King God of the Sea World War II battleground
Alexander Fleming	poet, author	Paul Revere	Civil War guy explorer
Benjamin Franklin	President fought in Civil War woods boy	Jackie Robinson	Motown singer
Patrick Henry	explorer railroad man president traitor	Franklin Roosevelt	inventor
		Babe Ruth	guy with the blue ox
Adolf Hitler	British leader leader of Russia	William Howard Taft	pilot
Henry Hudson	president	Mark Twain	events man
		Harriet Tubman	president book writer plane lost over Atlantic
		Ell Whitney	Black author - almanac singer famous slave

Results from the Text-Driven Preference Instrument indicated a wide range of knowledge among the students about the most commonly mentioned biographical figures from their textbooks. The highest correct response was thirty-seven correct responses or 77 percent correct on all

possible responses. The lowest number of correct responses was four or 2 percent of correct identifications.

While it was not this researcher's intent to compare individual classrooms, complete responses to the Textbook-Driven Preference Instrument are presented by classes for visual clarity. The average number of correct responses on this portion of the instrument was 20.1 based on the responses of all 155 students. The average scores calculated by class showed no large difference between the classes and the overall average. The twenty-six students in Class A averaged 20.8 correct responses while Class B averaged 16.4 correct responses. The other four classes' average scores were: Class C, 20.0; Class D, 20.2; Class E, 22.2; and Class F, 21.1. Figures 4.8 through 4.12 indicate each student's knowledge of the biographical figures most frequently mentioned in textbooks.

To further examine students' knowledge about these most frequently mentioned textbook personalities, it is necessary to examine students' knowledge about each of the biographical figures to see if there is any pattern to students' knowledge or lack of knowledge. When each biographical personality was examined, it was found that no biographical personality was recognizable to every student in the study. On the other hand, only one personality, Supreme Court Justice Warren E. Burger, was unknown to all the students. Of the forty-eight

Figure 4.7

Classroom A - Knowledge About Textbook Personalities

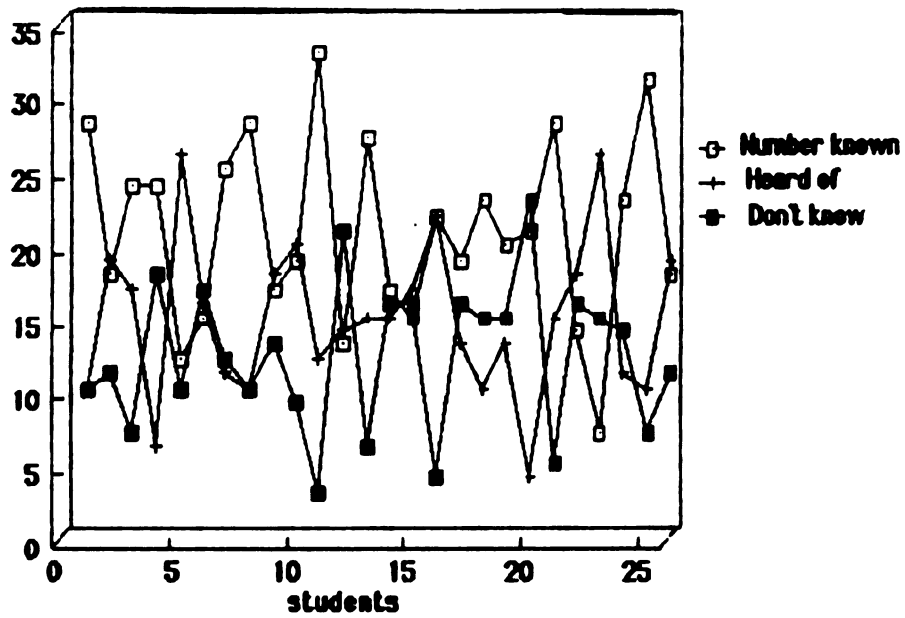


Figure 4.8

Classroom B - Knowledge About Textbook Personalities

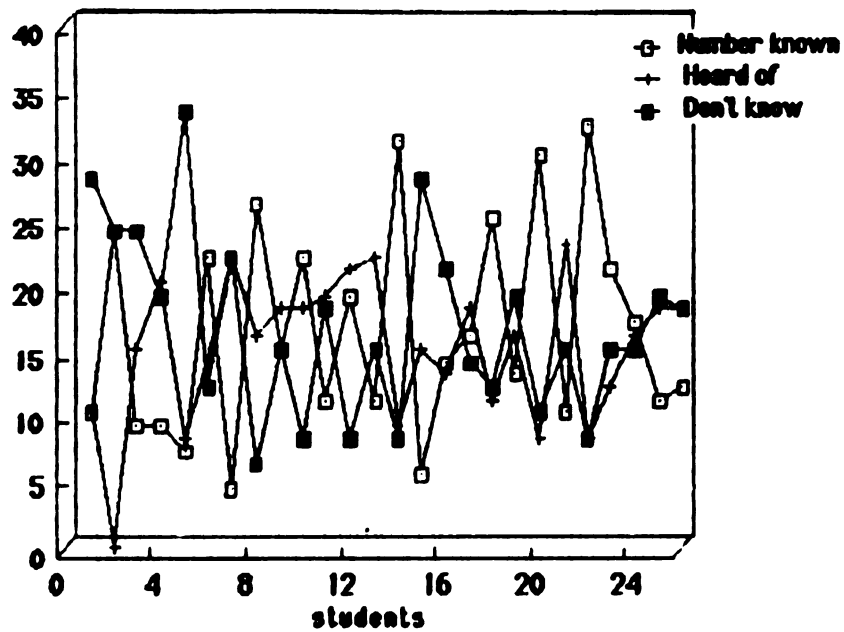


Figure 4.9

Classroom C - Knowledge About Textbook Personalities

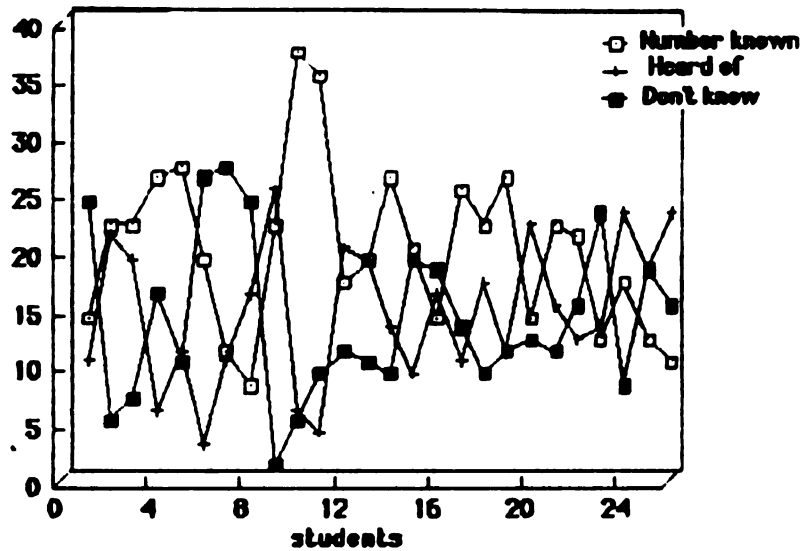


Figure 4.10

Classroom D - Knowledge About Textbook Personalities

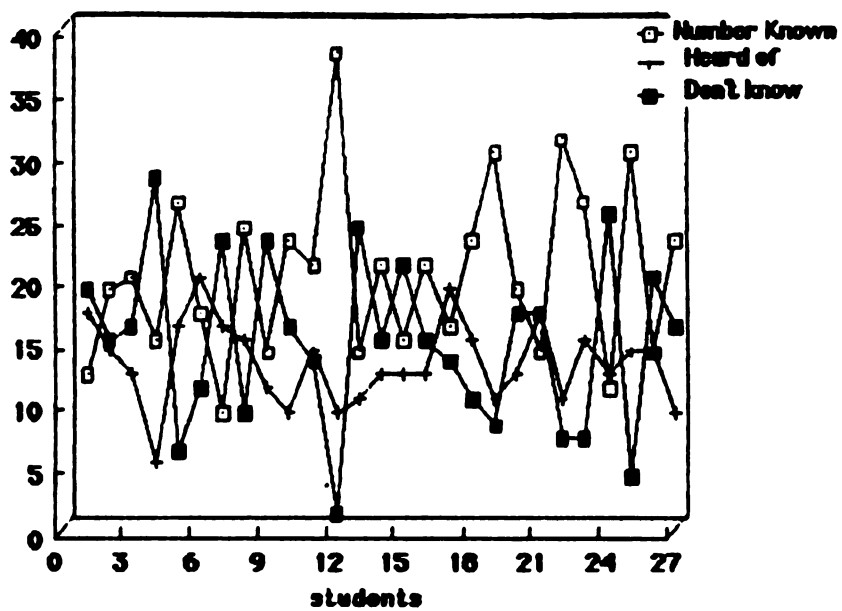


Figure 4.11

Classroom E - Knowledge About Textbook Personalities

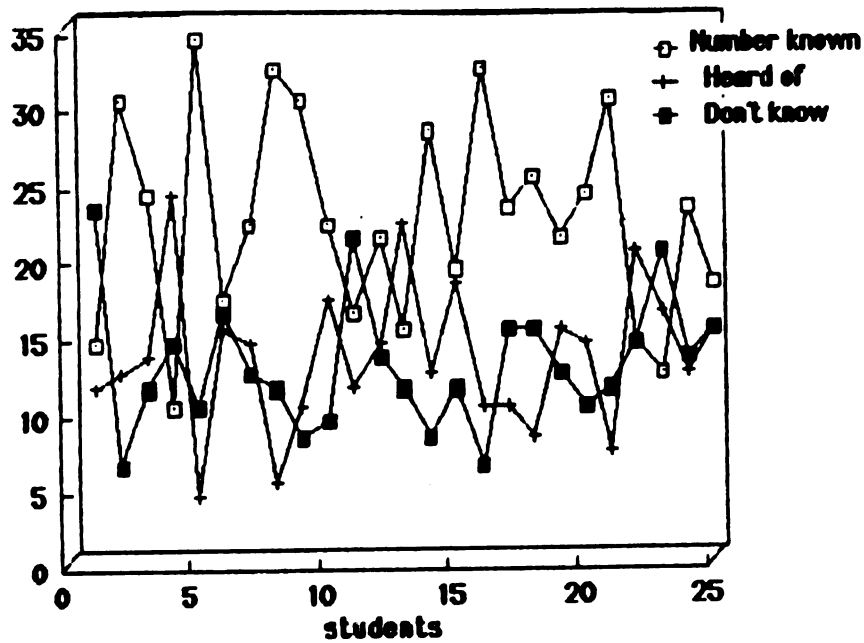
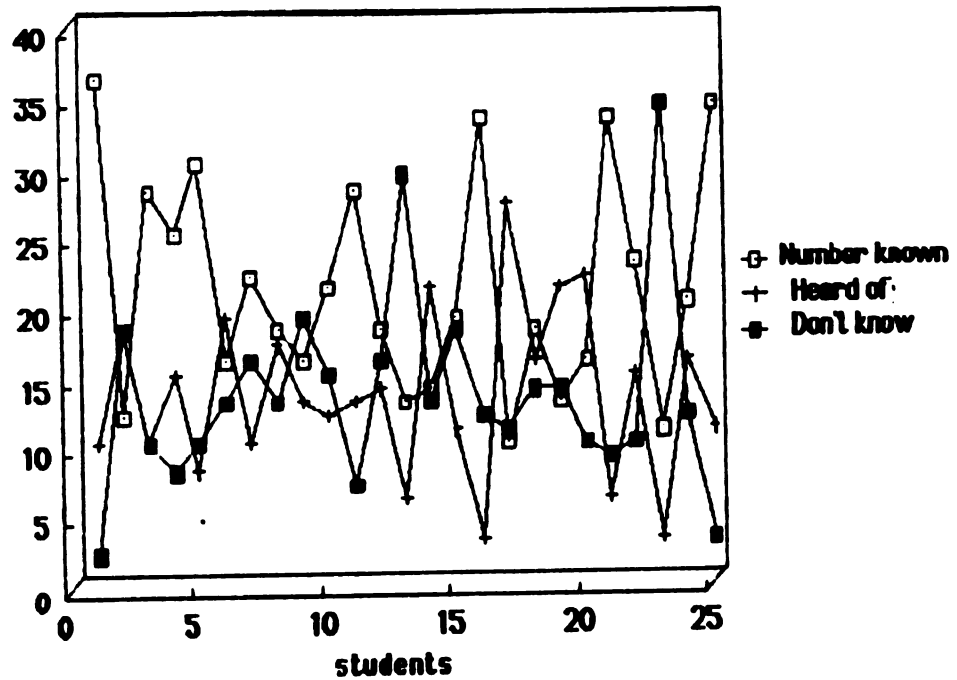


Figure 4.12

Classroom E - Knowledge About Textbook Personalities



Ronald Reagan and George Washington were correctly identified by 99 percent (153) of the students making them the most known biographical subjects. Only seven personalities were known by 90 percent or more of the study population. Besides Reagan and Washington, this group included John F. Kennedy, Christopher Columbus, Abraham Lincoln, Thomas Edison and Babe Ruth. Of these most commonly recognized figures, four of them belong to the U.S. political category that students indicated was their ninth category preference for biographical reading. When examining the personalities that over half of the students could recognize, twelve of the twenty-two or 55 percent of them belong to the U.S. political figures category. This indicates that even though students express little interest in reading about this category, students have the most knowledge about these figures. A complete list of all forty-eight figures can be examined in Table 4.12.

Students' recognition of biographical personalities might well be attributed in part to geography. Students' ability to identify Thomas Edison must be attributed to the fact that for several years the inventor lived in the city involved in the study. The railway station where Edison worked as a boy has been restored recently, a statue of the inventor stands along the river parkway, and a leading resort hotel and meeting center in the city bears his name. Students' knowledge of Edison is due in large measure to the history that surrounds them. Junipero Serra, one

Table 4.12

Students' Identification of Biographical Personalities

BIOGRAPHICAL FIGURE	STUDENTS IDENTIFYING	PERCENTAGE IDENTIFYING	BIOGRAPHICAL FIGURE	STUDENTS IDENTIFYING	PERCENTAGE IDENTIFYING
Ronald Reagan	153	99%	Hernando Cortes	64	41%
George Washington			Mark Twain	54	35%
John F. Kennedy	152	96%	Montezuma	52	34%
Christopher Columbus	151	97%	Jacques Cartier	51	33%
Abraham Lincoln	149	96%	Vasco Balboa	49	32%
Thomas Edison	143	92%	Harriet Tubman	34	22%
Babe Ruth	139	90%	George Washington Carver	30	19%
Theodore Roosevelt	126	81%	Sacajawea		
Thomas Jefferson	109	70%	Robert E. Lee	29	17%
Franklin Roosevelt	107	69%	Queen Isabella	27	
Ulysses S. Grant	103	66%	Alan Shepard	26	15%
Jackie Robinson	97	63%	Charles Lindberg	23	
Nell Armstrong	92		Edwin Aldrin	19	12%
Benjamin Franklin			Francis Scott Key	13	8%
Adolf Hitler	91	59%	Patrick Henry		
James Madison	90	58%	Eli Whitney	12	6%
Henry Hudson	89	57%	Louis Armstrong	10	
Dwight Eisenhower	86	55%	Bartholomew Dias	7	5%
Orville Wright			Elizabeth Blackwell	5	3%
Wilbur Wright	79	51%	Alexander Fleming	3	2%
Samuel de Champlain			Oliver Hazard Perry		
Paul Revere	74	48%	Sandra Day O'Connor	2	1%
James Monroe	74	48%	Junipero Serra	1	
William Howard Taft	67	43%	Warren E. Burger	0	0%

of the early California settlers, was known by only one student. Even though Serra is one of the biographical personalities who is cited most frequently in the grade five social studies book, he offers little relevance to the midwestern students involved in the study.

Data Analysis Relating to Research Question Four

4. Do collective biographies answer sixth grade students' questions about the most preferred biographical figures mentioned in their subject matter textbooks (i.e. vital statistics and personality traits) as indicated by the students in the Text-Driven Preference Instrument?

The two grade six classrooms who completed the Open-Ended Writing Instrument supplied the data necessary for examination of this question. The two classrooms who took part in this phase of the study were chosen because their classroom teachers were the first to volunteer for the additional research. Each of the classrooms was assigned four biographical figures for further examination. The eight biographical personalities examined by the two classrooms were the persons that students selected as the most interesting personalities in the Textbook-Driven Preference Instrument.

The day before the Open-Ended Writing Instrument was administered, the two grade six classroom teachers told their classes

about the upcoming question writing exercise and gave a brief synopsis of each of the four biographical figures they would be asked to write questions about the next day. The students were asked to think about the information they would like to know about each person. If they already knew a lot about the individual, students were asked to think about questions that they thought other students might want to know or read about in a biographical sketch.

The next day students were allowed ten minutes to write the questions they had about each of the four biographical personalities assigned to their class. At the end of the hour long question writing session, the questions were examined and tallied. It was found that some questions were asked about all, or nearly all, of the personalities. A list of those questions were compiled and listed as generic questions if the question was asked about six of the eight biographical figures chosen for further study. These sixteen generic questions included questions about where and when the subjects were born and died as well as personal family information such as, "What was his childhood like?," "Who were his parents?," "Did he have any siblings?," "Did he marry?," and "Did he have any children?"

Questions specific to each biographical personality were also compiled. The number of specific questions about each personality varied from twenty to twenty-six depending on the questions the students asked. None of the students' questions were eliminated, but similar

questions written by more than one student were reworded and written as one question.

After the generic and specific question sheets were developed for each biographical personality, the five most recent biographical sketches from collective biographies were read in order to determine if the students' questions were answered. Sketches about Thomas Edison were read first by the researcher and four other raters in order to establish the reliability of the researcher's ratings. After this reliability was established, the researcher read the biographical sketches about the other seven personalities chosen for further study. Only four sketches about Neil Armstrong were read because that is all that were available. After reading, the researcher determined if the students' questions had been answered fully, partially or not at all.

From the list of all generic and specific questions about the eight personalities selected, only one question, "What did he do to become famous?," was consistently answered by all the articles about all the personalities. Since the articles were selected by their date of publication, sketches varied in length from one page to thirty pages. Sketches about some individuals consistently offered more information than others. The sketches of Adolf Hitler, for example, were all lengthy and contained much information, while articles on Neil Armstrong almost all ignored his personal statistics and concentrated only on his missions in space. In order to answer adequately the research question each of

the biographical subjects will first be looked at individually.

Biographical Sketches about Neil Armstrong

Sketches about Neil Armstrong proved to be the least available and least informative. Only five out of the sixteen generic questions were answered by at least 50 percent of the articles. All four of the articles examined told of Armstrong's accomplishments, though Edgar Tharp's (1970) sketch failed to mention his most famous voyage to the moon in July of 1969. Three of the four articles told when Armstrong was born, while two of the articles told where he was born. The only other generic questions addressed at least 50 percent of the time were, "What his childhood was like," and "what kind of education did he have?." Obviously, none of the articles answered questions about his death. Armstrong is the only one of the eight personalities selected for further examination that is living.

Only six of the twenty-two specific questions about Armstrong were answered by at least 50 percent of the articles. The sketches told what Armstrong did before becoming an astronaut, named the spacecraft Armstrong took to the moon and told what year he landed on the moon. None of the articles talked about Armstrong's hobbies or explained why he was chosen for the moon mission. None answered questions about how he ate and slept or how he went to the bathroom when he travelled in space. Though Garfinkel's (1973) sketch was most complete, all the

Table 4.13

Summary of Articles about Neil Armstrong

ARTICLES ABOUT : Neil Armstrong	CRITERIA				Article 1	Article 2	Article 3	Article 4	Number answered fully or partially	Percentage
	1. FACTS ARE AUTHENTIC	2. BACKGROUND INFORMATION PROVIDED	3. THEME	4. CHARACTERIZATION						
1. FACTS ARE AUTHENTIC	2	4	2	4						
2. BACKGROUND INFORMATION PROVIDED	3	3	3	3						
3. THEME	1	3	3	1						
4. CHARACTERIZATION	3	3	3	4						
5. EXTENT OF LIFE COVERED	4	3	4	4						
6. ILLUSTRATIONS	3	1	3	3						
7. INTEREST TO AUDIENCE	3	3	3	3						
1 = answered fully 2 = answered partially 3 = not answered										
GENERIC QUESTIONS										
1. WHEN WAS HE BORN	3	2	1	3						70%
2. WHERE WAS HE BORN?	3	2	1	3						80%
3. WHEN DID HE DIE?	3	3	3	3						6%
4. HOW DID HE DIE?	3	3	3	3						6%
5. HOW OLD WAS HE WHEN HE DIED?	3	3	3	3						6%
6. WHO WERE HIS PARENTS?	3	3	3	3						6%
7. DID HE HAVE ANY SIBLINGS?	3	3	3	3						6%
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	3						80%
9. DID HE HAVE FRIENDS?	3	2	2	3						20%
10. WHAT KIND OF EDUCATION DID HE HAVE?	3	1	2	2						70%
11. DID HE LIKE SCHOOL?	3	3	3	3						6%
12. HOW DID HE BEHAVE IN SCHOOL?	3	2	3	3						20%
13. DID HE MARRY?	2	3	3	3						20%
14. DID HE HAVE CHILDREN?	2	3	3	3						20%
15. WAS HE RICH OR POOR?	3	3	3	3						6%
16. WHAT DID HE DO TO BECOME FAMOUS?	1	1	2	1						100%

SPECIFIC QUESTIONS ABOUT NEIL ARMSTRONG	Article 1	Article 2	Article 3	Article 4	Number answered fully or partially	Percentage
1. What did he learn about space when he was little?	3	1	3	3	1	30%
2. Where does he live?	3	3	3	3	0	0%
3. What did he do before becoming an astronaut?	2	1	3	2	3	70%
4. What are his hobbies?	3	3	3	3	0	0%
5. What is his favorite sport?	3	3	3	3	0	0%
6. Why did he want to be an astronaut?	2	2	3	3	2	80%
7. How did he get and sleep in space?	3	3	3	3	0	0%
8. How did he go to the bathroom in space?	3	3	3	3	0	0%
9. What spacecraft did he take to the moon?	1	1	3	2	3	70%
10. How many people were on the spacecraft?	1	3	3	3	1	30%
11. How long was he in space?	2	1	3	3	2	80%
12. How long did it take to get to the moon?	3	2	3	3	1	30%
13. Did he go anywhere else besides the moon?	2	1	1	3	3	70%
14. Was the ground on the moon hard or soft?	1	3	3	3	1	30%
15. How did he get chosen to be the first one to walk on the moon?	3	3	3	3	0	0%
16. What year did he land on the moon?	1	1	3	2	3	70%
17. Did he see any sign of life?	2	3	3	3	1	30%
18. Did he see the sun in space?	3	3	3	3	0	0%
19. Did he bring back samples of the moon?	1	3	3	3	1	30%
20. Was there anything floating in space?	3	3	3	3	0	0%
21. What is he doing now?	3	3	3	3	0	0%
22. Does he ever want to go back to space?	3	3	3	3	0	0%

1. Leland, L. Edmund, 1973

2. Gaffield, Bernard, 1973

3. Thury, Edgar, 1978

4. Levin, Shad, 1988

articles examined failed to answer the majority of the students' concerns. See Table 4.13 for information on all questions and articles concerning Neil Armstrong.

Sketches about Thomas Edison

The sketches about Thomas Edison varied greatly in length and quality, but overall they still fared better than the sketches about Armstrong. Half of the generic questions (8) about Edison were answered by at least 50 percent of the articles. Vital statistics about his birth and death were covered with the exception of the question, "How did he die?," which was only partially answered by Richards (1984) sketch. All articles gave some information about Edison's childhood, while the majority of the sketches gave facts about his education and his wealth. It is important to note that only one of the articles did answer each of the sixteen generic questions.

Specific questions about Edison were not answered as often as the generic questions. Only six of the twenty specific questions (30 percent) were answered by more than 50 percent of the articles. Six of the specific questions (30 percent) were not mentioned by any of the articles. Students wanted to know if Edison had a horse, whether he ever got beat up, what he hated most, and if he ever fled from the Canadian Rebellion. However, fourteen of the specific questions (70 percent) were answered, at least in part, by one of the articles

Summary of Articles about Thomas Edison

ARTICLES ABOUT : Thomas Edison	ARTICLE 1				ARTICLE 2				ARTICLE 3				ARTICLE 4				ARTICLE 5			
	CRITERIA				CRITERIA				CRITERIA				CRITERIA				CRITERIA			
1. FACTS ARE INTERESTING	3	2	3	4	4	3	2	3	4	4	3	2	3	4	4	3	2	3	4	
2. BACKGROUND INFORMATION PROVIDED	2	1	3	3	4	2	1	3	3	4	2	1	3	3	4	2	1	3	3	
3. THEME	2	4	2	1	1	2	4	2	1	1	2	4	2	1	1	2	4	2	1	
4. CHARACTERIZATION	2	1	3	4	4	2	1	3	4	4	2	1	3	4	4	2	1	3	3	
5. EXTENT OF LIFE COVERED	2	1	2	4	4	2	1	2	4	4	2	1	2	4	4	2	1	2	3	
6. ILLUSTRATIONS	1	2	2	2	2	1	2	2	2	2	1	2	2	2	2	1	2	2	2	
7. INTRODUCTION	1	2	3	1	2	1	2	3	1	2	1	2	3	1	2	1	2	3	1	
1 = answered fully 2 = answered partially 3 = not answered																				
GENERIC QUESTIONS																				
1. WHEN WAS HE BORN	3	1	3	1	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	
2. WHERE WAS HE BORN	1	1	3	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	
3. WHEN DID HE DIE?	3	1	2	1	2	4	2	1	2	4	2	1	2	4	2	1	2	4	2	
4. HOW DID HE DIE?	3	2	3	3	3	1	2	3	3	1	2	3	3	1	2	3	3	1	2	
5. HOW OLD WAS HE WHEN HE DIED?	3	2	1	2	3	3	2	1	2	3	3	2	1	2	3	3	2	1	2	
6. WHO WERE HIS PARENTS?	3	2	3	3	2	2	2	3	3	2	2	2	3	3	2	2	3	3	2	
7. DID HE HAVE ANY SIBLINGS?	3	1	3	3	3	1	2	3	3	1	2	3	3	1	2	3	3	1	2	
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	2	2	5	1	2	2	5	1	2	2	2	5	1	2	2	2	
9. DID HE HAVE FRIENDS?	3	1	3	3	3	1	2	3	3	1	2	3	3	1	2	3	3	1	2	
10. WHAT KIND OF EDUCATION DID HE HAVE?	1	1	3	2	2	4	2	1	3	2	4	2	1	3	2	4	2	1	3	
11. DID HE LIKE SCHOOL?	2	2	3	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	
12. HOW DID HE BEHAVE IN SCHOOL?	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	
13. DID HE MARRY?	3	1	3	2	3	2	2	3	2	2	2	3	2	2	2	3	2	2	2	
14. DID HE HAVE CHILDREN?	3	1	3	2	3	2	2	3	2	2	2	3	2	2	2	3	2	2	2	
15. WAS HE RICH OR POOR?	2	1	1	3	3	3	2	3	3	3	2	3	3	3	2	3	3	2	2	
16. WHAT DID HE DO TO BECOME FAMOUS?	1	1	1	1	1	2	5	1	1	1	2	5	1	1	1	2	5	1	1	

Specific Questions Thomas Edison	Article 1				Article 2				Article 3				Article 4				Article 5				Number answered fully or partially	Percentage
1. How did he get the name Thomas?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
2. Did he like school?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
3. What did he hate most?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
4. Did he ever get beat up? Quilted?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
5. When he was young, did he invent things or take them apart?	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	2	46%	
6. Did he have a horse?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
7. How many whips did he have?	3	1	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	46%	
8. Did he get rich from his inventions?	2	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66%	
9. Did he flee from the Canadian Rebellion?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	6	6%	
10. What was his first job?	1	1	2	3	2	4	2	3	2	4	2	3	2	4	2	3	2	4	2	4	66%	
11. When did he decide to be an inventor?	3	2	3	3	3	1	2	3	3	1	2	3	3	1	2	3	3	1	2	3	36%	
12. What were his most useful inventions?	2	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66%	
13. Did he have a lot of people working for him?	2	1	3	2	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	66%	
14. Did he sell the stuff he invented?	2	1	1	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	66%	
15. How did he invent the lightbulb?	2	1	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	3	66%	
16. Was everyone impressed with his lightbulb?	3	1	3	3	3	1	3	3	3	3	1	3	3	3	3	3	3	3	3	1	36%	
17. How did he invent the phonograph?	2	1	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	46%	
18. Did he have any special tools to make his inventions?	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	1	36%	
19. Did he ever have explosions?	3	1	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	3	3	2	46%	
20. How many years did it take him to invent all his projects?	2	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	3	2	2	46%	

examined. Total coverage varied greatly; Richards (1984) sketch answered thirty of the thirty-six questions (83 percent) at least in part while Corn and Moline's (1987) sketch broached only eight (22 percent) of the thirty-six questions students posed.

Sketches about Adolf Hitler

Compared with the other biographical figures examined in this portion of the study, sketches about Adolf Hitler provided the most information, but they were also geared for the older reader. Most of the generic questions, thirteen of the sixteen posed (81 percent), were answered by at least half of the articles. Only one of the generic questions, "Did he have children?," was not covered by any of the articles. Specific questions about Hitler were also well covered; eleven of the twenty (55 percent) specific questions were answered at least in part by over half of the sketches. Only three of the specific questions were not covered by any of the sketches including, "What was his favorite book?," "Where did he get a name like Adolf?," and "Why did he let only blonde, blue-eyed children go to school when he had brown hair and eyes?." Complete data on sketches about Adolf Hitler are shown in Table 4.15.

Summary of Articles about Adolf Hitler

ARTICLES ABOUT : Adolf Hitler						
	CENSURE					
	ARTICLE 1	ARTICLE 2	ARTICLE 3	ARTICLE 4	ARTICLE 5	
1. FACTS ARE AUTHENTIC	3	2	4	4	2	
2. BACKGROUND INFORMATION IS PRESENTED	1	1	3	2	1	
3. THEME	1	1	3	2	2	
4. CHARACTERIZATION	2	2	2	2	1	
5. EXTENT OF LIFE COVERED	2	2	4	2	2	
6. ILLUSTRATIONS	2	2	2	2	4	
7. INTENDED AUDIENCE	2	1	1	2	2	
1 = unconvincing 2 = somewhat satisfactory 3 = not successful						
GENERIC QUESTIONS						Percentage
1. WHEN WAS HE BORN?	1	1	3	1	1	60%
2. WHERE WAS HE BORN?	1	1	3	1	1	60%
3. WHEN DID HE DIE?	1	1	2	2	1	90%
4. HOW DID HE DIE?	1	1	2	1	1	90%
5. HOW OLD WAS HE WHEN HE DIED?	1	1	3	3	1	80%
6. WHO WERE HIS PARENTS?	2	1	3	2	2	60%
7. DID HE HAVE ANY SIBLINGS?	3	3	3	2	3	50%
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	3	2	2	60%
9. DID HE HAVE FRIENDS?	2	1	1	2	1	90%
10. WHAT KIND OF EDUCATION DID HE HAVE?	2	2	3	2	2	60%
11. DID HE LIKE SCHOOL?	2	2	3	2	1	60%
12. HOW DID HE BEHAVE IN SCHOOL?	2	2	3	3	2	40%
13. DID HE MARRY?	1	1	1	1	1	90%
14. DID HE HAVE CHILDREN?	3	3	3	3	3	6%
15. WAS HE RICH OR POOR?	2	2	3	2	2	60%
16. WHAT DID HE DO TO BECOME FAMOUS?	1	1	1	1	1	90%

1. Oak, Phila., 1962

2. Boardman, Fen., 1977

3. Taylor, A.J.P., 1977

4. Archer, John., 1967

5. Denenon, Frank., 1994

SPECIFIC QUESTIONS ABOUT ADOLF HITLER	Article 1	Article 2	Article 3	Article 4	Article 5	Percentage	
						Total Answered fully or partially	
1. Was he smart?	3	1	2	3	2	4	60%
2. What was his favorite book?	3	3	3	3	3	0	6%
3. What did he like to eat?	1	1	3	3	2	3	60%
4. How long ago did he live?	2	2	2	2	2	5	100%
5. Where is he buried?	2	2	3	2	2	4	60%
6. Where did he get a name like Adolf?	3	3	3	3	3	0	6%
7. When did he leave home?	1	1	3	2	2	4	60%
8. What kind of gun did he have?	2	3	3	3	3	1	20%
9. Did he ever get shot?	1	1	2	3	3	3	60%
10. What did he do for work before taking power?	1	2	3	1	1	4	60%
11. How did he first start to get control?	1	1	3	2	1	4	60%
12. What made him so cruel?	2	2	3	3	3	2	40%
13. What were his beliefs?	1	1	2	2	1	5	100%
14. How did he get people to work for him?	1	1	3	3	2	3	60%
15. Why did he burn Bibles?	3	2	3	3	3	1	20%
16. Why did he only let blonde, blue-eyed children go to school when he had brown hair and eyes?	3	3	3	3	3	0	6%
17. What countries did he take over?	2	1	2	2	1	5	6%
18. How many people did he kill?	1	1	3	3	3	2	40%
19. Was he in the Olympics?	3	3	3	3	1	1	20%
20. Was he involved with the Nazis or the KKK?	1	1	1	1	1	5	100%

Sketches about John F. Kennedy

Sketches about John F. Kennedy also provided a substantial amount of generic information with twelve of the sixteen (75 percent) questions being addressed by at least half of the articles. Three generic questions including, "Did he have friends?," "Did he like school?," and "Did he behave in school?," were not answered by any of the sketches examined. Examination of the specific questions students asked about Kennedy showed that only nine (35 percent) of the twenty-six questions posed were answered by at least half of the articles. Another 35 percent of the specific questions were not covered at all. Though it is not surprising that the sketches did not tell what kind of cars he drove and whether or not he liked animals, information about living in the White House, where he is buried, and about his alleged assassin is available. Information about Kennedy's extramarital affairs, which three students expressed an interest in, are not mentioned in any of the sketches though that information is available in some adult biographies. Coverage about Kennedy among the sketches was surprisingly consistent; Sullivan's (1984) sketch answered twenty-four (57 percent) of the students questions, while VanSteenwyk's (1980) sketch provided only seventeen (40 percent) of the answers to students' questions. Complete information about John F. Kennedy is shown in Table 4.16.

Table 4.16

Summary of Articles about John F. Kennedy

ARTICLES ABOUT: John F. Kennedy CRITERIA	ARTICLE					SPECIFIC QUESTIONS ABOUT JOHN F. KENNEDY	Article 1	Article 2	Article 3	Article 4	Article 5	Number answered fully or partially	Percentage
	ARTICLE 1	ARTICLE 2	ARTICLE 3	ARTICLE 4	ARTICLE 5								
1. FACTUAL/AUTHENTIC	2	3	2	2	2	1. Whom did he love?	1	2	2	2	1	4	80%
2. BACKGROUND INFORMATION PRESENTED	2	3	2	2	2	2. What was his middle name?	1	2	3	1	3	2	40%
3. THEME	1	1	1	1	2	3. Did he play any sports?	2	2	2	3	2	2	40%
4. CHARACTERIZATION	4	2	3	4	4	4. What kinds of cars did he have?	3	3	2	3	2	0	0%
5. EXTENT OF LIFE COVERED	2	2	3	4	2	5. Did he like kids?	3	2	3	3	3	1	20%
6. ELABORATIONS	1	2	1	2	2	6. Did he like the outdoors?	3	3	2	3	3	0	0%
7. INTEROCCURRENCE	2	2	2	2	2	7. What were his hobbies?	3	2	3	3	3	1	20%
8. GENERIC QUESTIONS	1	3	1	1	1	8. Did he like to read?	3	2	3	2	3	0	0%
9. WHEN/WHY HE BORN	1	3	1	1	1	9. Did he like living in the White House?	3	2	3	2	3	0	0%
10. WHERE/WHY HE BORN	1	3	1	1	1	10. Did he really count on his wife?	3	2	3	2	3	0	0%
11. WHEN/DID HE DIE?	1	1	1	1	1	11. Whom is he buried?	2	2	2	2	2	0	0%
12. HOW/DID HE DIE?	1	1	1	1	1	12. Did he fight in any wars?	2	2	2	2	2	0	0%
13. HOW/OLD WAS HE WHEN HE DIED?	1	2	2	2	2	13. Was he ever a vice-president?	2	2	2	2	2	0	0%
14. WHO/WHEN HE PARENTS?	2	2	2	2	2	14. When did he become president?	1	1	1	2	1	0	0%
15. WHO/WHEN HE MARRIED?	2	2	2	2	2	15. How old was he when he became president?	1	1	1	2	3	0	0%
16. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	2	2	16. How long was he president?	1	2	2	2	2	0	0%
17. DID HE HAVE ANY RELIGION?	2	2	2	2	2	17. Why did he want to be president?	3	2	2	2	3	1	20%
18. DID HE HAVE FRIENDS?	2	2	2	2	2	18. How many speeches did he make?	3	3	3	3	3	0	0%
19. WHAT KIND OF EDUCATION/DID HE WANT?	1	2	2	2	2	19. What did he do before he was president?	1	1	1	1	1	0	0%
20. DID HE LIKE SCHOOL?	3	3	3	3	3	20. Did he get along with other leaders?	3	2	3	2	3	2	40%
21. HOW/DID HE BEHAVE IN SCHOOL?	3	3	3	3	3	21. What kind of stress did he have in office?	2	1	2	2	2	0	0%
22. DID HE MARRY?	3	3	3	3	3	22. Did he do a lot of things for the country?	3	3	3	3	3	0	0%
23. DID HE MARRY?	2	3	2	2	2	23. Who assassinated him?	2	3	2	3	3	0	0%
24. DID HE HAVE CHILDREN?	2	3	2	2	2	24. What was he doing in Cuba?	2	3	2	3	3	0	0%
25. WAS HE RICH/POOR?	1	1	1	1	1	25. Who took over after he died?	3	3	3	3	3	0	0%
26. WHAT DID HE DO TO COME FAMOUS?	1	1	1	1	1	26. Where is his assassin now?	3	2	3	3	3	0	0%

1. Salovey, George, 1994

2. Boren, Charles A., 1985

3. Bushygen, Wlad, 1989

4. Pridell, Frank, 1985

5. Van Steenwyk, Elizabeth, 1989

Total Answered
fully or partially

1 = answered fully
2 = answered partially
3 = not answered

Sketches about Jackie Robinson

Generic questions about Jackie Robinson were not consistently answered by the majority of the articles. Only six of the sixteen generic questions (38 percent) were covered by at least 50 percent of the sketches; however, sketches varied greatly in their amount of coverage. Only four generic questions, "Did he have friends?," "Did he like school?," "Did he behave in school?," and "Was he rich or poor?" were not broached by any of the sketches. In contrast, half of the specific questions posed by the students were answered by half of the sketches examined. The specific questions that were not covered at all, in some cases, could not be answered. For example, students wanted to know what it was like growing up on a plantation; Robinson, while born on a plantation in Georgia, moved to Pasadena, California before his first birthday. Another student wanted to know whether Robinson was a better player than Babe Ruth, a question that could be debated for hours without a clear, unequivocal answer. The sketch by the Associated Press Editors (1986) gleaned the most information supplying full or partial answers to twenty-three (64 percent) of all questions while Ritter's (1986) sketch provided only five (14 percent) answers to students' questions. A summary of all articles examined about Jackie Robinson is shown in Table 4.17.

Articles about Babe Ruth

Though 50 percent (8) of the generic questions about Babe Ruth were answered by at least 50 percent of the sketches examined, there was a great difference in the amount and kinds of coverage among the sketches. Only two of the generic questions, "How did he behave in school?," and "Did he have children?" were not covered by any of the articles. More specific questions, were answered by all the articles than any other personality. Where Ruth lived, the explanation of how he got his nickname, and a relatively complete accounting of his baseball career including batting average, pitching statistics and home runs are supplied by all the sketches. Surprisingly, other questions like "What was his favorite team when he was young?," "What was his favorite stadium to play in?," "Did he ever get injured?," and "What number was on his jersey?" were not answered in any of the sketches. Sullivan's (1988) sketch includes the most information, answering twenty-five (66 percent) of the students' questions. Corn and Moline's (1987) supplied full or partial answers to only twelve (32 percent) of all questions. Table 4.18 summarized information presented about Babe Ruth.

Sketches about Mark Twain

Generic information presented about Mark Twain was relatively complete compared with some of the other personalities. Thirteen of the sixteen generic questions (82 percent) were answered by at least half of

Table 4.18

Summary of Articles about Babe Ruth

ARTICLES ABOUT : Babe Ruth						Percentage
ARTICLE 1	ARTICLE 2	ARTICLE 3	ARTICLE 4	ARTICLE 5		
CRITERIA						
1. FACTS ARE AUTHENTIC	4	3	2	3	4	100%
2. BACKGROUND INFORMATION PRESENTED	3	3	2	3	1	
3. THEME	2	2	2	2	3	60%
4. CHARACTERIZATION	2	1	2	3	1	
5. EXTENT OF LIFE COVERED	2	2	2	3	1	60%
6. ILLUSTRATIONS	2	1	2	2	2	
7. INTENDED AUDIENCE	2	2	2	3	3	40%
GENERIC QUESTIONS						
1 = answered fully 2 = answered partially 3 = not answered						
1. WHEN WAS HE BORN	2	3	1	1	1	40%
2. WHERE WAS HE BORN?	3	3	1	1	1	60%
3. WHEN DID HE DIE?	2	1	1	3	1	40%
4. HOW DID HE DIE?	3	1	3	3	1	40%
5. HOW OLD WAS HE WHEN HE DIED?	3	1	3	3	3	30%
6. WHO WERE HIS PARENTS?	2	2	2	2	1	100%
7. DID HE HAVE ANY SIBLINGS?	3	3	3	3	3	30%
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	2	1	100%
9. DID HE HAVE FRIENDS?	3	2	3	3	2	40%
10. WHAT KIND OF EDUCATION DID HE HAVE?	2	2	2	3	2	40%
11. DID HE LIKE SCHOOL?	3	3	2	3	2	40%
12. HOW DID HE BEHAVE IN SCHOOL?	3	3	3	3	3	60%
13. DID HE MARRY?	2	2	2	3	1	40%
14. DID HE HAVE CHILDREN?	3	3	3	3	3	60%
15. WAS HE RICH OR POOR?	3	3	2	3	1	40%
16. WHAT DID HE DO TO BECOME FAMOUS?	2	1	1	1	1	100%

SPECIFIC QUESTIONS ABOUT BABE RUTH	Article 1	Article 2	Article 3	Article 4	Article 5	Number answered fully or partially	Percentage	
1. Where did he live?	2	2	2	2	2	5	100%	
2. What was his real name?	1	1	1	1	1	5	100%	
3. How did he get his nickname?	3	3	1	1	1	3	60%	
4. Did he play little league?	3	3	3	3	3	6	60%	
5. What was his favorite team when young?	3	3	3	3	3	6	60%	
6. What were his hobbies?	3	3	3	3	3	6	60%	
7. Who were his idols?	3	3	2	2	3	2	40%	
8. Did he like other sports besides baseball?	3	3	3	3	2	1	30%	
9. Who associated him in his career?	3	3	2	2	2	3	60%	
10. How did he get started playing ball?	2	1	1	1	1	5	100%	
11. What position did he play?	3	1	1	2	1	4	60%	
12. What teams did he play for?	1	1	1	1	1	5	100%	
13. Did his team ever win the World Series?	3	2	1	1	1	4	60%	
14. Who was his manager?	3	3	3	3	3	6	60%	
15. What was his favorite stadium to play in?	2	1	1	2	1	5	100%	
16. What were his baseball statistics? (ie goals, homers, etc.)	3	3	3	3	3	6	60%	
17. What number was on his jersey?	3	1	3	3	1	2	40%	
18. What year was his best?	3	3	3	3	3	6	60%	
19. Did he ever get injured?								
20. How many awards and trophies did he win during his career?	3	3	3	3	3	6	60%	
21. What kind of shoes did he wear?	3	3	3	3	3	6	60%	
22. Is there a building or something named after him?	3	3	3	3	3	2	1	30%

1. Camend Meins, 1997

2. Pitar, Laurence., 1998

3. Murphy, Jim., 1994

4. Buckard, S.H., 1993

5. Sullivan, George., 1998

the sketches examined. Only one question, "How did he die?", was not covered in any of the sketches. Specific question coverage was also good; only three of the twenty-two questions (14 percent) were not covered at all. These questions included, "How tall was he?," "Did he like books when he was little?," and "Who was his favorite character to write about?." The amount of coverage among the examined sketches was the most varied of all the personalities examined. Hancock's (1976) lengthy sketch answered thirty-one of the students thirty-eight questions (82 percent). In contrast, McCullough's (1987) piece which includes an excerpt from Twain's autobiography answered only eleven (29 percent) of the students' questions. Table 4.19 shows the summary of all sketches and questions about Mark Twain.

Sketches about George Washington

More biographical sketches are available about George Washington than any of the other subjects examined in this portion of the study. The five most recent sketches included books which were all published since 1985. The number of sketches available is not an indication of more complete coverage. Of the sixteen generic questions, only eleven (67 percent) were answered fully or in part by at least half of the articles examined. Only one question, however, "How did he behave in school?" is not broached by any of the sketches. The specific questions answered a smaller percent of the students' questions. Only

Table 4.19

Summary of Articles about Mark Twain

ARTICLES ABOUT : Mark Twain CRITERIA	ARTICLE 1					ARTICLE 2					ARTICLE 3					ARTICLE 4					ARTICLE 5					Number answered fully or partially	Percentage
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1. FACTS ARE AUTHENTIC	3	2	1	2	1	3	3	1	3	2	3	1	3	2	1	3	3	2	3	1	3	2	3	1	3	5	100%
2. BACKGROUND INFORMATION PRESENTED	3	3	1	3	2	3	3	1	3	2	3	1	3	2	1	3	3	2	3	1	3	2	3	1	3	2	40%
3. THEME	2	2	2	3	1	2	2	2	3	1	2	2	2	3	1	2	2	2	3	1	2	2	3	1	2	1	20%
4. CHARACTERIZATION	2	2	1	2	2	2	2	1	2	2	2	1	2	2	2	2	2	2	3	1	2	2	3	1	2	0%	
5. EXTENT OF LIFE COVERED	2	1	1	2	4	2	1	1	2	4	2	1	1	2	4	2	1	1	2	3	2	3	1	2	2	0%	
6. ILLUSTRATIONS	2	2	2	4	4	2	2	2	4	4	2	2	2	4	4	2	2	2	4	3	2	3	1	2	2	20%	
7. INTEND AUDIENCE	3	3	1	2	2	3	3	1	2	2	3	1	2	2	2	3	3	2	3	1	3	2	3	1	3	100%	
GENERIC QUESTIONS 1 = answered fully 2 = answered partially 3 = not answered																											
1. WHEN WAS HE BORN	2	2	1	1	2	3	1	1	1	1	2	1	1	1	2	3	1	1	1	1	3	1	1	1	1	5	100%
2. WHERE WAS HE BORN	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	3	1	1	1	1	3	1	1	1	1	4	80%
3. WHEN DID HE DIE	2	2	1	1	2	2	2	1	1	2	2	1	1	2	5	100%										5	100%
4. HOW DID HE DIE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0%	
5. HOW OLD WAS HE WHEN HE DIED	3	2	2	1	3	3	2	2	1	3	3	2	2	1	3	3	2	2	1	3	3	2	2	2	2	4	80%
6. WHO WERE HIS PARENTS	3	2	1	2	2	3	2	1	2	2	3	1	1	2	4	80%										4	80%
7. DID HE HAVE ANY SIBLINGS	3	1	1	3	3	3	1	1	3	3	3	1	1	3	2	40%										2	40%
8. WHAT WAS HIS CHILDHOOD LIKE	2	2	1	2	2	2	2	1	2	2	2	1	1	2	5	100%										3	100%
9. DID HE HAVE FRIENDS	3	1	1	3	3	3	1	1	3	3	3	1	1	3	2	40%										2	40%
10. WHAT KIND OF EDUCATION DID HE HAVE	3	1	1	1	2	4	1	1	1	2	4	1	1	1	2	4	80%									4	80%
11. DID HE LIKE SCHOOL	3	1	1	1	2	4	1	1	1	2	4	1	1	1	2	4	80%									4	80%
12. HOW DID HE BEHAVE IN SCHOOL	3	2	2	2	3	3	3	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	60%
13. DID HE MARRY	3	1	1	1	3	3	3	1	1	1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	60%
14. DID HE HAVE CHILDREN	3	1	1	2	3	3	3	1	1	2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	60%
15. WAS HE RICH OR POOR	3	1	1	1	3	3	3	1	1	1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	60%
16. WHAT DID HE DO TO BECOME FAMOUS	1	1	1	1	1	5	100%																			5	100%

1. Fowler and Fisher, 1968

2. Smalley, Nara, 1971

3. Harcourt, Oak, 1976

4. Lepold, L. Edwards, 1973

5. McClellough, David, 1987

SPECIFIC QUESTIONS ABOUT MARK TWAIN	Article 1	Article 2	Article 3	Article 4	Article 5	Number answered fully or partially	Percentage	
1. Where did he live?	2	1	1	1	2	5	100%	
2. How old was he when his parents died?	3	2	2	3	3	2	40%	
3. What color hair did he have?	3	2	3	3	3	1	20%	
4. How tall was he?	3	3	3	3	3	0	0%	
5. Did he like books when he was little?	3	3	3	3	3	0	0%	
6. Did he like kids?	3	3	2	3	3	1	20%	
7. What was his real name?	1	1	1	1	1	5	100%	
8. Did he travel to other countries?	1	1	1	1	1	3	4	80%
9. Where did he die?	3	2	1	1	3	3	60%	
10. Where is he buried?	3	3	3	1	3	1	20%	
11. When did he start writing?	2	1	1	1	3	4	80%	
12. How many books did he write?	2	2	1	2	3	4	80%	
13. Did he like being an author?	2	2	2	2	3	4	80%	
14. How long did it take him to write a book?	3	2	1	3	3	2	40%	
15. What was his favorite book?	3	3	3	1	3	1	20%	
16. Who was his favorite character in write about?	3	3	3	3	3	0	0%	
17. What was the last book he wrote?	3	3	1	3	3	1	20%	
18. Where did he get his ideas?	1	1	1	1	1	5	100%	
19. Did he write just for kids?	3	2	1	3	3	2	40%	
20. Who published his books?	3	2	1	3	3	2	40%	
21. Why did he use a pen name?	3	1	1	1	1	3	60%	
22. Who was Tom Sawyer really?	2	1	1	1	2	4	80%	

SPECIFIC QUESTIONS ABOUT MARK TWAIN	ARTICLE 1					ARTICLE 2					ARTICLE 3					ARTICLE 4					ARTICLE 5					Number answered fully or partially	Percentage
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1. Where did he live?	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	100%
2. How old was he when his parents died?	3	2	2	3	2	3	2	2	3	2	3	2	3	2	2	3	2	2	3	2	3	2	3	2	3	2	40%
3. What color hair did he have?	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	20%
4. How tall was he?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	0%
5. Did he like books when he was little?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	0%
6. Did he like kids?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	20%
7. What was his real name?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	100%
8. Did he travel to other countries?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	80%
9. Where did he die?	3	2	1	1	1	3	2	1	1	1	3	2	1	1	1	3	2	1	1	1	3	2	1	1	1	3	60%
10. Where is his burial?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	20%
11. When did he start writing?	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	80%
12. How many books did he write?	2	2	2	1	2	3	2	2	1	2	3	2	2	1	2	3	2	2	1	2	3	2	2	2	2	4	80%
13. Did he like being an author?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	80%
14. How long did it take him to write a book?	3	2	1	3	3	3	2	1	3	3	3	2	1	3	2	4	80%									2	40%
15. What was his favorite book?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	20%
16. Who was his favorite character in what about?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	0%
17. What was the last book he wrote?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	20%
18. Where did he get his ideas?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	100%
19. Did he write just for kids?	3	2	1	3	3	3	2	1	3	3	3	2	1	3	3	3	2	1	3	3	3	2	1	3	2	4	80%
20. Who published his books?	3	2	1	3	3	3	2	1	3	3	3	2	1	3	3	3	2	1	3	3	3	2	1	3	2	4	80%
21. Why did he use a pen name?	3	1	1	1	1	3	1	1	1	1	3	1	1	1	1	3	1	1	1	1	3	1	1	1	1	3	60%
22. Who was Tom Sawyer really?	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	4	80%

seven of the twenty-two specific questions (32 percent) were answered in at least 50 percent of the articles. The questions students asked about George Washington, however, provide a special challenge. Many of the questions students deal with legends about George Washington instead of fact. For example, students asked, "What did his dad say when he cut down the cherry tree?," "Was it true he kissed his schoolteacher?," and "Did he obey his elders?" Other specific questions that are not considered by any of the articles include, "Was John Adams related to him?," "What color was his real hair?," "Did he ever have a beard?," "Who helped him get so famous?, and "Why did they make a coin of him?." Only two of the sketches mentioned the fact that Washington owned slaves and one of those articles carefully balances this issue by stating that he freed all his slaves in his will. Of all the sketches examined about Washington, Blassingame (1990) offered the most answers to students' questions, with twenty-eight of the thirty-nine (72 percent) answered fully or in part. Quinn (1987) provided the answers to only eleven (28 percent) of the questions posed. Table 4.20 shows complete information on the sketches examined and the questions asked by the students.

After examining each biographical figure individually, can it be said that the biographical sketches answer students questions about the biographical figures examined? The answer is both yes and no. As a whole, all the sketches do not answer the majority of the questions

Table 4.20

Summary of Articles about George Washington

ARTICLES ABOUT : George Washington		ARTICLE 5					ARTICLE 4					ARTICLE 3					ARTICLE 2					ARTICLE 1					Percentage		
CRITERIA		ARTICLE 5					ARTICLE 4					ARTICLE 3					ARTICLE 2					ARTICLE 1					Number answered fully or partially		
1. FACTS ARE AUTHENTIC		2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	0	0%	
2. BACKGROUND INFORMATION IS PRESENTED		2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	0	0%	
3. THEME		1	2	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	2	0	0%		
4. CHARACTERIZATION		1	2	3	2	2	1	3	2	3	2	3	2	3	2	3	2	3	2	3	3	2	3	2	3	0	0%		
5. EXTENT OF LIFE COVERED		1	2	3	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	0	100%		
6. ILLUSTRATIONS		1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	40%		
7. INTENDED AUDIENCE		1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	40%		
GENERIC QUESTIONS		1 = answered fully 2 = answered partially 3 = not answered																										Total Answered fully or partially	
1. WHEN WAS HE BORN		1	2	2	2	1	3	2	2	1	3	2	2	1	3	2	2	2	1	3	2	2	2	2	2	2	0	0%	
2. WHERE WAS HE BORN?		1	3	2	2	1	3	2	2	1	3	2	2	1	3	2	2	2	1	3	2	2	2	2	2	2	0	0%	
3. WHEN DID HE DIE?		1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	0	0%	
4. HOW DID HE DIE?		1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	0	0%	
5. HOW OLD WAS HE WHEN HE DIED?		2	3	3	1	3	2	3	1	3	2	3	1	3	2	3	1	3	2	3	1	3	2	3	1	3	0	40%	
6. WHO WERE HIS PARENTS?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
7. DID HE HAVE ANY RELATIVES?		2	3	1	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
8. WHAT WAS HIS CHILDHOOD LIKE?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
9. DID HE HAVE FRIENDS?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
10. WHAT KIND OF EDUCATION DID HE HAVE?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
11. DID HE LIVE IN SCHOOLS?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
12. HOW DID HE BEHAVE IN SCHOOLS?		2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0%		
13. DID HE MARRY?		1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0%		
14. DID HE HAVE CHILDREN?		1	3	2	1	1	3	2	1	1	3	2	1	1	3	2	1	1	1	3	2	1	1	1	1	0	40%		
15. WAS HE RICH OR POOR?		1	2	2	1	1	2	2	1	1	2	2	1	1	2	2	1	1	1	2	2	1	1	1	1	0	40%		
16. WHAT DID HE DO TO BECOME FAMOUS?		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	100%		

1. Bessingame, Wm., 1880
2. Feltner and Fisher, 1988
3. Fiedel, Frank, 1985

4. Feltner and Chubb, 1986
5. Cohen, Barbara C. Edward, 1987

SPECIFIC QUESTIONS
George Washington

1. What did he do any when he cut down the cherry tree?
2. Did he have a wooden house?
3. Was it true he learned his schoolmaster?
4. Was John Adams related to him?
5. What made did he live in?
6. What was his house like?
7. Did he have any other?
8. Did he study the subject?
9. What color was his real hair?
10. Did he ever have a beard?
11. Did he play hockey or any sport?
12. Did he have a horse?
13. What was his job?
14. What business did he do?
15. How old was he when his parents died?
16. Why was he named 'Father of Our Country'?
17. Who helped him get on his horse?
18. What did he do before he was president?
19. When did he become president?
20. How long was he president?
21. Did he travel a lot as president?
22. What other famous people did he meet?
23. Why did they make a coin of him?

students asked about the eight biographical figures, namely Neil Armstrong, Thomas Edison, Adolf Hitler, John F. Kennedy, Jackie Robinson, Babe Ruth, Mark Twain, and George Washington. More Specifically, the sketches vary greatly in both the quality and quantity of information presented. They are not all written for the same audience. They all do not cover the entire subject's life. Yet despite the difference among the sketches and among the personalities examined, some of the sketches do provide rather complete portraits of the subjects portrayed. In addition, if several of the sketches about an individual are read and compared, the information presented is even more complete.

Data Analysis Relating to Research Question Five

5. What kind of treatment (i.e. depth, breadth, and style) of the biographical subjects is given in the subject matter textbooks as compared with the collective biographies?

In order to answer this research question every mention in all of the subject matter textbooks about the eight biographical figures examined in the collective biographies was pulled from the text and recorded. All textbook excerpts can be examined in full in appendix D. The textbook excerpts were then examined as if they were one biographical sketch to see if the same questions posed by the students were answered by the textbook passages.

The passages about Neil Armstrong included three separate entries from the social studies book. All three focused on the 1969 moon landing . Of the thirty-eight generic and specific questions students asked about Neil Armstrong, only five (13 percent) were answered. The textbook passages told what Neil Armstrong did to become famous, named the spacecraft that was used to go to the moon, told how many people were on the trip to the moon, gave the year of the trip, and explained how long the astronauts were in space.

Information on Thomas Edison included a short passage from the spelling text and two separate entries from the social studies text. Although one passage was quite a lengthy sketch about the inventor, only nine of the thirty-six questions (25 percent) were answered fully or in part. The textbook passages did tell where and when Edison was born, what his childhood was like, what kind of education he had, and what he did to become famous. Specific questions that were covered included, "What was his first job?," "When did he decide to be an inventor?," "What were his most useful inventions?," and "Did he have a lot of people working for him?" The text passage explained that the inventor often worked together with an inventing team better than any of the collective biography sketches examined, though specific examples of the collaboration found in the biographical sketches were not included in the text passages.

Only six of the thirty-six questions (17 percent) posed about Adolf

Hitler were answered in part or fully in the three social studies passages containing information on Hitler. A single sentence explains when and how Hitler died. The passages explain how long ago Hitler lived, and gave a list of some of the countries he invaded. The text says that Hitler was responsible for killing 6.6 million Jews, and though it explains what Hitler did to become famous, the text fails to explain how he came into power and offers no personal information about the leader.

Although passages about John F. Kennedy appear in three different texts, only six of the forty-two questions (14 percent) students asked are broached. The text explained Kennedy's main accomplishments in office, offers some idea of the stress he faced while in office, tells when he took office and how he died. Students can assume he was married only because it mentions that his wife, Jacqueline, was sitting next to him in the car when he died. The text passages mentioned that Kennedy was the first Catholic to be president of the United States, a fact not mentioned in any of the collective biographies.

The most complete textbook information was about Jackie Robinson. It included a short passage from the social studies text, along with a biographical sketch in the the basal reading text. In all, fourteen of the thirty-six questions (39 percent) asked about Robinson were answered by the text passages. Seven of the generic questions were answered including when and where he was born, when and how he

died, his age at death, the kind of education he had, and what he did to become famous. Specific questions covered included information about his baseball career, how people treated him as the first Black in the big leagues, and about his interest in other sports in college. Information about his life after baseball is not included.

Only two short passages appear in the textbooks about Babe Ruth, one in the social studies book and a passage about the Baseball Hall of Fame in the reading Text. Only four of the thirty-eight (11 percent) questions asked about Ruth were answered. Like other biographical sketches, the text passages told what Ruth did to become famous, listed some of his baseball statistics and credited 1927 as his best year when he hit sixty home runs. The text says that Ruth was a New York Yankee, but fails to mention other teams he also played for during his career.

Textbook passages about Mark Twain were the most engaging of any of the biographical personalities examined, though they only supplied answers to four of the thirty-eight (11 percent) questions students asked. The social studies text uses some of Twain's early writing from the Virginia City *Territorial Enterprise* to explain the rise and fall of mining towns during the western expansion. While this long passage does not answer many of the students' questions, it provides some of the most interesting reading found in any of the textbooks. Text passages about Twain told what he did to become famous, told in part where he lived, gave his real name, and explained that most of his ideas

sprang from his own experiences.

Textbook information about George Washinmgtton was, by far, the most plentiful. Information about Washington appears in the English, handwriting, and the spelling texts as well as several separate mentions in the social studies text. In spite of the volume written about Washington in all the fifth grade subject matter texts, only ten of thirty-nine (26 percent) questions students listed were answered. The text did offer answers to the generic questions, "Did he have any siblings?," "Did he marry?," "Was he rich or poor?," and "What did he do to become famous?." Washington is one of the only biographical figures in which the text offers any personal information about the individual. Specific questions covered included, "What state did he live in?," "What war was he in?," "What battles did he fight in?," "What did he do before he was President?," "When did he become President?," and "How long was he President?."

As a whole and viewed separately, the textbook passages offer much less information than any of the biographical sketches examined. The textbook passages offer almost no personal information, which the students expressed the most interest in with their questions. Students wanted to know what biographical figures were like as people; they were interested in their families and what it was like for them while they were growing up. Though the biographical sketches often failed to answer the majority of the students' questions, they supplied far more information of

interest to the students.

Summary

In Chapter IV the descriptive data collected from the instruments used in the study were analyzed. Each research question was discussed to show which biographical figures and categories of figures grade six students preferred. After analysis of the grade five textbooks used by the students, the eight most interesting biographical personalities were examined in biographical sketches and in textbook passages to see what kind of coverage is available about these selected biographical figures.

In Chapter V the summary of the findings of this study will be presented along with conclusions and implications extracted from the data. Recommendations for further research in related areas will also be presented.

CHAPTER V

SUMMARY AND CONCLUSIONS

Chapter V contains a summary of the findings of this study based on the analysis of the data collected. The conclusions and implications concerning the responses of grade six students about their interest in and preferences for biographical personalities and categories of biographical personalities are examined. A comparison of information about selected biographical figures taken from grade five subject matter textbooks and collective biography sketches will be discussed. Problems encountered in this research study as well as recommendations for further research in areas related to this study are presented in this chapter.

Through an extensive review of related research and other professional resources, this researcher became aware of the untapped potential found in the genre of biography. Biographical sketches can supplement subject matter texts. They can provide a more personal look at a person rather than just the accomplishments of a biographical personality.

Research also indicated a need to examine collective biographies

specifically, to further define what is meant by the term. Fisher (Carr, ed., 1982, p. 129) says, "it seems inevitable that we shall continue to use the term biography loosely, that it can never be relied upon to define a book which could be a picture storybook, a selected episode, a dramatised (sic) study, a monograph, or an historical novel in disguise." A review of related research involving children's preferences for biography, the content and treatment of biographical personalities of biographies in subject matter textbooks and the uses for biographies in the curriculum was also examined.

To further define the potential of the use of the biography in the curriculum, this researcher assessed sixth grade students' preferences and categories of preferences for biographical figures chosen from the subject matter textbooks and chosen by the students in a free choice component using two instruments: the Category Preference Instrument and the Textbook-Driven Preference Instrument. The study also queried students about information they wanted to know about selected biographical figures, and examined collective biography sketches and textbook passages to determine their depth and breadth.

SUMMARY OF THE FINDINGS

Research Question One

1. What biographical figures are portrayed in subject matter textbooks and in collective biographies?
 - a. Are the same figures featured in the subject matter textbooks also written about in collective biographies?

A total of 374 biographical figures were referred to in the subject matter textbooks. Minorities and women made up a small part of that total; twenty-eight Blacks (7 percent), twelve Native Americans (3 percent), and four other current minorities (1 percent) including a Chinese American, a Filipino, a Hawaiian American, and a Hispanic were also included. Women accounted for sixty-two of the names for 17 percent of the total.

A large number of the biographical subjects, 73 percent, came from the social studies text. Other subject matter texts mentioned few biographical personalities in comparison. The basal reading text supplied the most complete sketches with the most personal information about any of the personalities mentioned, but there were only a few sketches sprinkled throughout the book. Although the social studies text referred to the most biographical personalities and the widest variety of figures, most of them received only a passing mention. The science book included short, one page sketches of biographical subjects, but although

the other texts (spelling, handwriting, English and math) mentioned some personalities, little biographical information was provided about them.

A cross-reference between the 374 biographical figures listed in the subject matter textbooks and the Index to Collective Biographies for Young Readers determined that 80 percent of the figures listed in the textbooks were also subjects found in collective biographies. A large number of the figures not represented in collective biographies were minority figures and women. Current personalities were also not represented in collective biographies.

In this researcher's opinion, this information has three main implications. First, though textbooks do mention a large number of different biographical personalities, relatively little pertinent information is supplied. Unless students have previous knowledge about the individuals mentioned in most of the subject matter texts, it seems unlikely that the information supplied by the texts would be retained. The texts supply information about personalities more by accident than plan; the main thrust of the subject matter texts is to present events in a chronological sequence, rather than to present the whole picture of an era of history complete with multi-faceted persons.

Second, the majority of the biographical figures not represented in the collective biographies are minority figures and women. This indicates that textbook publishers are trying hard to increase minority and women's representation in textbooks. Additions like Chinese American

newswoman, Connie Chung; Black astronaut, Guy Bluford Jr.; the female Civil War spy, Deborah Champion; Native Americans, Buffalo Bird Woman and Samoset; and female judge, Sara T. Hughes indicate that publishers are making a conscious effort to present more of a "melting pot" of figures, while collective biography collections lag behind in this area.

Third, many of the personalities not represented in the collective biographies but mentioned in the textbooks are minor figures in the scope of history. For example, Nancy and Tom Lincoln were the parents of our sixteenth president, Abraham Lincoln. Virginia Dare was the first baby born to an English settler in the new world. Jane Davis was the wife of Jefferson Davis. Though these minor players might be worthy of mention and of passing interest to elementary school students, they probably would not be good subjects for collective biographies.

b. Are there collective biographies written about the figures students say they would like to read about?

On the open selection component of the Category Preference Instrument, students listed a total of 316 different personalities. Minority figures and women accounted for a small percentage. Forty-nine Blacks were listed by students (16 percent) offering a slightly larger representation than the figures in the subject matter textbooks. Students listed no Native Americans and five other minority figures (2 percent)

were listed including four Hispanic and one Hawaiian. A cross reference of this list with the Index to Collective Biographies for Young Readers found that only 36 percent of the figures listed by the students were also represented in collective biographies.

The implication that can be drawn from this portion of the research is that current personalities are seldom the subjects included in collective biographies. The majority of the personalities that students listed as personalities about whom they would like to read were current, popular personalities from the entertainment and sports fields.

The influence of television on students' lives is revealed by the list of current personalities who star in television situation comedies, like Roseanne Barr of "Roseanne", Kirk and Candace Cameron of the series "Full House", and Bill Cosby of the "Cosby Show". Music videos of current rock groups and singers like the Outlaws, Ratt, and J.J. Cool appear on "MTV" hosted by Julie Brown, another personality listed by students as possible interesting reading. The increased sports' coverage and pay channels like PASS have made many current sports figures familiar and interesting personalities to many students.

A close examination of the collective biography list indicates that personalities must be well entrenched in their field before they become a subject included in a collective biography. An inspection of the local library shelves and school book clubs like Scholastic, Trumpet, and Troll reveal that there are many personalities represented by full biographies

that are not represented in collective biographies. The rock group, New Kids on the Block; singer, Paula Abdul; and Detroit Tiger baseball star, Alan Trammell, for example, are the subjects of full biographies but are not found in collective biographies. A current paperback biography of Vanilla Ice was ordered from the school book club by seven students in this researcher's class of twenty-six grade three students. While it appears that publishers are quick to supply information about current entertainers and sports figures in full biographies, like Alan Trammell: Tiger on the Prowl (Janoff, 1985) and New Kids on the Block (Greenberg 1991), collective biographers take a "wait and see" attitude.

Another finding worthy of note is that not all grade six students are able to separate real and fictional characters. While most students listed real figures, a small number of students listed fictional television characters like Murphy Brown played by James Garner; James Bond, the super smart British spy; and Alf, the furry alien filled with rude and brash comments. Nancy Drew, the popular girl detective in the "Nancy Drew" mystery books was also listed.

2. What categories of biographical figures do grade six students want to read about?

The data from the Category Preference Instrument indicated that grade six students prefer to read about sports figures, entertainers and scientists. Least popular among the students were U.S. political figures,

explorers and pioneers, and world political figures, the three groups best represented in the subject matter textbooks. The most interesting observation gleaned from this portion of the research concerned the minority figures category. Analysis showed that when all five choices were considered, the minority category was a popular choice with 43 percent of the students selecting it. However, when the choices are examined individually, the category selection was relegated to fourth or fifth choice by the majority of the students who selected the category. This difference indicates to this researcher that race was not the primary consideration when selecting biographical personalities to read about. Though students recognized minority figures they wanted to read about, they chose the fields that they represented first before the racial group with which these personalities were identified.

a. Is gender a consideration when choosing categories of biographical figures or specific biographical figures?

When all five category choices were considered, only two categories, the military leaders and the creative artists, showed marked difference between the genders. Military leaders was chosen as a favored category by 78 percent of the boys while only 31 percent of the girls selected it as one of their top five choices. Girls chose the creative artist category more than the boys, with 69 percent of the girls selecting it, and only 29 percent of the boys.

Significant differences can be seen when individual choices are examined. The entertainers category was the first choice of 70 percent of the girls while 7 percent of the boys selected entertainers first. Conversely, 51 percent of the boys chose sports figures as their favored category while 6 percent of the girls did so. In agreement with Kyoon's (1984) study, entertainers and sports figures were the most popular. It should be noted that Kyoon grouped both these categories into one large group. In the study conducted by this researcher, separation of entertainers and sports figures into two groups determined that while both groups are popular choices, girls tend to prefer entertainers more while boys seem to show a clear preference for sports as their number one category preference.

When considering the gender of biographical figures to read about, the boys and the girls were united in the belief that the gender of the biographical subject simply does not matter. Sixty-seven percent of the total population indicated that they wanted to read about both men and women. While more boys indicated that they preferred to read only about men (41 percent), the majority of the students did not prefer to read about a particular gender.

Implications of this portion of the research indicate that gender is not really important in category selection or in choosing a biographical figure to read about. Though there are obvious differences in the order of the biographical categories chosen, there were not significant differences

in the categories they chose. Minor differences in the creative artist category, selected more often by the girls (69 percent as opposed to 29 percent), and the military leader category, selected more often by the boys (78 percent as opposed to 31 percent), show that some gender difference between the boys and girls still exist, but these differences are not significant.

b. How frequently do grade six students choose to read about biographical figures?

The Category Preference Instrument showed that most students (85 percent) do read biographies in varying frequencies. While most students do read biographies, only 9 percent of the students read biographies frequently. This finding supports other preference studies (Graham, 1988, Haynes, 1988) that indicate that biography is not the most popular genre when compared with fictional genres. Research by Wood (1984) and Mellon (1990) shows greater interest in the genre of biography, but Wood's research was based on a Gallup survey that questioned adult readers, while Mellon's work queried junior and senior high school students. This indicates to this researcher that biography is more appealing to older readers than it is to younger students.

c. Do students' perceived category preferences match the figures in which they express an interest?

The Category Preference Instrument indicated that the majority of the students (78 percent) were consistent in their choice of categories and biographical figures. Only 22 percent of the students selected a favorite category and did not follow through by listing at least one personality who belonged in that category. Although the majority of personalities were from the sports figures and entertainers category, students showed a broad interest in other fields as well. A total of 316 different personalities were listed by the students including many creative artists, scientists, U.S. political leaders, military leaders, and explorers along with their favorite entertainers and sports figures. This portion of the research seems to indicate that students have a clear understanding of the categories they chose, and looking beyond students' first and second choices, students have an interest in a wide variety of biographical personalities. This seems to indicate that biographical reading could be motivating and educational if students' interests were examined by teachers and they, in turn, attempt to locate biographical sketches or full biographies of interest to them. Even though students do have a strong interest for entertainers and sports figures they do, or can develop a wider interest if they are given the opportunity.

Research Question Three

3. Which biographical figures do sixth grade students want to read about?

Students listed a total of 316 personalities that they indicated would make interesting biographical reading. The majority of the figures listed by the students were entertainers and sports figures, but students indicated an eclectic interest in other fields as well. The open selection component of the Category Preference Instrument revealed that sports figures were slightly more popular than entertainers. It was found, however, that students who listed sports figures often listed several members from the same team, or several personalities from the same sport. For instance, one student listed every first string goalie in the National Hockey League, while several other students listed several of the Detroit Pistons. The same was true for many of the entertainers that students listed. Students listed all heavy metal rock groups or all the characters on their favorite situation comedies from television. This researcher feels that students' obvious classification of categories of figures on the open selection component of the Category Preference Instrument is probably responsible for the large number of sports figures and entertainers listed, and indicates students' interests in the categories of figures more than the individual figures. The fact that the majority of personalities listed in the sports figures and entertainment field were mentioned only once or twice by all the students is further evidence that

this occurred. This classification did not occur in other categories. For instance, students did not list several classical composers; usually Bach or Mozart were listed along with biographical persons from other categories.

While students indicated that U.S. political figures was not among their preferred categories, the open selection component of the Category Preference Instrument indicated that students had a strong interest in personalities from those categories. Students listed sixteen U.S. political figures a total of seventy-eight times. In this case, this researcher feels that the knowledge students already possess about these figures was probably responsible for their frequency on the open selection component rather than a sincere interest in the category. When students were asked to list biographical figures, personalities like George Washington, Abraham Lincoln, and John F. Kennedy were first they cited. This premise is assumed to be true because each category was carefully explained to all students before they categorized them. Presidents of the United States was the first example given for the U.S. political leaders category and students indicated that they were more interested in other categories. Students are, however, inundated with political characters from early elementary school as they celebrate Columbus' discovery of the New World, Lincoln and Washington's Birthday in February and the study of other political characters throughout the year.

Students' selection of biographical personalities showed that 16 percent of those listed were minority figures. However, further examination reveals that 85 percent of the minority figures listed represent the sports figures and the entertainers categories. Other categories were not equally represented with minority figures. George Washington Carver was the only scientist representing the minority group, while Frederick Douglass was the only U.S. political leader who is associated with a minority group. While minority figures are well represented as a whole, the implication of this portion of the research, namely that minority figures are nearly all from the sports and entertainers category, is that minority figures need to be better recognized in other categories as well. Current textbooks are starting to reflect this need by including biographical subjects like Guy Bluford, Jr., the first Black astronaut, for example. A more complete picture of these individuals needs to be presented, however.

Although students seldom selected the others category on the first part of the Category Preference Instrument, a number of personalities the students listed on the open selection component of the instrument did not fit into any of the nine determined categories. This finding indicates that a redefining of the categories might improve results in future studies. A category for humanitarians is indicated by the personalities students listed like Pope John Paul XXXIII, Joan of Arc, and Clara Barton. In addition, business tycoons, Lee lococca and Donald Trump, also did not

fit into any category and still would not fit into any category if a humanitarian category was created.

a. Are the figures students select, the same personalities found in their subject matter textbooks?

The list of biographical figures gleaned from the textbook and the list of personalities listed by the students on the open selection component portion of the Category Preference Instrument were cross referenced to see how many personalities appeared on both lists. Results showed only fifty-one names appeared on both lists with 29 percent of those names belonging to the U.S. political figures category. There were also ten explorers and pioneers , nine scientists, and eight sports figures on both lists. Minority figures appearing on both lists accounted for 14 percent of the total. Creative artists and entertainers were not well represented on both lists.

Though students' preference for current figures from the entertainment and sports world does not make the low correlation between the two lists surprising, the lack of representation of prominent creative artists is of note. Students listed notable figures from the humanities field including Charles Dickens, Walt Disney, Mozart, Picasso, Rembrandt, VanGogh, and Shakespeare, but none of these personalities was mentioned in any of the subject matter textbooks. The implication from this finding is that textbooks have not been fairly

representing the fine arts. Like the textbook movement to fairly represent minority figures and women, textbooks need to represent the humanities as well. Omission of the creative artists listed above fuels the controversy led by current educational reformers like Hirsch (1987) who state that students have little knowledge of biographical personalities representing the humanities.

b. Which textbook figures do sixth grade students find most interesting?

From the forty-eight most frequently mention biographical figures appearing in the subject matter textbooks, students chose sports star, Babe Ruth, most often. Other personalities considered most interesting by the grade six students were Adolf Hitler, leader of the Nazis during World War II; John F. Kennedy, former President of the United States who was assassinated in 1963; George Washington, first President of the United States; Neil Armstrong, the American astronaut and first to walk on the moon; Thomas Edison, prolific inventor best known for his creation of the incandescent light bulb; and Mark Twain, author of many American classics like The Adventures of Tom Sawyer. The selection of these personalities indicates that students do have an interest in personalities from several categories. This contention is further proved by the fact that all but two personalities, Bartholomew Dias, earlier explorer and a contemporary of Christopher Columbus; and Oliver

Hazard Perry, a naval officer who fought in Lake Erie; were selected as one of the most interesting personalities by at least some of the students.

Another implication that can be gleaned from this portion of the study is that students do have an interest in unsavory characters like Adolf Hitler who in the past have not been considered appropriate subjects of biographies for young readers. Since Hitler was one of the most frequently cited figures by the students who participated in this study, collective biographies about him were examined. All of the biographical sketches examined were geared toward the older reader. These findings indicate that younger readers also have interest as well; however, there were no biographical sketches that most younger readers would be able to read. All articles examined contained sophisticated language and sentence structure and small print. Though some students might be able to muddle through the existing sketches because of a keen interest in the subject, the format of the sketches will not appeal to most younger readers.

The selection of Thomas Edison as one of the most popular figures represented in textbooks cannot fairly be proved by this study. Thomas Edison lived in the town in which the study was conducted for most of his boyhood years; therefore, his popularity might be attributed to a greater knowledge the students possess about him or reflect a bias toward a hometown figure. In conjunction with the premise that a local tie can bias students' interests, baseball player Mickey Weston was one of

the top five selections of biographical personalities on the open selection component of the Category Preference Instrument. No full biographies or collective biographies have been written about him since he has only played in the major leagues for two years with limited success. However, the fact that he is local, creates a special interest. Weston was also the person who administered the first two instruments to the students involved in the study.

- c. How much knowledge do sixth grade students have about the biographical figures mentioned in their subject matter textbooks?

Results of the Textbook-Driven Preference Instrument indicate that students' knowledge about biographical figures varies greatly from student to student. As a whole students knew less than half of the figures appearing on the list of the most frequently mentioned biographical figures with 20.1 being the average score recognized out of the forty-eight figures, based on the total study population of 155. The most knowledgeable student was able to correctly identify thirty-seven (77 percent) of all the figures on the list. One student could only identify four of the biographical figures from the textbook for the lowest number of correct responses. The implication from these results is that students are not learning about the biographical figures presented in their textbooks. Students were asked to identify the most frequently cited biographical

figures from their textbook, 48 of the 374 figures included in the book. Even though the most frequently mentioned personalities were chosen, there was little information presented about them in the subject matter texts. Appendix D includes sample textbook passages and vividly illustrates the lack of depth and breadth presented about the biographical personalities in which students expressed the most interest. This researcher feels that students who were able to identify a substantial number of biographical figures probably learned about them from sources other than the subject matter textbooks.

An examination of individual figures showed that no figure on the list was recognized by every student, though at least 90 percent of the students were able to identify Ronald Reagan, George Washington, John F. Kennedy, Christopher Columbus, Abraham Lincoln, Thomas Edison and Babe Ruth. Ronald Reagan and George Washington were identified most often with 153 students correctly identifying him. Other numbers of correct responses about the most recognized figures included John F. Kennedy (152 correct identifications), Christopher Columbus (151 correct), Abraham Lincoln (149), Thomas Edison (143), and Babe Ruth (139 correct responses). This indicates that students do have knowledge about some of the major U.S. political figures represented most often and most fully in the textbooks. In contrast, at least some of the students, sometimes only one or two students of the 155 involved in the study, were able to identify all the biographical figures with the

exception of Warren E. Burger, former Chief Justice of the Supreme Court, again indicating that students' knowledge about biographical personalities appearing most frequently in their textbooks varied greatly. For example, only one student could identify Junipero Serra, one of the first settlers in California; only two students could identify Sandra Day O'Connor, the first female justice on the Supreme Court.

The number of incorrect responses given to identify the biographical personalities indicates that students thought they knew more about the personalities than they actually did. For example, thirty students incorrectly identified Queen Isabella as the Queen of England. Four students confused Harriet Tubman, conductor of the underground railroad with Harry Truman, former President of the United States. Blues musician, Louis Armstrong, was confused with astronaut, Neil Armstrong. Over 50 percent of the students gave incorrect responses.

Research Question Four

4. Do collective biographies answer sixth grade student questions about the most preferred biographical figures mentioned in their subject matter textbooks (i.e. vital statistics and personality traits as indicated by the students in the text-Driven Preference Instrument?

Questions asked by grade six students fit into two general categories: questions students asked about all or nearly all biographical

personalities, and questions asked about specific personalities. The results of this portion of the research study indicated that students are interested in personal questions about the subject's home, family, schooling, and formative years. The implication from this finding is that students want to view biographical personalities as real people like themselves, rather than as pieces of the jigsaw puzzle of history.

Students' questions also indicate that many of them have been introduced to the biographical figure before and already have a developing knowledge base. For instance, one student asked if Adolf Hitler was ever in Olympics. The question indicates to this researcher that he had heard the story about Jesse Owens and the Olympic games in Berlin before, when Hitler was angered by the Black man's appearance and success in the Olympic games, but the student had not remembered the whole scenario. Another example is the student who asked about John F. Kennedy's affairs. A thorough reading of all sketches and textbook passages about Kennedy indicated that the student did not learn that bit of information from those sources, since none of the sketches examined mention any marital infidelity, and all present Kennedy as a loving family man.

Several questions indicated thoughtful interest about things students do not read in textbooks. For instance, many students wanted more first hand information from Neil Armstrong about what it was like in space including, "How did he go to the bathroom?" and "What was it like

with little gravity?" Students wanted to know how Edison created his inventions rather than just a listing of what they were as indicated by questions such as "How did he invent the lightbulb?," "Did he ever have any explosions?," and "Did he have any special tools to make his invention?".

A cross reference of the students' questions with each personality indicated that coverage of each personality varies greatly and coverage among the biographical sketches also varies. Some sketches were lengthy, complete and well written, notably Richards' (1984) sketch of Thomas Edison, and Sullivan's (1988) sketches about Jackie Robinson and Babe Ruth. Other sketches were little more than encyclopedic blurbs. As a whole students' questions were not completely answered, especially the questions concerning the personality's feeling toward and activities in school. Most questions about the personality's vital statistics were answered including when and where he was born and how he became famous. The sixteen generic questions, such as "Was He married?," "Where was he born?," and "What was his education like?", that were asked about all the personalities were answered more often than the specific questions.

Some of the specific questions asked about personalities lead this researcher to believe that students are often learning incorrect information about the biographical figures. Students, for instance, asked what George Washington's Dad said when he chopped down the cherry

tree indicating that some parents and teachers are perpetuating the myths about Washington rather than the facts. Another student asked if Thomas Edison ever fled from the Canadian Rebellion. No article mentioned any connection with a Canadian Rebellion.

Research Question Five

5. What kind of treatment (i.e. depth, breadth, and style) of the biographical subjects is given in the subject matter textbooks as compared with the collective biographies?

An examination of the biographical sketches found in collective biographies and the textbook passages about the same biographical figures indicate that collective biographies do a more thorough job of presenting the whole person. Even though the collective biographies varied greatly in length and quality, the worst collective biographies presented at least as much information as the textbooks. For example, Corn and Moline (1987) dealt primarily with the eccentricities of biographical figures. Thomas Edison is portrayed as a man who dabbled with and had great belief in ESP. Even though limited, their article answered seven of the thirteen generic questions (54 percent). Though Tharp (1970) fails to mention Neil Armstrong's most famous trip to the moon in 1969, his biographical sketch does tell when and where he was born, what friends he had, what his educational background was, and

what his first voyage into space was like, all questions ignored by the subject matter texts. In contrast to the least informative collective biographies, some did an excellent job portraying the biographical figures as interesting and multi-faceted characters from history. Hancock (1976) wrote an interesting and lengthy account of Mark Twain that included his boyhood, travels on the Mississippi and out West during prospecting times, as well as a thorough account of his adult years. In all Hancock's article answered thirty-one of the students' thirty-eight questions (82 percent). Boardman (1977) wrote an engaging sketch about Adolf Hitler that carefully integrated the Incidents of World War II with Hitler's character development. After reading this sketch, this researcher had a better understanding of Germany's acceptance of Hitler and the underlying causes of the war. These excellent sketches include a rich historical background, solid character development, and an intertwining of character and incident that leaves readers with an understanding of both the person and the times.

The subject matter textbooks, for the most part, failed to present any personal information about the figures; textbooks presented the personality only as a part of chronological history. Because of these findings, it is clear to this researcher that the use of collective biographies could add to the depth and breadth of social studies and provide the background that is missing in textbooks. A final implication is that textbooks need to change if they continue to be the only vehicle of

instruction. It is evident that students are not retaining the piecemeal presentations about biographical figures presented in the textbooks.

PROBLEMS ENCOUNTERED IN THE RESEARCH

Defining the criteria for evaluation of the biographical sketches and the instrument to evaluate those sketches was the most difficult part of the study for several reasons. First, the biographical sketches were of varying lengths and format. This researcher found it difficult to compare a sketch containing only three or four paragraphs with one forty pages long. If this study was replicated it would be valuable to set parameters for the collective biography since the genre now includes everything from a paragraph of encyclopedic style text to longer pieces that could be examined in terms of the criteria established. A second problem with the instrument used to examine the sketches was that the seven criteria that were established attempted to cover too much in one area. There would have been less discrepancy, for instance, if the rater could document the authenticity of the facts with a yes/no checklist that includes statements like "includes a bibliography", "uses source notes to authenticate facts", and "uses direct quotations." A third problem was that establishing the criteria for good biography is difficult because many scholars in the field do not agree. For instance, Fisher (Carr, ed. 1982) believes any fictionalization in children's biographies is unnecessary and takes away

from the credibility of the piece. Fritz (1986), on the other hand believes that some minimal fictionalization in children's biography is warranted as long as the author maintains the accuracy of the facts. Putting thoughts that biographical characters might have and probably did think is allowed according to Fritz, but would not be acceptable to Fisher. More work to hone biographical criteria would improve this difficult section of the study.

A second problem in this research was the inability of this researcher to administer the first two study instruments herself. There is little research done in the target district and so procedures for doing a research study have not been firmly established, and some administrators had limited experience in conducting research. More research in the district, along with a more positive approach to the benefits of research in the district would make future studies easier to plan, administer and interpret.

A third problem encountered in this study was the difficulty locating collective biographies. The libraries this researcher visited showed most collections to be old with few new additions. According to the librarians at one library, collective biographies are a low priority when new purchases are made. Bookstores the researcher visited offered few collective biographies. The search for the required collective biographies took over four months; most of the selections were obtained from inter-library loan.

A final problem encountered in the research was that little

research dealing with the genre of biography exists. More study needs to be done in this field.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study could be replicated using a more diverse population. Perhaps selecting a large urban city school district, or selecting communities from different parts of the United States would produce a less myopic view.

This study could be replicated using high school students from grades 10 -12. Students of this age would have a broader background and a more solid base of history courses from which to draw.

This study could be replicated using full biographies rather than collective biographies. Students' questions about biographical personalities would have a better chance of being addressed in full biographies. It would be easier to evaluate the quality of a full biography.

Changing the genre of literature used from biographies to historical fiction could produce different results. Recent M.E.A.P. (Michigan Educational Assessment of Progress) tests have indicated that students like and understand narrative text more than expository text. Biographies most often have a narrative structure compared the expository structure of most textbooks.

A similar study that assessed interest rather than preferences

could be undertaken. Establishing what students actually read in the field of biographies rather than what they indicate they want to read might be interesting.

Refining the instrument created for content analysis, especially in the area of assessing the criteria for biographies, might add depth to the data collected. A new, more suitable instrument might also be devised.

In light of the information garnered from the review of the literature about current social studies curriculum, a study that designed and tested a new social studies curriculum incorporating good literature and new instructional approaches would be worthwhile. Would an innovative curriculum affect students' knowledge about or attitude toward social studies?

A case study that trained teachers to incorporate literature into other parts of the curriculum and examine the results of that training over a period of time also seems worthwhile.

In the field of library science a researcher could look at the genre of biographies and compare the scope and breadth of collective biography collections with full biographies. An examination of how books are selected for purchase would also be valuable.

SUMMARY

This chapter examined and summarized the findings of this research study. It examined the responses of grade six students about

their interest in and preferences for biographical personalities and categories of biographical personalities. The information about selected biographical figures taken from grade five subject matter textbooks and collective biography sketches was compared. Problems encountered in this research study and recommendations for further research were also discussed.

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APPENDIX A
COLLECTIVE BIOGRAPHY LIST

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APPENDIX B

ANNOTATED BIBLIOGRAPHY OF SELECTED PERSONALITIES

**ANNOTATED BIBLIOGRAPHY OF COLLECTIVE BIOGRAPHIES
EXAMINED IN THE STUDY**

Allitt, Patrick. In Profile: Founders of America. Morristown, New Jersey: Silver Burdett, 1983. 64 pp.

Including only four key players in the United States' march toward independence, this publication features George Washington, Thomas Paine, Benjamin Franklin, and Thomas Jefferson. A two page introduction discusses background knowledge of the events that led to independence; also included are a short glossary, index and a bibliography for further reading about the featured figures.

The book is illustrated with black-and-white and color paintings and photographs.

Archer, Jules. The Dictators. New York: Hawthorn Books, 1967. 179 pp.

The life stories of eighteen of this century's most powerful dictators, representing fourteen countries are examined in this book. Soviet leaders Lenin, Stalin and Khrushchev are included as are Italian leader, Mussolini, Turkish leader, Ataturk and China's Chaing Kai-shek and Mao Tse-Tung. Other figures in this compilation include Trujillo from the Dominican Republic, Batista and Castro from Cuba, Duvalier from Haiti, Salazar from Portugal, Hitler from Germany, Franco from Spain,

Sukarno from Indonesia, Tito from Yugoslavia, Peron from Argentina and Naser from Egypt.

Illustrated with black-and-white photographs, this publication includes an extensive bibliography and index. In addition to the individual character sketches, it has three chapters about dictatorships; one chapter defines the dictator, a second discusses how a dictator gains and loses power, and the third compares the dictatorship to the democracy.

Associated Press. People: A History of Our Time. New York: Gallery Books, 1986. 224 pp.

This collection contains one-hundred, one-to-two page sketches about a variety of biographical figures. The men and women were selected by the Associated Press editors as people who have left their mark on the twentieth century. They are grouped into four categories: Government and Politics, Sports, the Arts, and Science, Industry and Medicine.

The Government and Politics category includes thirty individuals. World political leaders as well as Susan B. Anthony, Martin Luther King, Douglas MacArthur, Pope John Paul XXIII and Eleanor Roosevelt are featured in this section. Fourteen personalities are featured in the sports section; Mohammad Ali, Edmund Hilary, Jack Nicklaus and Jackie Robinson are examples of the selections. The Science, Industry and

Medicine category includes sixteen diversified selections including John D. Rockefeller, Mother Teresa, Thomas Edison, Marie Curie and Ivan Pavlov as examples. The Arts category includes forty personalities; Louis Armstrong, Enrico Caruso, Walt Disney, Robert Frost, Greta Garbo, James Joyce, Pablo Picasso, H.G. Wells and Frank Lloyd Wright are representative examples from this group.

The majority of the space allotted for each figure is devoted to interesting black-and-white photos; the limited text is secondary.

Beard, Charles A. Updated by William Beard. The Presidents in American History. New York: Julian Messner, 1981. 220 pp.

Short biographies on all the United States presidents from Washington to Reagan are included in this book. The length of discussions for each president varies. For example, each entry from Washington to Hoover is a scant, two-to-three pages long. Presidents since Franklin Roosevelt are given four to seven pages, except for Reagan and Ford whose biographies are each three pages long.

A black-and-white picture of each president with his signature underneath introduces each sketch. Following all the sketches, there is a lengthy section entitled "Biographical Digest" which lists facts about each president including the birth, death, marriage, public career, presidential terms and vice-president. Also included in this section are the results of each election and each president's cabinet.

Beckwith, Yvonne, ed. People and Great Deeds. Chicago, Illinois: Standard Education Corporation, 1965. 231 pp.

Twenty-three diverse figures are included in this volume of fictionalized biographies for younger readers. Johnny Appleseed, Sacajawea, Johanna Spyri, David, Mohandas Ghandi, Mozart, John James Audubon, George Washington, St. Francis of Assisi, Mark Twain, Theodore Roosevelt, Abraham Lincoln, Galileo, Marie Curie, Thomas Edison, Thomas Jefferson, Clara Barton, George Washington Carver, Lou Gehrig, Albert Schweitzer, Franklin Delano Roosevelt, Helen Keller, and John F. Kennedy are the subjects chosen for inclusion.

The book is illustrated with unexceptional photographs and line drawings, some in color. A paragraph summary of each biographical figure, included in the back of the book, serves as an index of sorts, because it guides the reader to the page where each sketch begins.

Berkow, Ira. Beyond the Dream: Occasional Heroes of Sports. New York: Atheneum, 1975. 221 pp.

Written by syndicated sports columnist Ira Berkow, this book highlights seventy figures from almost every imaginable sport. The diverse group includes chess champion, Bobby Fischer, and thoroughbred racing horse, Citation, as well as more familiar sports greats such as Jackie Robinson, Chris Evert, Johnny Bench, Pete Rose, Mohammad Ali, and Arnold Palmer.

The book is arranged into sections according to the athlete's stage in their career, featuring up-and-coming stars as well as retired legends. Each entry is short, three pages or less and geared toward the sophisticated reader. No illustrations or photographs are included; there is no index.

Blassingame, Walt. The Look-It-Up Book of Presidents.

New York: Random House, 1990. 159 pp.

Short biographies ranging from two to seven pages include all presidents, George Washington through George Bush. Each piece concentrates primarily on the presidential years. Black-and-white photographs help anchor each term into history. For instance, a cartoon shows Theodore Roosevelt overseeing the building of the Panama Canal in his sketch, while Herbert Hoover's sketch includes pictures of long bread lines and a family living in a tin shack during the depression years. Coverage is adequate, but not always fair; George Bush's recent election is devoted five full pages while James Monroe's eight full years is given two.

A short introduction, a table of contents, and a chart showing the electoral votes allotted states precede the sketches. A chart showing the presidents, their terms of office and their major accomplishments is included at the end along with an index. There is no bibliography; limited photo credits are given on the copyright page.

Boardman, Fon W. Jr. Tyrants and Conquerors: Eight men Who Ruled by Terror and Violence. New York: Henry Z. Walck, 1977. 183 pp.

Eight tyrants from European and Asian history are featured including Shih Huang-ti, the first emperor of a unified China; Nero, ruler of the Roman Empire; Attila the Hun, the fierce warrior who captured much of Europe; Jenghiz Khan, the Mongol warrior who established a dynasty larger than the Roman Empire; Tamerlane, the last of the nomad conquerors; Mohammad II, conqueror of the Ottoman Turk Empire; Ivan the Terrible, the first Russian Tsar, and Adolf Hitler, dictator of Germany during World War II.

This volume also includes a six page introduction defining the word tyrant, a four page summary examining the impact of each of the rulers, an index, and a bibliography for further reading. There are a few black-and-white line drawings and several maps.

Burchard, S.H. Sports Stars: The Book of Baseball Greats. San Diego, California: Harcourt Brace Jovanovich, 1983.

Fourteen former baseball players are portrayed in four to five pages sketches with exceptionally large print and simplistic sentence structure for younger or remedial readers. The sketches include much personal information as well as baseball statistics. Featured players include Hank Aaron, Roy Campanella, Roberto Clemente, Dizzy Dean,

Joe DiMaggio, Lou Gehrig, Sandy Koufax, Mickey Mantle, Willie Mays, Stan Musial, Satchel Paige, Jackie Robinson, Babe Ruth, and Ted Williams. Black-and-white photographs are also included.

Clark, Philip. Tyrants of the Twentieth Century.

Morristown, New Jersey: Silver Burdett Company, 1982. 64 pp.

Only Stalin, Hitler, Juan Peron and Idi Amin are covered here, with each sketch divided into historical segments with a timeline completing each piece. Hitler's expose, for example, is divided into three parts: the rise of the Nazis, the establishment of a police state during the second World War, and Hitler's last days.

The book contains many good photographs as well as a few maps that enhance understanding. An index, a short glossary, a bibliography for further reading, and photo credits are also included.

DeWitt, William A. Illustrated Minute Biographies. Illustrated by

Samuel Nisenson. New York: Grosset and Dunlap, 1970. 160 pp.

One hundred and fifty figures are crowded into one-page sketches, with the top half of each page devoted to a line drawing and the name of the featured personality. The sketches are arranged alphabetically, including figures from the beginning of civilization to present day. Jesus, John F. Kennedy, Babe Ruth, Mary Queen of Scots, Daniel Webster, and Roger Williams are only a few representative figures

from this hodgepodge. There is no index, bibliography, or table of contents.

Donovan, Frank. Famous Twentieth Century Leaders. New York: Dodd, Mead and Company, 1964. 160 pp.

Divided into four periods: the century of change, World War I, World War II, and the rise of nationalism, this book examines twelve rulers including Sun Yat-sen, Chaing Kai-shek and Mao Tse-tung from China; Lenin, Stalin and Khrushchev from Russia; Woodrow Wilson and Franklin Delano Roosevelt from the United States; Mussolini from Italy, Hitler from Germany, Churchill from Great Britain, and Gandhi from India. Each sketch is prefaced by a short historical introduction.

A section with photographs is located in the center of the book. There is an index, but no bibliography.

Douglass, Melvin I. Black Winners: A History of Spingarn Medalists, 1915-1983. Illustrated by James Brown. Brooklyn, New York: Theo. Gaus, LTD., 1984. 142 pp..

Sixty-eight Black men and women who have received the Spingarn Medal honoring persons of African descent are featured in short, one page sketches. Recipients are arranged by decades. Though the sketches are too short to be of much use, an extensive bibliography for each figure, a complete listing of all Spingarn Medalists, and a

breakdown of winners according to occupations are included. There are also eight black-and-white line drawings of selected winners.

Feldman, Anthony and Ford, Peter. Scientists and Inventors.

New York: Facts on File, 1979. 336 pp.

Over one hundred and fifty scientists and inventors from Empedocles who was born about 430 BC to Christian Barnard born in 1922 are featured on busy, two-page spreads that include pictures, diagrams, and short summaries of each life in small print. The book is organized by the date of each figure's birth, not by areas of specialization, and includes figures like Galileo, Einstein, Gutenberg, Pasteur, the Wright Brothers and the Curies. A substantial index along with detailed picture credits are included, but there is no bibliography.

Ferris, Robert G., Charleton, James H. and Ryan, Mary.

Framers of the Constitution. Washington, D.C.: National Archives and Records Administration, 1986. 259 pp.

Only about one hundred pages are devoted to biographical sketches about the men who drafted and ratified the constitution. A hundred pages of background comes first, discussing the aims of the founders and all the meetings and procedures that led to the constitutional convention. About a page is devoted to each sketch and individuals are listed alphabetically. Following the sketches are the

complete text of the constitution and its amendments, a seven page history of the document, suggestions for further research in the National Archives, an index, a bibliography and extensive picture credits. This is one of the best documented books on the subject.

Frommer, Harvey. Baseball's Hall of Fame. New York: Franklin Watts, 1985. 66 pp.

This slim, novel size volume contains half page sketches about members of baseball's Hall of Fame; the space allotment allows only four or five paragraphs about each personality with at least half of that devoted to baseball statistics. The top half of each page has a photograph of the bronze plate of each player that is on display in Cooperstown, New York. Members of the Hall of Fame are presented in alphabetical order; there is no index, table of contents or bibliography.

Fowler, Mary Jane and Fisher, Margaret. Great Americans. Grand Rapids, Michigan: Gateway Press, Inc., 1988. 160 pp.

Nineteen figures are examined in one to eleven page sketches. George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Harriet Beecher Stowe, Chief Joseph, Susan B. Anthony, Franklin and Eleanor Roosevelt, Martin Luther and Coretta Scott King, Horace Mann, Clara Barton, Jane Addams, Mark Twain, John James Audubon, Thomas Edison, Henry Ford, George Washington Carver,

Rachel Carson and Jonas Salk are included. Each sketch contains black and-white photographs. A two page index and a five page glossary are also included, but there is no bibliography.

Freidel, Frank. The Presidents of the United States of America.

Washington, D.C.: White House Historical Association, 1989. 91 pp.

One page sketches in a two column format with fairly sophisticated prose about each president are augmented with full page reproductions of each official presidential portrait. (George Bush is represented with a color photograph.) Copies of official signatures begin each sketch. Also included are a one page forward by George Bush, a table of contents, an index, and a chart listing all of the vice-presidents. There is no bibliography; credit for each presidential portrait is given in the table of contents.

Garfinkel, Bernard. They Changed the World: The Lives of Forty-four Great Men an Women New York: Platt and Munk Publishers, 1973.

Two page spreads are allotted to each personality, but less than one page is used for text. The Edison sketch, for example, includes a full page black-and-white photo of Edison working on the incandescent light bulb as well as a smaller photo of Edison with the phonograph. There was also a glaring factual error in the short Edison sketch; it was picked out by all five readers who were establishing inter-rater reliability.

Biographical personalities were presented alphabetically and included fifty diverse figures from all periods of history. Jesus Christ, Socrates, Neil Armstrong, Enrico Fermi, Johann Gutenberg, Rachel Carson, Sir Winston Churchill, Ludwig van Beethoven, Marco Polo and James Watt are representative of the categories and personalities included. No index or bibliography was included.

Hancock, Carla. Seven Founders of American Literature. Winston-Salem, North Carolina: John F. Blair, 1976. 207 pp.

William Cullen Bryant, James Fenimore Cooper, Washington Irving, Herman Melville, Edgar Allan Poe, Mark Twain and Walt Whitman are featured in these interesting and complete sketches of American writers. Most of the sketches are between thirty and forty pages long and cover all aspects of the personality's life. The text is geared toward sophisticated readers, and a black-and-white line drawing of the biographical figure accompanies each sketch.

Leipold, L. E. Famous American Fiction Writers. Minneapolis, Minnesota: T. S. Denison and Company, 1973. 89 pp.

James Fenimore Cooper, Washington Irving, Edgar Allan Poe, Nathaniel Hawthorne, Mark Twain, Jack London, Sinclair Lewis, Ernest Hemingway, Pearl Buck and James Baldwin are the figures included in this slim volume. The reading level of this particular book is more difficult

than others in the "Famous Heroes and Leaders " series; each sketch is about seven pages and includes no illustrations. An index is included, but the book has no bibliography.

_____. Heroes of a Different Kind. Minneapolis, Minnesota: T.S. Denison and Company, 1973. 64 pp.

Five American personalities including Black poet, Phyllis Wheatley; Indian athlete, Jim Thorpe; humorous poet, James Whitcomb Riley; inventor, Thomas Edison; and movie producer, Walt Disney are examined in this slim, easy to read volume geared toward younger or remedial readers. Twelve small color illustrations are included; there is no index or bibliography.

_____. Heroes of Today: The Astronauts. Minneapolis, Minnesota: T.S. Denison and Company, 1973. 64 pp.

Eleven American astronauts are discussed in this thin, easy to read book, but only Alan Shepard and John Glenn have entire chapters devoted to them. Virgil Grissom, Edward White and Roger Chafee are covered in a chapter that focuses on the 1968 mission that claimed their lives. Frank Borman, William Anders and Frank Lovell, the first men to travel to the moon, are covered together, while Mike Collins, Edwin Aldrin and Neil Armstrong, the first to land on the moon are covered in the last

chapter.

This book discusses the events surrounding the astronauts' lives more than the men themselves. Color illustrations are sprinkled throughout. There is no index or bibliography.

Lewis, Shari. One-Minute Stories of Great Americans.

Illustrated by Robert Barrett. New York: Doubleday, 1990. 47 pp.

Each two page spread is devoted to one figure or two related figures. The text, most often only a few paragraphs, is easy to read and accompanied with uninspired color illustrations. There is a table of contents, and a two page introduction in which the author tells how she chose the figures to feature, but no index or bibliography. This book, intended for early elementary age children, includes personalities like Columbus, Lewis and Clark, Clara Barton, Sitting Bull and Crazy Horse, Susan B. Anthony, George Washington Carver, and John Glenn and Neil Armstrong.

McCullough, David Willis, ed. American Childhoods: An

Anthology. Boston: Little Brown and Company, 1987. 405 pp.

Sketches of thirty-nine Americans are presented using excerpts from their diaries, memoirs and autobiographies. Each entry is about five pages long and focuses on a childhood memory by the subject that occurred before the age of sixteen. Tied together with an introduction by

the editor, this volume includes authors Mark Twain, Edith Wharton, H.L. Mencken, Jean Fritz, Jeanne Wakatsuki Houston and Maya Angelou, as well as political figures such as Benjamin Franklin, John Adams and Ulysses S. Grant. Several lesser known figures such as James L. Smith, Johanna Draper, Pierrepont Noyes, Mary Anton, Sanora Babb, Alfred Kazin and Harry Crews are also included.

Moline, Jacki and Corn, Kahane. Madcap Men and Wacky Women From History. New York: Julian Messner, 1987. 113 pp.

Thirty-eight personalities are examined here because they had quirks and eccentricities that make them interesting. For instance, Rasputin, a close advisor to the Czarina Alexandra, is chosen because of his disgusting personal hygiene rather than his ability to influence the government. Thomas Edison's inventions are not the focus of his sketch, his belief in extra-sensory perception is. Some others included in this volume are Mary Baker, Diamond Jim Brady, Enrico Caruso, Catherine the Great, Charlie Chaplin, Henry Ford, Lady Godiva, William Randolph Hearst, Howard Hughes, Babe Ruth, Edgar Allan Poe and Sarah Winchester.

Illustrated with black-and-white photos and line drawings, this volume provides interesting reading. It fails, however, to include an index and bibliography, a serious omission considering the extraordinary material presented.

Murphy, Jim. Baseball's All-Time All Stars. New York: Clarion Books, 1984.

Twenty-six baseball greats are featured in five-to-six page sketches. The author selected one player for each position for both the American and National Leagues. Each sketch includes a photograph, a short introduction listing statistical facts about each personality's birth, death and career length. At the end of each sketch, lifetime baseball statistics are listed. Sketches focus on the personalities' baseball records, but some personal information is supplied. Text is large and easy to read.

Included in this volume are Hank Aaron, Grover Cleveland Alexander, Johnny Bench, Ty Cobb, Eddie Collins, Joe Cronin, Bill Dickey, Whitey Ford, Lou Gehrig, Bob Gibson, Lefty Grove, Roger Hornsby, Walter Johnson, Sandy Koufax, Christy Mathewson, Willie Mays, Stan Musial, Jim Palmer, Eddie Plank, Brooks Robinson, Babe Ruth, Tom Seaver, William Terry, Pie Traynor, Honus Wagner, and Ted Williams.

Murray, Tom, ed. Sport Magazine's All-Time All Stars. New York: Atheneum, 1977. 454 pp.

This compilation attempts to pick the best players in the 107 year history of organized baseball. The articles on the players selected were reproduced from Sport Magazine where they originally appeared.

Twenty-two players are featured, one for each position in both the National and American Leagues. Selected players include Lou Gehrig, Rod Carew, Brooks Robinson, Joe Cronin, Bill Dickey, Ted Williams, Ty Cobb, Joe DiMaggio, Babe Ruth, Walter Johnson, and Whitey Ford from the American League. Bill Terry, Roger Hornsby, Pie Traynor, Honus Wagner, Roy Campanella, Stan Musial, Mel Ott, Willie Mays, Henry Aaron, Christy Mathewson and Sandy Koufax represent the National League.

There are no photographs or illustrations in this book designed for older readers, and also no index or bibliography. There is a substantial introduction explaining how the teams were picked, and each entry is lengthy, the print small.

Quinn, Brother C. Edward, FSC. The Signers of the Constitution of the United States. Illustrated by Reverend Thomas Ruhf, CP. New York: The Bronx County Historical Society, 1987. 115 pp.

Including a short introduction giving necessary background information, this collection includes short, two page snippets about each of the signers of the Constitution beginning with George Washington, the president of the convention. Other signers are arranged by the states they represented, from north to south with New Hampshire first and Georgia last.

Black-and-white line drawings of all signers are included. At the

end, paragraphs about the sixteen nonsigning delegates and their reasons for not signing are given, along with explanations of committee membership, an alphabetical list of all signers, and a state by state ratification record. A short bibliography and a listing of other publications of the Bronx Historical Society complete the book.

Richards, Norman. Dreamers and Doers: Inventors Who Changed The World. New York: Atheneum, 1984. 153 pp.

This book contains extensive sketches of four inventors including Robert Goddard, the father of modern rocketry; Charles Goodyear, inventor of the vulcanization process; Thomas Edison, owner of over a thousand patents and inventor of the incandescent lightbulb; and George Eastman, the man who made photography affordable for the general public. All four have been inducted into the National Inventors Hall of Fame, and a short introduction explains why each is worthy. A list of all inventors selected for the National Inventors Hall of Fame and a limited number of black-and-white photographs are also included. There is no index or bibliography.

Ritter, Lawrence, and Honig, Donald. The One Hundred Greatest Baseball Players of All Time. New York: Crown , rev. ed., 1986.

Short sketches about the greatest baseball players of all time are presented here. The sketches include more photographs than text, and

the text that is included has more baseball statistics than biographical information. The sketch on Babe Ruth, for example, is the longest in the entire book with eight pages devoted to him. Of the eight pages, about two- and-a half pages are text. Also included are a full page photo of Ruth's face, a full page photo of Ruth walking up to bat, a two-page spread of Ruth hitting a home run in a world series game, a half page photo showing Ruth napping in a laundry basket, and two smaller pictures showing Ruth in the dugout and on the pitcher's mound.

Some of the personalities included in this collection are Hank Aaron, Yogi Berra, Roy Campanella, Dizzy Dean, Ducky Medwick, Eddie Plank, Frank Robinson, Jackie Robinson, Nolan Ryan, Pete Rose, Tom Seaver, Ted Williams, Carl Yastrzemski, and Cy Young. There is an easy to read index and a table of contents.

Smaridge, Nora. Trailblazers in American Arts. Illustrated by Paul Frame. New York: Julian Messner, 1971. 96 pp.

Five American creative artists including poet, Henry Wadsworth Longfellow; composer, Stephen Foster; artist, Winslow Homer; and singer, Marian Anderson, and author, Mark Twain were chosen for inclusion because they were the first to break away from the traditions of European arts to create a distinct American tradition. Sketches are relatively complete, yet easy to read. Black-and-white line drawings accompany the text. An index is included, but there is no bibliography.

Stirling, Nora. Who Wrote the Classics?: Volume I. Illustrated by Emil Weiss. New York: John Day Company, 1965. 250 pp.

Ten of the most widely read authors in the English language are featured including William Shakespeare, Jane Austen, Nathaniel Hawthorne, Edgar Allan Poe, Charles Dickens, the Brontes, Jules Verne, Mark Twain, Robert Louis Stevenson, and Rudyard Kipling. Arranged chronologically by their date of birth, each sketch includes a black-and-white line drawing of the personality. A bibliography for each figure is also provided.

Sullivan, George. Great Lives: Sports. New York: Charles Scribners Sons, 1988. 273 pp.

Twenty-nine athletes from a variety of sports including football, baseball, basketball, soccer, hockey, golf, tennis, boxing, skiing, ice skating, gymnastics and track are featured in complete sketches, each offering a bibliography for further reading at the end of the sketch. Baseball has the most representation and features Ty Cobb, Walter Johnson, Willie Mays, Jackie Robinson, Babe Ruth and Ted Williams. Four sports, including boxing, skiing, ice skating and soccer, have only one star featured but their inclusion gives the book a nice balance.

Representatives from other sports areas include Billie Jean King and Martina Navratilova from tennis; Roger Bannister, Bob Mathias and Jesse Owens from track; Babe Didrikson and Jack Nicklaus from golf;

Nadia Comaneci from gymnastics; and Wayne Gretzky, Gordie Howe and Bobby Orr from hockey.

The book includes two tables of contents, one alphabetical and one divided by sport. It also includes a two page introduction, an index, and a chart dividing featured biographical personalities according to the decade of their highest achievement. Each sketch includes one or two black-and-white photos.

Mr. President: A Book of U.S. Presidents.

New York: Dodd, Mead and Company, 1984. 158 pp.

A fourteen page introduction with information on how the president is elected precedes the short two-to-four page sketches of each president from George Washington through Ronald Reagan. Each sketch begins with a list of facts including the date and place of birth, previous experience, political party, term of office and date of death. A similar list at the end of each sketch highlights the most important events in each president's life.

A chart of the electoral votes allotted each state is included at the end of the book. There are several black-and-white photographs, some of poor quality. The photographs often feature an event that occurred during the president's term rather than the president. For instance, Hoover's biography includes a photograph of the Empire State Building which was completed during his term; Pierce's entry features a portrait of

Nathaniel Hawthorne, author of The Scarlet Letter and The House of Seven Gables.

Taylor, A J P. The War Lords. Middlesex, England: Penguin Books Ltd., 1987. 189 pp.

Based on lectures delivered on BBC television in 1976, this book provides substantial, twenty-to-thirty page sketches of Mussolini, Hitler, Churchill, Stalin and Roosevelt for proficient readers. The last chapter covers several Japanese players in World War II, and explains why one person was unable to obtain the power of the other world leaders. The book includes many black-and-white photos with extensive photo credits given in the front of the book, after the table of contents. There is an index, but no bibliography.

Tharp, Edward. Giants of Space. New York: Grosset and Dunlap, rev. ed., 1970. 100 pp.

This collection is more an account of different space journeys than it is a sketch about outstanding individuals in the field. For instance, Neil Armstrong and David Scott are grouped together into one three page sketch describing their 1966 Titan rocket journey into space. One paragraph is allotted to personal information about the pair; the rest of the text describes the liftoff, journey and early splashdown. Armstrong's most famous voyage to the moon in 1969 is not mentioned.

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Thirty-three space pioneers are included, both Russian and American. Representative of this group are Frank Borman, John Glenn, Gus Grissom, Alan Shepard, Pavel Belyayev, Valeri Bykovsky, Yuri Gagarin, and Valentina Tereshkova.

Van Steenwyk, Elizabeth. Presidents at Home. New York: Julian Messner, 1980. 128 pp.

This book contains short, three pages sketches about each of the American presidents, George Washington through Jimmy Carter. The intent is to give a personal glimpse of each president's home more than it is to give information about presidential accomplishments, though it does provide some information. The sketch on Kennedy, for instance, features the home in Brookline, Massachusetts where he was born. It includes a full page photograph and four of the seven paragraphs of text describe the home, while the other three tell about Kennedy. The book provides interesting, specialized information for those who have lots of background knowledge about the presidents and want to learn something new; for those students writing about or researching presidents for the first time, this would be a poor selection.

APPENDIX C

INTER-RATER RELIABILITY SCORE SHEETS ON EDISON ARTICLES

1. SCIENTISTS AND INVENTORS	READER 1	READER 2	READER 3	READER 4	RESEARCHER	PERCENTAGE AGREEMENT
Specific Questions about Edison						
1. How did he get the name Thomas?	3	3	3	3	3	100%
2. Did he like school?	3	3	3	3	3	100%
3. What did he like most?	3	3	3	3	3	100%
4. Did he ever get beat up? (bullied)	3	3	3	3	3	100%
5. When he was young, did he invent things or take them apart?	2	1	2	2	2	80%
6. Did he have a horse?	3	3	3	3	3	100%
7. How many wives did he have?	3	3	3	3	3	100%
8. Did he get rich from his inventions?	2	2	2	2	2	100%
9. Did he flee from the Canadian Rebellion?	2	3	3	3	3	100%
10. What was his first job?	1	1	1	1	1	100%
11. When did he decide to be an inventor?	3	3	3	3	3	100%
12. What were his most useful inventions?	2	2	2	2	2	100%
13. Did he have a lot of people working for him?	2	2	2	2	2	100%
14. Did he sell the stuff he invented?	2	2	2	2	2	100%
15. How did he invent the lightbulb?	1	2	2	2	2	80%
16. Was everyone impressed with his lightbulb?	3	3	3	3	3	100%
17. How did he invent the phonograph?	1	2	2	2	2	80%
18. Did he have any special tools to make his inventions?	3	3	3	3	3	100%
19. Did he ever have explosions?	3	3	3	3	3	100%
20. How many years did it take him to invent all his projects?	2	3	3	3	2	80%
TOTAL AGREEMENT ON ARTICLE 01						90.87%

1. SCIENTISTS AND INVENTORS	READER 1	READER 2	READER 3	READER 4	RESEARCHER	PERCENTAGE AGREEMENT
CRITERIA						
1. FACTS ARE AUTHENTIC	3	3	3	3	3	100%
2. BACKGROUND INFORMATION PRESENTED	2	2	2	2	2	100%
3. THERE	2	2	1	2	2	80%
4. CHARACTERIZATION	2	1	2	2	2	80%
5. EXTENT OF LIFE COVERED	2	1	2	2	2	80%
6. ILLUSTRATIONS	1	1	1	1	1	100%
7. INTENDED AUDIENCE	1	1	1	2	1	80%
CRITERIA AGREEMENT						88.87%
GENERIC QUESTIONS						
1. WHEN WAS HE BORN?	3	3	3	3	3	100%
2. WHERE WAS HE BORN?	1	1	1	1	1	100%
3. WHEN DID HE DIE?	3	3	3	3	3	100%
4. HOW DID HE DIE?	3	3	3	3	3	100%
5. HOW OLD WAS HE WHEN HE DIED?	2	3	3	3	3	80%
6. WHO WERE HIS PARENTS?	3	3	3	3	3	100%
7. DID HE HAVE ANY SIBLINGS?	3	3	3	3	3	100%
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	2	2	100%
9. DID HE HAVE FRIENDS?	3	3	3	3	3	100%
10. WHAT KIND OF EDUCATION DID HE HAVE?	1	1	1	1	1	100%
11. DID HE LIKE SCHOOL?	2	2	2	2	2	80%
12. HOW DID HE BEHAVE IN SCHOOL?	3	2	3	3	3	80%
13. DID HE MARRY?	3	3	3	3	3	100%
14. DID HE HAVE CHILDREN?	3	3	3	3	3	100%
15. WAS HE RICH OR POOR?	2	2	2	2	2	100%
16. WHAT DID HE DO TO BECOME FAMOUS?	1	1	1	2	1	80%
GENERIC QUESTION AGREEMENT						88.87%

3. HEROES OF A DIFFERENT KIND Specific Questions about Edison	READER 1	READER 2	READER 3	READER 4	RESEARCHER	PERCENTAGE AGREEMENT
1. How did he get the name Thomas?	3	3	3	3	3	100%
2. Did he like school?	3	3	3	3	3	100%
3. What did he hate most?	3	3	3	3	3	100%
4. Did he ever get beat up?	3	3	3	3	3	100%
5. When he was young, did he invent things or take them apart?	3				3	100%
6. Did he have a horse?	3	3	3	3	3	100%
7. How many wives did he have?	3	3	3	3	3	100%
8. Did he get rich from his inventions?	1	2	2	2	2	60%
9. Did he flee from the Canadian Rebellion?	3	3	3	3	3	100%
10. What was his first job?	1	2	2	2	2	60%
11. When did he decide to be an inventor?	3	3	3	3	3	100%
12. What were his most useful inventions?	1	2	2	2	2	60%
13. Did he have a lot of people working for him?	3	3	3	3	3	100%
14. Did he sell the stuff he invented?	3	2	1	1	1	60%
15. How did he invent the lightbulb?	3	3	3	3	3	100%
16. Was everyone impressed with his lightbulb?	3	2	3	2	3	60%
17. How did he invent the phonograph?	3	3	3	3	3	100%
18. Did he have any special tools to make his inventions?	3	3	3	3	3	100%
19. Did he ever have explosions?	2	2	2	2	2	100%
20. How many years did it take him to invent all his projects?	3	3	3	3	3	100%
SPECIFIC QUESTION AGREEMENT						90%
TOTAL AGREEMENT ARTICLE # 3						83.40%

3. MEMBERS OF A DIFFERENT REND					RESEARCHER	READER 4	READER 3	READER 2	READER 1	PERCENTAGE AGREEMENT
CRITERIA										
1. FACTS ARE AUTHENTIC					3	3	3	4	3	80%
2. BACKGROUND INFORMATION PRESENTED					3	4	3	3	3	80%
3. THEME					3	2	2	2	2	80%
4. CHARACTERIZATION					3	3	2	3	3	80%
5. EXTENT OF LIFE COVERED					2	2	2	2	2	100%
6. ILLUSTRATIONS					2	2	2	2	2	100%
7. INTENDED AUDIENCE					3	3	3	3	3	100%
GENERIC QUESTIONS					CRITERIA AGREEMENT					81.57%
1. WHEN WAS HE BORN					3	2	3	3	3	100%
2. WHERE WAS HE BORN?					3	3	3	3	3	100%
3. WHEN DID HE DIE?					2	3	2	2	2	80%
4. HOW DID HE DIE?					3	3	3	3	3	100%
5. HOW OLD WAS HE WHEN HE DIED?					1	1	1	1	1	100%
6. WHO WERE HIS PARENTS?					3	3	3	3	3	100%
7. DID HE HAVE ANY SIBLINGS?					3	3	3	3	3	100%
8. WHAT WAS HIS CHILDHOOD LIKE?					2	2	2	2	2	100%
9. DID HE HAVE FRIENDS?					3	3	3	3	3	100%
10. WHAT KIND OF EDUCATION DID HE HAVE?					2	3	3	3	3	80%
11. DID HE LIKE SCHOOL?					2	2	3	2	2	80%
12. HOW DID HE BEHAVE IN SCHOOL?					1	2	2	2	2	80%
13. DID HE MARRY?					3	3	3	3	3	100%
14. DID HE HAVE CHILDREN?					3	3	3	3	3	100%
15. WAS HE RICH OR POOR?					1	1	2	1	1	80%
16. WHAT DID HE DO TO BECOME FAMOUS?					1	2	1	1	1	80%
					GENERIC QUESTION AGREEMENT					81.76 %

4. PEOPLE: A HISTORY OF OUR TIME										PERCENTAGE AGREEMENT
Specific Questions about Edison										
1. How did he get the name Thomas?										100%
2. Did he like school?										100%
3. What did he like most?										100%
4. Did he ever get beat up?										100%
5. When he was young, did he invent things or take them apart?										80%
6. Did he have a horse?										100%
7. How many wives did he have?										100%
8. Did he get rich from his inventions?										100%
9. Did he flee from the Canadian Rebellion?										100%
10. What was his first job?										100%
11. When did he decide to be an inventor?										100%
12. What were his most useful inventions?										100%
13. Did he have a lot of people working for him?										100%
14. Did he sell the stuff he invented?										100%
15. How did he invent the lightbulb?										60%
16. Was everyone impressed with his lightbulb?										100%
17. How did he invent the phonograph?										100%
18. Did he have any special tools to make his inventions?										100%
19. Did he ever have explosions?										100%
20. How many years did it take him to invent all his projects?										100%
SPECIFIC QUESTION AGREEMENT										90%
TOTAL AGREEMENT ARTICLE #4										94.09%

4. PEOPLE: A HISTORY OF OUR TIME					RESEARCHER	READER 4	READER 3	READER 2	READER 1	PERCENTAGE AGREEMENT
CRITERIA										
1. FACTS ARE AUTHENTIC					4	4	4	3	4	80%
2. BACKGROUND INFORMATION PRESENTED					3	3	3	3	3	100%
3. THERE					2	1	1	1	1	80%
4. CHARACTERIZATION					4	4	4	4	4	100%
5. EXTENT OF LIFE COVERED					4	4	3	4	4	80%
6. ILLUSTRATIONS					2	2	2	2	2	100%
7. INTENDED AUDIENCE					1	2	1	1	1	80%
CRITERIA AGREEMENT					88.89%					
GENERIC QUESTIONS					RESEARCHER	READER 4	READER 3	READER 2	READER 1	PERCENTAGE AGREEMENT
1. WHEN WAS HE BORN					1	1	1	1	1	100%
2. WHERE WAS HE BORN?					1	1	1	1	1	100%
3. WHEN DID HE DIE?					1	1	1	1	1	100%
4. HOW DID HE DIE?					3	3	3	3	3	100%
5. HOW OLD WAS HE WHEN HE DIED?					2	2	2	2	2	100%
6. WHO WERE HIS PARENTS?					3	3	3	3	3	100%
7. DID HE HAVE ANY SIBLINGS?					3	3	3	3	3	100%
8. WHAT WAS HIS CHILDHOOD LIKE?					2	2	3	2	2	80%
9. DID HE HAVE FRIENDS?					3	3	3	3	3	100%
10. WHAT KIND OF EDUCATION DID HE HAVE?					1	2	2	2	2	80%
11. DID HE LIKE SCHOOL?					3	3	3	3	3	100%
12. HOW DID HE BEHAVE IN SCHOOL?					3	3	3	3	3	100%
13. DID HE MARRY?					2	2	2	2	2	100%
14. DID HE HAVE CHILDREN?					2	2	2	1	2	80%
15. WAS HE RICH OR POOR?					3	3	3	3	3	100%
16. WHAT DID HE DO TO BECOME FAMOUS?					1	1	1	1	1	100%
GENERIC QUESTION AGREEMENT					98.89%					

8. THEY CHANGED THE WORLD					PERCENTAGE AGREEMENT
Specific Questions about Edison					
	READER 1	READER 2	READER 3	READER 4	RESEARCHER
1. How did he get the name Thomas?	3	3	3	3	3
2. Did he like school?	3	3	3	3	3
3. What did he hate most?	3	3	3	3	3
4. Did he ever get beat up?	3	3	3	3	3
5. When he was young, did he invent things or take them apart?	3	3	2	3	3
6. Did he have a horse?	3	3	3	3	3
7. How many wives did he have?	3	3	3	3	3
8. Did he get rich from his inventions?	2	3	3	3	3
9. Did he flee from the Canadian Rebellion?	3	3	3	3	3
10. What was his first job?	3	3	3	3	3
11. When did he decide to be an inventor?	3	3	3	3	3
12. What were his most useful inventions?	1	2	1	1	1
13. Did he have a lot of people working for him?	3	2	2	2	2
14. Did he sell the stuff he invented?	2	2	1	2	2
15. How did he invent the lightbulb?	2	2	2	2	2
16. Was everyone impressed with his lightbulb?	2	2	2	2	2
17. How did he invent the phonograph?	3	2	2	2	2
18. Did he have any special tools to make his inventions?	3	3	3	3	3
19. Did he ever have explosions?	3	3	3	3	3
20. How many years did it take him to invent all his projects?	3	3	3	3	3
SPECIFIC QUESTION AGREEMENT					89%
TOTAL AGREEMENT ARTICLE 88					94.45%

8. THEY CHANGED THE WORLD						PERCENTAGE AGREEMENT
CRITERIA						
1. FACTS ARE AUTHENTIC	4	4	4	4	4	100%
2. BACKGROUND INFORMATION PRESENTED	2	3	3	3	3	80%
3. THEME	2	2	1	2	2	80%
4. CHARACTERIZATION	3	3	2	3	3	80%
5. EXTENT OF LIFE COVERED	4	4	4	4	4	100%
6. ILLUSTRATIONS	2	2	2	2	2	100%
7. INTENDED AUDIENCE	2	2	2	2	2	100%
CRITERIA AGREEMENT						91.43%
GENERIC QUESTIONS						
1. WHEN WAS HE BORN	1	1	1	1	1	100%
2. WHERE WAS HE BORN?	3	3	3	3	3	100%
3. WHEN DID HE DIE?	2	2	2	2	2	100%
4. HOW DID HE DIE?	2	2	3	3	3	80%
5. HOW OLD WAS HE WHEN HE DIED?	3	3	3	3	3	100%
6. WHO WERE HIS PARENTS?	3	3	3	3	3	100%
7. DID HE HAVE ANY SIBLINGS?	3	3	3	3	3	100%
8. WHAT WAS HIS CHILDHOOD LIKE?	2	2	2	3	2	80%
9. DID HE HAVE FRIENDS?	2	2	2	2	2	100%
10. WHAT KIND OF EDUCATION DID HE HAVE?	2	2	1	2	2	80%
11. DID HE LIKE SCHOOL?	3	3	3	3	3	100%
12. HOW DID HE BEHAVE IN SCHOOL?	2	2	2	2	2	100%
13. DID HE MARRY?	3	3	3	3	3	100%
14. DID HE HAVE CHILDREN?	3	3	3	3	3	100%
15. WAS HE RICH OR POOR?	3	3	2	3	3	80%
16. WHAT DID HE DO TO BECOME FAMOUS?	1	1	1	1	1	100%
GENERIC QUESTION AGREEMENT						90%

APPENDIX D
TEXTBOOK PASSAGES

TEXTBOOK PASSAGES ABOUT THE EIGHT SELECTED
BIOGRAPHICAL PERSONALITIES

Textbook information on Neil Armstrong

Social Studies Book

page 78

Reaching for the Stars "Tranquility Base here. The *Eagle* has landed." These words of Commander Neil A. Armstrong floated across 240,000 miles (384,000 km) of space to planet Earth. The date was July 20, 1969. The time was 4:17 p.m. Some 6 1/2 hours later, Commander Armstrong stepped onto the surface of the moon. As he first set foot on the moon he said, "That's one small step for a man, one giant leap for mankind." The next day, Armstrong and Edwin E. "Buzz" Aldrin, Jr., walked on the moon to explore its surface. Explore means to search for new things or places. Armstrong and Aldrin were hoping to discover things about the moon. They hoped to find something they had not seen or known before. After 21 1/2 hours, Armstrong and Aldrin left the moon. They returned to Michael Collins, who had been orbiting the moon in the spaceship Apollo 11. Their next stop was home - the Earth.

Our astronauts, the explorers of outer space, were like brave people who first explored the unknown seas. Both groups set out to make discoveries. Our astronauts were trying to find out new things about space. The first explorers were trying to find out new things

about the earth.

page 347

Nixon Opens New Doors The United States worked hard to reach President Kennedy's goal of landing on the moon by the end of the 1960's. You learned in Chapter 4 that on July 20, 1969, the tiny space capsule *Eagle* landed on the moon with Neil Armstrong and Edwin E. "Buzz" Aldrin, Jr. on board. Under President Nixon's leadership the door leading to moon exploration was opened.

page 354

Beyond the Moon The United States did not end the space program once the moon was reached. After Neil Armstrong, Buzz Aldrin, and Michael Collins's trip to the moon, five other trips were made, the last in 1972. In 1975, Soviet and American spaceships joined in space. The world cheered to see the two rival countries cooperate so well.

Textbook Information on Thomas Edison

Spelling book, page 137

Finish these sentences with unit words.

24. In 1879, Thomas Alva Edison invented the first practical electric lightbulb. His wonderful invention continued to burn for 45 hours.

Social Studies

pages 32-4

Today, however, most inventions, such as television and the computer, were created by a team of inventors. Perhaps Thomas Edison is an example of both kinds of inventors. Edison invented things on his own but also started an inventing team.

Thomas Alva Edison was born in 1847 in Ohio. He was called Al by his friends and family. Al Edison did not go to school until he was 8 years old. He had been seriously ill. Al only lasted three months in school. Some people say his mother pulled him out of school because a teacher called him crazy. Others say his father could not afford to pay for the school.

Al's mother taught him at home. Al read a lot. He learned how to write. He found that math and spelling were hard for him. His favorite subject was science. At the age of 10, he set up a laboratory, or a place to experiment, in his family's basement. He spent most of his time experimenting there. At the age of 12, Tom, as he was now called, got a job selling newspapers and candy on a train. He had this job for several years. One day, Tom pulled a small child from the path of an oncoming train. Tom had saved the life of a stationmaster's child!

The stationmaster wanted to reward Tom. He showed Tom how to operate the telegraph, a machine that sends messages electrically by wire. He traveled the country looking for work. He was able to get many

jobs. Tom became really interested in telegraphy. He was even more interested in how the telegraph worked. He took too much time to tinker with the telegraph, and did not do his work. Tom could not keep a steady job.

At age 19, Tom Edison had already planned to be an inventor. At age 22 he quit his job and worked full-time as an inventor. By 1876 he had set up his own business in Menlo Park, New Jersey. He invited many people to Menlo Park to help him invent things. The group at Menlo Park formed an inventing team. Thomas Edison said that he thought they could turn out "a minor invention every 10 days and a big thing every 6 months or so." It was at Menlo Park that the first phonograph was invented. A phonograph is a machine that processes sound. We know this machine today as a record player.

In 1879, Edison invented an electric lamp that could last for many hours. He also found a way to bring electricity to many lamps at the same time. By 1883 many people were using Edison's invention. Edison also invented a new way to make motion pictures, or movies.

page 471

(about Henry Ford Museum and Greenfield village)

Thomas Edison's workshop was brought from Menlo Park, New Jersey. Boxcar loads of dirt were moved, too, so that the laboratory could still stand on New Jersey soil.

Textbook Information on Adolf Hitler

Social studies book

pages 327-8

Adolf Hitler Germany was also hard hit by the depression, especially since it was supposed to pay for the damages it had caused during World War I. The German people looked for someone who would promise to rebuild their economy. They also wanted someone who promised to make Germany strong again. Adolf Hitler promised the German people just what they were looking for.

Hitler blamed much of Germany's trouble on the Jewish people. Even before the war started, Hitler began persecution of the Jewish people. Persecution is making people suffer for their beliefs. The persecution continued as Germany conquered other European countries. The result was the horrible killing of 6 million Jewish people.

Germany Conquers Neighbors Hitler thought that all German-speaking lands should be brought together under his rule. In 1936 he began to act. He started his attack in the western part of Germany. First he took back the land Germany had given to France after World War I. Hitler built an army and marched on neighboring countries of Austria and Czechoslovakia. The League of Nations did nothing as Adolf Hitler disobeyed the terms of the World War I peace treaty.

The final country Hitler set out to control was Poland. By this time,

Great Britain and France had rearmed. They promised to defend Poland from Germany. Hitler attacked Poland in September 1939. Britain and France held to their promise and declared war on Germany. By mid-1941, the Allies, led by Britain, France, China, and the Soviet Union, were at war with the Axis Powers, chiefly Germany, Italy, and Japan. World War II had begun in Europe.

page 331

V-E Day The last attack came in the spring of 1945. The Allies pushed into Germany from the east and the west until both forces met at the Elbe River. On May 1, 1945, the German radio announced that Hitler had killed himself. The official date of German surrender was May 8, 1945. It has become known as V-E Day for "Victory in Europe." Franklin Roosevelt had died suddenly, just before the victory.

page 337

One goal of Communists (people who believe in Communism) is to spread their ideas throughout the world. Many non-Communist countries did not trust the Soviet Union because of this goal. To defeat Hitler, however, the non-Communist countries and the Soviet Union joined together during World War II. After the war was over, the non-Communist countries found that they had to stop Communism from spreading to free countries. The wartime friendship with the Soviet Union

came to an end.

Textbook Information on John F. Kennedy

Spelling book, page 106

You use capital letters when you write proper nouns. Proper nouns are the names of particular people, places, organizations, government bodies, and documents.

President John E. Kennedy House of Representatives

Handwriting book, page 37

At the White House dinner honoring all living Nobel Prize Winners in the Western Hemisphere, President John F. Kennedy said:

"I want to tell you how welcome you are to the White House. I think this is the most extraordinary collection of talent, of human knowledge, that has ever been gathered together at the White House, with the possible exception of when Thomas Jefferson dined alone."

Write the paragraph.

Social Studies book

page 41

Responsibilities and Roles "And so, my fellow Americans, ask not what your country can do for you - ask what you can do for your country."

It was with these words that President John F. Kennedy challenged Americans in his first moments as resident. The challenge remains for each of us today.

You will learn a lot this year about the rights and freedoms Americans enjoy. But rights always involve responsibilities. This is true for young people as well as adults. It is true for you today.

page 43

Whether you are a good citizen or a bad citizen is up to you.

President Kennedy also spoke these words:

Now the trumpet summons us again— ...[a call to] struggle against the common enemies of man: tyranny [government oppression of its citizens], poverty, disease, and war itself.

page 343-345

On the Brink of War The presidential election of 1960 showed the changes the United States was going through. It was the first presidential election to be shown on television. The winner was a man of youth, energy, and imagination. John F. Kennedy was the first Catholic to be elected President. He was also the youngest person to be elected President.

The cold war was tested under President Kennedy's leadership. Could the United States and the Soviet Union avoid a total war? In 1962, President Kennedy learned that the Soviet Union was placing missiles in Cuba. Cuba, a Communist nation since 1959, is only 90 miles from Florida. Find Cuba on the Atlas map on page 560.

Kennedy was worried that these Soviet missiles in Cuba were too

close to home. He demanded that the Soviets remove the missiles. He later decided to blockade Cuba to stop the Soviets from bringing more missiles in. As Soviet ships loaded with missile parts headed to Cuba, it seemed that a total war was likely. Suddenly, the Soviet ships stopped. There would be no face-to-face war between the United States and the Soviet Union. Four days later the Soviets said that they would remove the missiles from Cuba.

The Space Race The cold war between the United States and the Soviet Union is clearly shown in our race for space. The Soviets were the first to send a satellite into space. A satellite is an object made to go around the earth. In 1957 the Soviets launched the first satellite, Sputnik. A month later they launched Sputnik 2 with a dog on board. Americans were alarmed that the Soviets were ahead of the United States in space. In 1958 we launched our first satellite into space.

The United States Congress quickly stepped up our efforts to be number one in space. Many schools were given money to expand programs in mathematics and science. The schools were to train our youth to be better than the Soviets in space.

When John F. Kennedy became president, he said the United States would reach the moon by the end of the 1960's. Under Kennedy's leadership, Alan Shepard became the first American in space in 1961. John Glenn went around the earth in 1962. Americans were sure that they would get ahead of the Soviets in space.

"Let Us Begin" In stating his goals for America, President Kennedy said, "Let us begin..." He wanted the nation to start tackling the problems of war, poverty, human rights, and disease. Kennedy also wanted the United States to be a leader in space and technology. He thought we should be the world peacemaker.

President Kennedy stated the Peace Corps to help keep world peace. His idea was that if people had enough to eat, had a place to live, and had clothes to wear, they would be less likely to start a revolution. The Peace Corps was founded on the idea that people can help people. The Peace Corps sent thousands of United States citizens to other countries to help build schools, hospitals, and roads. Peace Corps volunteers helped farmers plant better crops. They taught school and helped train doctors and nurses.

"Let Us Continue" Millions of Americans were shocked as they watched their televisions or listened to their radios. They watched or heard the events that followed the assassination of their President. An assassination is murder by sudden or secret attack. What a shock for our nation. John F. Kennedy was riding in an open car with his wife, Jacqueline, waving to the people of Dallas, Texas. All of a sudden there were three shots. President Kennedy's body fell forward. In half an hour he was dead.

page 347

Nixon Opens New Doors The United States worked hard to reach President Kennedy's goal of landing on the moon by the end of the 1960's. You learned in Chapter 4 that on July 20, 1969, the tiny space capsule *Eagle* landed on the moon with Neil Armstrong and Edwin E. "Buzz" Aldrin, Jr. on board. Under President Nixon's leadership the door leading to moon exploration was opened.

Textbook Information About Jackie Robinson**Reading Textbook, pages 381-2**

Robinson, Jackie. Jackie Robinson became the first Black player on a modern American major-league baseball team when he joined the Brooklyn Dodgers in 1947.

Robinson was carefully selected by Brooklyn Dodger owner Branch Rickey as the man who would shatter baseball's color line. "I'm looking for a ballplayer with guts enough not to fight back," Rickey told Robinson. To his credit Robinson, one of the game's fiercest competitors, kept his pledge to Rickey and turned the other cheek to the abuse that was heaped on him. His courage forced open the doors of the sport to Blacks, who had been previously barred from the majors.

Robinson was born in Cairo, Georgia, on January 31, 1919, and was a four-sport college star at UCLA. Rickey chose him from baseball's black leagues in 1946 and changed the face of baseball forever.

In 10 seasons with the Brooklyn Dodgers, Robinson achieved a .311 batting average and hit over 300 six times. He played on six pennant winners and was the National League batting champion and MVP in 1949 when he batted .342. His base path daring –taunting pitchers with fake starts, then stealing a base – and clutch hitting made him the unquestioned leader of the Dodgers.

Robinson was elected to the Hall of Fame in 1962, his first year of eligibility. Ten years later, at age 53, he died of a heart attack.

Social studies book, page 341

Barriers had to be broken down one by one. In 1947, Jackie Robinson became the first Black to play major league baseball. In spite of having to deal with insults, Robinson played so well that he was voted Rookie of the Year. He led the Brooklyn Dodgers to the National League Championship. Later he was voted the league's Most Valuable Player. Blacks were first able to break down many barriers through sports.

Textbook Information About Babe Ruth

Reading book, pages 380-1

(on baseball's Hall of Fame)

Proposed by Ford Frick in 1935 soon after he became National League president, it was begun the next year with the election of Ty Cobb, Walter

Johnson, Christy Mathewson, Babe Ruth and Honus Wagner. There are now more than 150 members.

In addition to the bronze statues of the members, there are other momentos in the Hall of Fame that help make it a favorite tourist attraction. Among them are the bench Connie Mack sat on in the Philadelphia Athletic dugout for many years; a ball used in 1866; Stan Musial's spikes; the baseball which Cy Young won his five-hundredth game; the lockers of Honus Wagner, Babe Ruth, Lou Gehrig, and Joe DiMaggio; and the sliding pads used by Ty Cobb when he stole 96 bases in 1915.

Social studies book, page 324

(on heroes of the twenties)

Out of this thinking heroes were born. A left-handed slugger for the New York Yankees turned the quiet game of baseball into an exciting national pastime. Babe Ruth was the talk of the country when he hit 60 home runs in 1927.

Textbook Information About Mark Twain

English book, page 83

G. Read the story. Then write answers to the questions.

Mark Twain wrote a tall tale about a man named Bemis who was chased by a buffalo. Bemis was riding his horse across the plain when the buffalo charged him. In running from the buffalo, Bemis and his horse overtook a rabbit and a coyote and nearly passed an antelope. The charging buffalo mowed down weeds and stirred up a whirlwind of sand. Then Bemis's saddle broke, and he was thrown 400 feet into the air. He landed in a tree with his saddle. Bemis still was not safe. The buffalo began to climb the tree. So Bemis took his lasso and waited until the buffalo was only ten feet away. Then he roped the buffalo, tied it to the tree and escaped.

36. Where does the story take place?
37. Who are the characters in the story?
38. How does the story end?
39. Write one sentence from the story that contains an exaggeration.

Handwriting book, page 17

Samuel L. Clemens, who wrote under the pen name of Mark Twain, once said, "Animals talk to each other, of course. There can be no question about that, but I suppose there are very few people who can understand them."

If your pet could talk, what might it say to you?

Social studies book, pages 258-60

Boom Time in Mining Town By 1863 the mining town of Virginia City, Nevada, "had grown to be the 'liveliest' town, for its age and population, that America had ever produced." That was the claim of a Virginia City *Territorial Enterprise* reporter, who used the name Mark

Twain. Twain became one of America's best-known and well-loved writers.

Mark Twain's most popular books, *The Adventures of Tom Sawyer*, *Life on the Mississippi* and *The Adventures of Huckleberry Finn*, were based on his experience as a riverboat pilot. Twain had other adventures he used in writing. In the book, *Roughing It*, he wrote about the time he spent prospecting, or looking for minerals, in Nevada in the 1860's. That was the time when Virginia City was America's 'livest' (liveliest) town, according to Twain.

The boom, or time of sudden economic growth, that Twain reported about in Virginia City resulted in the Comstock Lode. The Comstock Lode was a bonanza, or rich deposit of ore. The Comstock bonanza of silver (and some gold) ran from north to south through the town. The area was named after Henry T.P. Comstock, the prospector who had claimed its discovery. Many large mines were linked to the main Comstock Lode. In fact, there were so many mining shafts that Twain colorfully reported that Virginia City (population 15,00 to 18,00 people) had more mines than miners!

Not all mines in Virginia City were bonanzas. There were many wildcat, or worthless, mines. Twain described how some dishonest miners were able to make money on their worthless wildcat mines. They used a trick called salting. This is how salting worked. A portion of a wagonload of valuable Comstock ore would be dumped into the mine

shaft. The remainder of the ore would be piled above ground, alongside the shaft. Then the person who had placed the ore there would show the property to an unsuspecting buyer and ask a very high price for the stock..... Not all mines were "salted" with ore. Twain reported that one mine had been salted with melted half dollars!

Despite such tricks, the folks in Virginia City were doing so well in 1863, according to Twain, that "joy sat on every (face) and money was as plenty as dust," Moreover, "every individual considered himself wealthy" and a sad face "was nowhere to be seen," not even on the faces of the owners of wildcat mines. For "nobody was discouraged." Even the owners of the worthless wildcat mines kept digging. They believed that they would find more gold or silver.

People would stake out claims to mines anywhere. "Imagine a stranger staking out a mining claim among the costly shrubbery in your front yard," Mark Twain asked, "and calmly proceeding to lay waste to the ground with pick and shovel and blasting powder!"

It is easy to understand why Mark Twain wrote about the Virginia City mining town with such interest and enthusiasm. During the year he spent prospecting for silver, he struck it rich. For about ten days before he lost the title to his rich mine, he was a millionaire!

After Boom Time Mark Twain was one of the thousands of mining pioneers who had traveled westward during the Civil War. In the West the miners could escape the fighting that was taking place between the

North and the South. In the West they could search for silver and gold.

After the Civil War, more pioneers traveled from other parts of the country in search of riches. Although some miners experienced the boom Twain described, not all miners were as lucky. Even some of those like Twain, who had been able to strike it rich, found that their wealth did not last.

Textbook Information About George Washington

English book, pages 172-3

You know that adjectives often come before the nouns that they describe.

The new country chose Washington as President.

Adjectives can also follow the nouns and pronouns they describe.

Look at the sentences below.

Washington was famous before the American Revolution.

The people felt secure with him as the President.

They were wise in their choice of a leader.

Name the predicate adjective in each sentence. Tell which noun or pronoun in the subject each adjective describes.

1. George Washington was successful at farming.
2. For a long while he was loyal to Great Britain.
3. Then war seemed unavoidable.

5. The colonies were ready to fight for freedom.
6. They felt prepared for war.

Write each sentence. Underline the predicate adjective once. Underline twice the noun or pronoun it describes.

1. George Washington is famous for his honesty.
2. According to legend, he was careless cutting trees.
3. Young George was guilty of ruining the cherry tree.
4. His father probably looked angry.
5. However, George Washington was honest about his mistake.
6. George Washington was brave, too.
7. During the long winters of war, he seemed fearless.
8. He was sensitive to the hardships of the soldiers.
9. They were ready to follow him anywhere.
10. Later Washington was also effective as President.

page 384

Write each sentence. Use commas correctly.

24. George Washington was born in Wakefield Virginia.

Handwriting book, page 25

There was no question in 1781 about who should be the first president of the new United States of America. But there was a lot of question about what he should be called. "His Elective Majesty," "His Elective Highness," and "His Mightiness" were some ideas. George Washington

was very happy with the simple title of "President of the United States."

Spelling, page 106

Rewrite the underlined proper nouns correctly.

On April 30, 1789, president george washington became America's first leader under the constitution. Shortly afterward, he approved plans for the united states capitol. In 1800, congress met in the Capitol for the first time.

Social studies book

page 21

(on Washington D.C.)

Three of the most beautiful monuments in Washington were built to honor three of our most famous presidents – George Washington, Thomas Jefferson, and Abraham Lincoln.

page 113

(on forming a new nation)

Commander-in-chief George Washington led the colonies in the fight against England. Washington (above) planned many battles on maps. He kept his troops informed about the location of British troops through maps and letters. During this time writing was a major form of communication.

page 140

(on the origin of Thanksgiving)

Other New England colonies borrowed the idea of a Thanksgiving Day. President George Washington declared the first national Thanksgiving Day in 1789. After that it became the states' choice whether to honor a Thanksgiving Day or not. More states followed the holiday as time went on.

page 148

Second Continental Congress The representatives from all 13 colonies met in May 1775. The meeting was called the Second Continental Congress. Samuel Adams, John Adams, John Hancock, John Jay, Patrick Henry, Thomas Jefferson, George Washington, and Benjamin Franklin were only a few of the outstanding people who gathered in Philadelphia.

pages 152-3

George Washington The Second Continental Congress chose George Washington as Commander-in-Chief of the colonial army, or the Continental army. Washington was a tall, quiet man. He was well known for being wise and kind. He grew up on a large Virginia plantation called Mount Vernon. As a 16-year-old boy, young George explored lands in Western Virginia. Later he took over his brother's position in the army and got experience as a soldier. Washington became well known in the French and Indian War.

After that war, Washington married Martha Dandridge Custis. He settled down to life as a farmer and landowner. He became one of the

richest men in the colonies. He was a member of the Virginia House of Burgesses for 15 years. He was elected to both the First and Second Continental Congresses. Washington did not want war. But he saw no other way. He would prove to be an outstanding leader.

On the Defense Washington knew that he had to keep the Continental army going or independence was lost. Washington, therefore, did not risk troops in all-out battles. He knew he only had to keep his troops fighting until the British gave up and went back to Great Britain.

The British knew they had to take control of the colonies. They immediately went on the attack. The British thought they could easily defeat the colonists. The British navy was the strongest in the world. The United States had no navy. Also, British soldiers were well trained. The Continental army had to rely on the states to send soldiers to the army. These soldiers agreed to serve in the army for a certain length of time. When their time was up, they went home. As the war went on, a small, full-time army was built up.

British soldiers were well supplied. George Washington had to beg the United States government for food, clothing and weapons. It seemed as if the British could easily put down the rebellion in the colonies.

The British Attack By the spring of 1776, the Continental army faced a big challenge. The British planned to attack New York City. The British had 32,000 soldiers, and Washington only had 19,000 soldiers.

Washington had to put up a good fight. He ordered his troops to close in

on the British. Instead of pushing the British back, Washington had to retreat to New York City. By September the British had pushed Washington out of New York City. The Continental army retreated all the way across New Jersey into Pennsylvania. They used the Delaware River as a boundary between them and the British. The Continental army had only 5,000 soldiers left. If British General Howe had just pushed harder at this point, Washington might have lost his whole army. Instead of attacking, General Howe ordered his army to take winter housing in New York and New Jersey.

A Christmas Surprise On Christmas night, December 1776, Washington sent soldiers across the ice-blocked Delaware River to New Jersey. They were to attack the Hessians. Hessians were German soldiers paid by the British to fight the Americans. They were called Hessians because many were from the German state of Hesse. The Hessians were celebrating Christmas in Trenton, New Jersey. Boatloads of American soldiers crossed the river as ice whipped around its surface.

Washington's surprise attack worked! The battle lasted only one hour, but it was an important battle for the Americans. More than 900 Hessians were taken prisoner.

pages 158-9

Surrender at Yorktown Many of the American troops were not as successful as the hit-and-run troops. Washington saw that the Continental army needed help. He sent General Nathanael Greene to

take over. Greene won back much of the Carolinas from the British.. British General Cornwallis decided to move the British troops north to Yorktown, Virginia. Cornwallis felt safe on the peninsula because he knew the British navy could always help him out.

Washington raced his army south from New York. He used the French army and navy to completely surround Cornwallis's troops. The British were no match for the American Army on land and the French navy at sea. There was nowhere for Cornwallis and his troops to go. They were trapped. Cornwallis had to surrender at Yorktown on October 19, 1781.

We had many great leaders in the United States who helped win the Revolution. General George Washington was one of the most respected leaders.

page 161

Women also served as spies. Deborah Champion carried important information to George Washington.

page 169

(on the Constitutional Convention)

George Washington was elected president of the convention. A new group of first-rate leaders were at this meeting. Among them were James Madison from Virginia and Gouverneur Morris from Pennsylvania. Madison took careful notes. Morris would put the finishing touches on a new constitution.

page 177-8

The First Inauguration The trip from Mount Vernon, Virginia, to New York City took one week. It was a victory parade. People cheered and children sang as the President's coach passed through towns and villages. At Trenton, New Jersey, the President mounted a horse and rode under an arch of flowers and evergreens.

Leaving New Jersey he stepped onto the presidential barge. Thirteen people, one from each state, dressed in spotless uniforms rowed the barge up New York Bay. Ships that passed raised their flags. Guns roared a welcome to the first President of the United States.

George Washington became the first President of the United States in New York City on a sunny April 30, 1789. A large crowd was watching when Washington stepped out onto a balcony above Wall Street. He promised to "preserve, protect, and defend the Constitution of the United States.

page 178

Every President since Washington has had a cabinet. The number of departments has continued to grow with the government.

Washington's cabinet was made up of the heads of the State Department, War Department, and Treasury Department, plus the attorney general.For secretary of state, Washington chose Thomas Jefferson of Virginia. Jefferson was well known in foreign countries. The War Department would be headed by Henry Knox of Massachusetts.

Knox had been secretary of war under the Articles of Confederation government. Washington chose Alexander Hamilton of New York as the secretary of treasury. Hamilton would be in charge of handling the nation's money. Hamilton was well known for his support of the new government. Finally, for attorney general, Washington selected Edmund Randolph of Virginia. Randolph would be in charge of making sure the laws of the nation were obeyed. Randolph had been part of the Constitutional Convention. ... Washington appointed John Jay, a lawyer from New York, as head of the Supreme Court.

pages 180-81

Many western farmers refused to pay the whiskey tax. When the federal government sent tax collectors, the farmers threatened them with violence. Washington was alarmed by these threats. In September 1794, Washington sent 15,000 soldiers commanded by Alexander Hamilton to stop the rebellion. This rebellion is known as the Whiskey Rebellion. ...

Washington Retires George Washington could have been president for life. But he did not think that was right. Washington did not want to become a king. He had devoted most of his life to helping his country. At the age of 65, Washington had served two terms, or eight years. He decided he had served as president long enough.

The Nation Grows Under Washington's presidency, three new states were added to the United States. They were Vermont, Kentucky and

Tennessee.

A new capital for the United States was selected. It was to be built near Washington's Mount Vernon home. The capital would be called the District of Columbia. The capital area was not part of any state. In time the city would be named Washington, D.C., in Washington's honor.

page 242

Lee and Grant Robert E. Lee ranked with Lincoln as one of the greatest men of his day. Lee was born into one of America's most famous families. His father, "Light Horse Harry" Lee served with General George Washington.

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