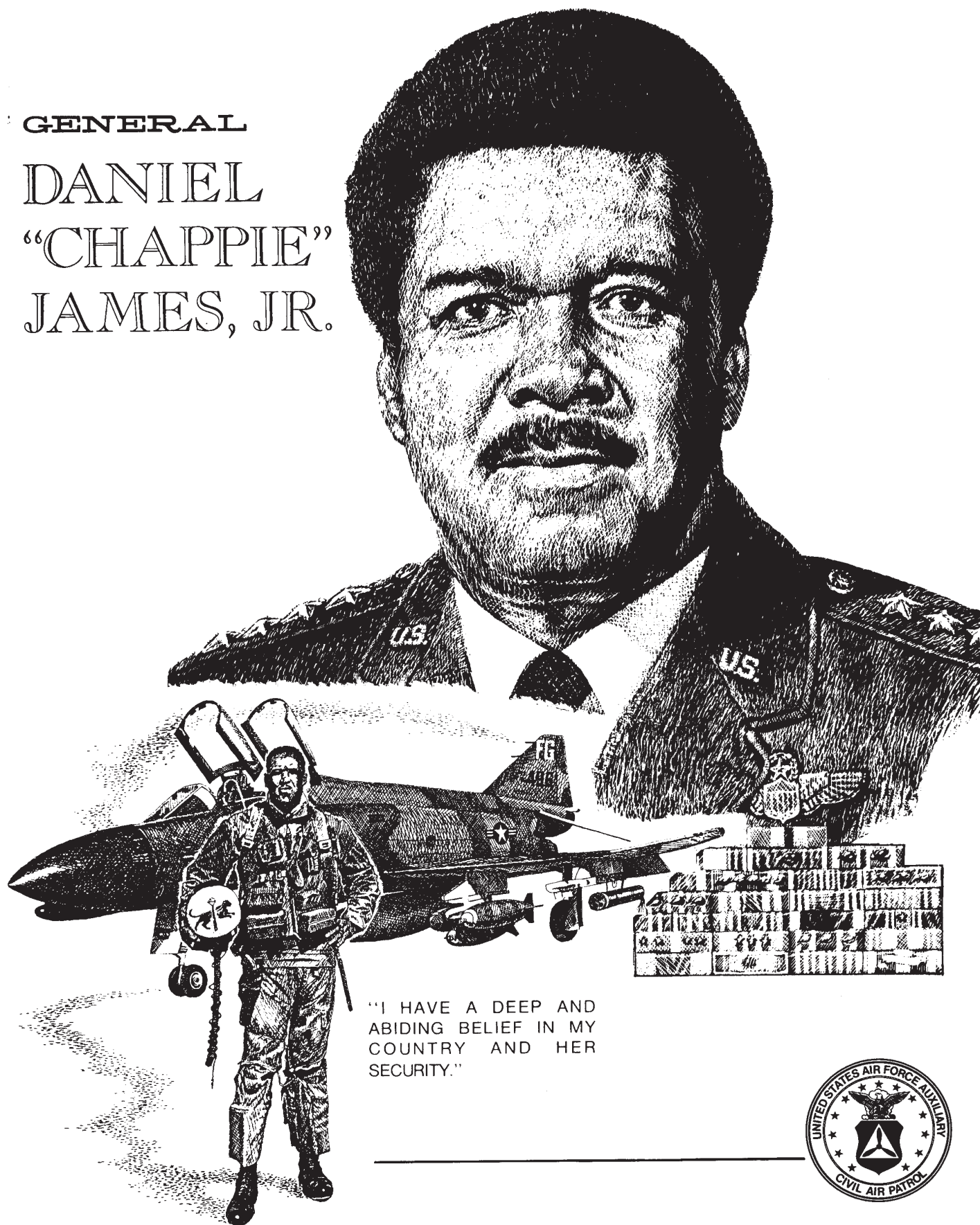


GENERAL
DANIEL
"CHAPPIE"
JAMES, JR.



"I HAVE A DEEP AND
ABIDING BELIEF IN MY
COUNTRY AND HER
SECURITY."



GENERAL DANIEL “CHAPPIE” JAMES, JR. LEARNING PACKET

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INTRODUCTION

Since World War II, there has been a need to provide classroom teachers with materials to aid them in teaching about the aerospace world. One area needing such materials is the study of aerospace personalities—the people who moved us from Kitty Hawk to the Sea of Tranquility and beyond. The feats of individuals that have made history in this or any other field are often, at best, misunderstood and then soon ignored or forgotten after the first notoriety has been achieved.

This learning packet contains information about General Daniel “Chappie” James. His career spanned the time of the “segregated Air Force” during World War II and on through the Korean War and the Vietnam Conflict. It took James 32 years, starting with service in the Army Air Forces to earn four stars. This made him the first black in United States history to do so. Patriotism, unusual optimism, and courage are some of the leadership qualities that marked his career. He made the following contributions:

1. He served effectively as a fighter pilot (and commander) and a statesman (public affairs officer) for the United States Air Force.
2. His speeches on patriotism now stand as a shining example of one who believed and succeeded in the American system in spite of the odds.
3. He exhibited personal courage throughout his military career. He was a combat pilot and flew 101 combat missions over Korea and 78 combat missions over Vietnam.
4. He demonstrated key leadership qualities while serving in the following positions: Commander of the 437th Fighter Squadron, staff officer in the Pentagon, squadron commander of the 81st Fighter Wing RAF, director of operations for the 4453d Combat Crew Training Wing, vice commander of the 18th Tactical Fighter Wing, vice commander of the 33d Tactical Fighter Wing, base commander of the 7272d Flying Training Wing, vice commander of the Military Airlift Command, and commander in chief of the North American Air Defense Command.

Daniel James credited his parents with giving him the inspiration and attitude to succeed. The “power of excellence” (always give your best) and the 11th commandment—“thou shalt not quit”—were two philosophies ingrained into him by his parents. James believed that in addition to the primary job involvement in activities was important. He felt that visibility was important to distinguish one’s self from contemporaries.

Hard work or the “power of excellence” in the primary job, coupled with visibility through involvement, represented James’ “strategy for success.” According to former Secretary of Defense Harold Brown, “Chappie fought for equal rights as he fought for his country, even when doing so was not popular. We are wiser, more tolerant, and stronger because of Chappie.” General James serves as a model and a fine example to all Americans who might otherwise lose hope.

Understanding any subject requires a knowledge of the terminology associated with the subject. A background of the subject’s origin and subsequent development also is required. This packet on General James provides information in narrative form, and students will experience reinforcement of their knowledge as they complete the various task cards and study the accompanying posters. When used as a visual display, the posters will capture the students’ attention and will provide information and motivation as they complete the task cards.

We have compiled this packet to include posters (artwork) and a booklet to assist the teacher. This booklet includes a recommended teaching method and a short text that covers the life of Chappie James. Also, there are a materials list, a test with a test key, a student record sheet, student task cards, suggestions for evaluating student activities, an aerospace education achievement award, and sheets of reproducible art.

The recommended teaching method gives a list of steps you can take to guide your students down the path toward successful completion of the entire learning packet. You, of course, may diverge from the path any way you see fit. Use your academic discretion to arrive at the desired learning outcome. The materials list tells you what is required to complete each of the tasks. This list will allow you to gather all the materials necessary for the activities.

There is a test with a test key included in this booklet. If you wish, you may use this evaluation tool as a pretest before the students begin work on their first task. After all tasks have been finished, it may be used again as a posttest to identify gained knowledge. If you use the test, a block is provided on the student record sheet for the scores and dates administered.

The student record sheet gives you and your students a record of their progress through the packet. Students will enter start and finish dates for each of the tasks and will, in return, expect your initialed acceptance of that work in the block provided for your initials plus any comments necessary.

The task cards are designed for study and activities. Each card provides information and instructions for completing a related activity. There are 22 task cards. Subjects covered in the task cards include reading, speech, language, spelling, art, music, sports, mathematics, social studies, geography, careers, values clarification, science, and health.

A list of suggestions is provided which you may find useful in evaluating the work done by your students as they progress through the tasks.

The blank aerospace education achievement award may be copied on the school duplicating machine for presenting to your students.

Sheets of reproducible art are provided for use as transparencies or as handouts.

TEACHING METHOD

PREPARATION

- Cut each task card along the dashed line and glue to a piece of card stock.
 - A student may accomplish this job.
 - The cards will last longer if they are laminated in plastic.
- Provide materials and supplies in a designated place.
 - Materials list is included.
- Display the enclosed posters (artwork) on a bulletin board where they will be visible and can serve as a source of information.
- Make two tagboard packets and label them **SELECT** and **FINISHED**.
 - With this organization, there is less chance of loss. Also, you can quickly see if the cards are being used.
- Write or type the following directions on a 3 x 5 card and tack it between the two tagboard packets.

<p style="text-align: center;">DIRECTIONS</p> <ol style="list-style-type: none">1. Take a task card from the SELECT packet.2. Enter the date on your record sheet when you start the task. <p style="text-align: center;">AFTER YOU HAVE FINISHED EACH TASK</p> <ol style="list-style-type: none">1. Enter the date on your record sheet.2. Place your work in your folder.3. Place the task card in the FINISHED packet.
--

- Prepare a personalized folder for each student.
 - Duplicate a copy of the student record sheet for each student.
-

PRESENTATION

- Introduce the bulletin board materials.
 - Explain the information that is provided as part of the display.
- Instruct the students on:
 - The text.
 - How to use the task cards.
 - Where the materials are located.
- Instruct the students to select the task cards in the order of their choice, or assign task cards yourself.

- Hand out personalized folders and copies of student's record sheets.

- Explain how to fill out the record sheets.
 - Assign a location for the folders.

- Administer the pretest before the students begin their activities.

- The test key is included.
 - Record the scores on the students' record sheets.

- Tell students when you will meet again.

NOTE: If small groups will be doing the tasks, it is beneficial to have heterogeneous groups with a stronger reader assigned to a weaker reader.

EVALUATION

- Have students bring in their folders during individualized instruction or reading time, conference time, or at some other acceptable time.

- Go over assignments and initial students' record sheets.

- Unacceptable work should be returned for reaccomplishment, completion, or proofreading. Make appropriate comments on the students' record sheets.

- Meet with small groups to evaluate and schedule future plans (skits, etc.). The folder should be initialed when acceptable.

- Students may monitor and accept assignments but only with your permission.

- Administer the posttest and record the scores on the students' record sheets.

- Award a copy of the Aerospace Education Achievement Award to students who have satisfactorily completed the activities given on the task cards and who have shown a gain in knowledge about General Daniel "Chappie" James, Jr.

GENERAL DANIEL “CHAPPIE” JAMES, JR.

EARLY YEARS

Daniel James, Jr., was born February 11, 1920, in a poor black section of Pensacola, Florida. He was the youngest of 17 children born to Daniel, Sr., and Lillie Anna Brown James. General James' parents greatly influenced his personality and philosophy on life. His father was a lamplighter and later a gas plant worker. His mother decided that the segregated schools in Pensacola were not giving her children a proper education, so she started a school of her own—the Lillie A. James School. Her school grew from one for only the James children to a neighborhood school with 70 pupils. She taught Daniel through the seventh grade.

Daniel's mother and father taught him a great deal about dignity and excellence. His father taught him not to stop and fight with every idiot who would hurl a rock or an epithet at him: “Just pass them by.” His mother taught him: “Prove to the world that you can compete on an equal basis,” “Thou shalt not quit,” “Don't get so busy practicing your right to dissent that you forget your responsibility to contribute,” and “Don't ever turn your back on your God, your country, or your flag.”

LEARNING TO FLY

Pensacola is the home of U.S. naval aviation. Daniel's interest in aviation came from seeing a sky full of Navy trainers every day. When he was 12, he worked odd jobs at an airport to earn plane rides and flying lessons. He wanted to fly for the Navy but, at that time, none of the branches of the military allowed Negroes to become pilots.

After graduating from Washington High School in Pensacola, Daniel entered college at Tuskegee Institute in Alabama. James won acclaim as an athlete and a campus leader. He graduated with a bachelor of science degree in physical education in 1942. Daniel completed pilot training at Tuskegee under the government-sponsored Civilian Pilot Training Program. He remained at Tuskegee from March 1942 until January 1943 as a civilian flight instructor in the Army Air Forces Aviation Cadet Program. This program was started to train the first black aviators for the Air Forces.

MILITARY FLYING

In January 1943, Daniel became a cadet in the Tuskegee Aviation Cadet Program. In July 1943, he graduated number 1 in his class and was commissioned a second lieutenant in the Army Air Forces. Lieutenant James received his training as a

fighter pilot at Selfridge Field, Michigan. For the next six years, he served with various fighter squadrons in the United States. During 1943-1948, while the Air Force was considered “integrated,” black pilots were not accepted socially or provided with equal opportunities or facilities. Lieutenant James was actively involved in several protests to provide equality for blacks within the military.

President Truman ordered the armed forces integrated in 1948. Lieutenant James reported to his first integrated unit, the 18th Fighter Group at Clark Air Force Base, Philippines, in 1949. In the spring of 1950, flying in a two-seater, James and another pilot had a flameout at an altitude of 50 feet which resulted in a crash into a dry rice paddy. The plane “pancaked” and came to a skidding stop, knocking out the pilot in the front seat. James could not exit because the canopy controls were in the front seat. He decided to rear back against the canopy's Plexiglas frame with his body to loosen the pins that held it in place. He succeeded and rescued the unconscious pilot who weighed over 200 pounds. James sustained severe burns and a bad back for which he was hospitalized. He was awarded the Distinguished Service Medal for valor. He also was very active in the base sports teams and did a great deal of volunteer work for the community.

A year later, Lieutenant James went to Korea where he flew F-51 and F-80 aircraft. His proficiency earned him flight leader status and later the Distinguished Flying Cross while supporting United Nations' ground forces near Namchonjom, South Korea. In spite of restricted visibility and heavy enemy anti-aircraft fire, he completed his mission. He was personally credited with killing over 100 enemy troops. He flew 101 combat missions during his 6-month tour in Korea and was promoted to captain.

In 1951, James reported to the 58th Fighter Squadron at Otis Air Force Base, Massachusetts, as an all-weather pilot, and a year later he was promoted to major. He did volunteer work and public speaking in the community. In May 1953, Major James took command of his first squadron, the 437th Fighter Squadron. He was selected as “Young Man of the Year” by the Massachusetts Chamber of Commerce. He was promoted to lieutenant colonel before departing for Air Command and Staff College (ACSC) at Maxwell Air Force Base, Alabama, in 1956. Following ACSC, Lieutenant Colonel James held a variety of jobs. He spent three years (1957-1960) as a staff officer at the Pentagon in Washington, D.C.; four years (1960-1964) at the Royal Air Force (RAF) Station at Bentwaters, England, as director of operations and squadron commander in the 81st Fighter Wing RAF; and three years (1964-1967) at Davis-Monthan Air Force Base, Arizona, as director

of operations for the 4453d Combat Crew Training Wing. James pinned on the rank of colonel at Davis-Monthan in 1964.

While in Vietnam, James worked tirelessly and enthusiastically pushing paperwork as director of operations and later as vice commander of the 18th Fighter Tactical Wing, Ubon, Thailand. Moreover, at 46 years of age, he was still flying missions. On January 2, 1967, he led the second flight of planes in the Bolo MIG strike, the biggest and most successful American aerial victory in Vietnam. James flew 78 combat missions over Vietnam in F4-C aircraft. President Johnson gave him a hero's welcome when he returned from Vietnam. James' "power of excellence" and hard work earned him the reputation as someone who could get the job done.

Colonel James served at Eglin Air Force Base, Florida, from 1967 to 1969 as vice commander of the 33d Tactical Fighter Wing. From 1969 to 1970, he was stationed at the Libyan Arab Republic as base commander of the 7272d Flying Training Wing.

AMERICAN AEROSPACE LEADER

Colonel James was not only adept at speaking but at writing as well. He earned nationwide recognition in 1967 for his essay "Freedom—My Heritage, My Responsibility." This essay earned him the George Washington Freedom Foundation Honor Medal. An excerpt from his essay shows his intense feelings about patriotism:

This is my country, and I believe in her, and I believe in her flag, and I'll defend her, and I'll fight for her and serve. If she has any ills, I'll stand by her and hold her hand until in God's given time, through her wisdom and her consideration for the welfare of the entire nation, things are made right again.

The late 1960s and early 1970s were turbulent times for the nation. The nation was in turmoil over Vietnam, and black activists were demanding better treatment and respect. In addition, college campus unrest was widespread. The setting was perfect for James' speeches and essays on patriotism. While black activists and student protesters demonstrated disdain and little respect for America, James conspicuously voiced the need for respect and love for his country. This earned him respect in both black and white circles. In March 1970, Colonel James was appointed to serve in the Office of the Secretary of Defense as deputy assistant secretary of defense for public affairs. He visited hundreds of campuses speaking for Americanism and supporting our stand in Vietnam.

While serving in the Public Affairs Office, James was promoted successively to brigadier general in July 1970 and to major general in August 1972. He was promoted to lieutenant general in June 1973. In September 1974, James left the Pentagon and became vice commander of the Military Airlift Command at Scott Air Force Base, Illinois.

On September 1, 1975, General James became the first black in history to become a full general (four stars). He also became commander in chief of the North American Air Defense Command and the Aerospace Defense Command. In these positions, General "Chappie" James was responsible for safeguarding North America against enemy bomber and missile attacks. Chappie retired from the United States Air Force on February 1, 1978, after serving his country for nearly 35 years. He died from a heart attack 24 days later on February 25, 1978.

MATERIALS LIST

TASK

MATERIALS NEEDED

1. READING	General James' biography, paper or 3 x 5 cards, and pencil or pen.
2. READING	Encyclopedias, library books, paper, and pencil or pen.
3. SPEECH	Dictionary, encyclopedia, history book, paper, and pencil or pen.
4. LANGUAGE	Encyclopedia, history book, words to "The Star-Spangled Banner," paper, and pencil or pen.
5. LANGUAGE	Paper and pencil or pen.
6. LANGUAGE	Paper and pencil.
7. SPELLING	Dictionary, paper, and pencil or pen.
8. LANGUAGE & ART	Encyclopedia, large rolled paper for murals, construction paper, crayons or paint, small paper bags, paper, and pencil.
9. ART	Construction paper, crayons, paint, paper, and pencil.
10. MUSIC	Encyclopedias, music books, pictures of band instruments, paper, and pencil or pen.
11. SPORTS	Encyclopedia or sports book, paper, and pencil or pen.
12. MATHEMATICS	Paper and pencil.
13. MATHEMATICS	Paper and pencil.
14. SOCIAL STUDIES	Encyclopedia, construction paper, magic markers, crayons, paper, pencil, and pen.
15. SOCIAL STUDIES	Encyclopedia, U.S. history book, paper, and pencil or pen.
16. SOCIAL STUDIES	Encyclopedia, books on Canada, U.S. history book, paper, and pencil or pen.
17. GEOGRAPHY	Almanac, map, paper, pencil, and red pen.
18. CAREERS	Dictionary of Occupational Titles, encyclopedia or career book, paper, and pencil or pen.
19. VALUES CLARIFICATION	Bulletin-board pictures.
20. SCIENCE	Encyclopedia or science book, construction paper, paper, and pencil or pen.
21. SCIENCE	Encyclopedia, paper, and pencil or pen.
22. HEALTH	Encyclopedia, dictionary, paper, and pencil or pen.

TEST

NAME _____ DATE _____ SCORE _____

1. **General James' basic beliefs and philosophy on life were instilled in him**
 - a. by his commanding officers when he entered the military.
 - b. by his teachers when he started high school.
 - c. by his trainers when he learned to fly.
 - d. by his parents when he was a young child.
2. **General Daniel "Chappie" James' military career was in the**
 - a. Army.
 - b. Navy.
 - c. Air Force.
 - d. Marine Corps.
3. **Daniel James**
 - a. was born in Florida.
 - b. never flew in combat.
 - c. never graduated from college.
 - d. took issue with every idiot who called him names.
4. **General James' essay "Freedom—My Heritage, My Responsibility" explained his intense feelings about**
 - a. the United States' role in helping the Canadians.
 - b. his love and devotion for the United States.
 - c. keeping America free from Soviet invasion.
 - d. his love for military conflict.
5. **General James flew combat missions in**
 - a. Japan and China.
 - b. Korea and Vietnam.
 - c. France and Germany.
 - d. Australia and Canada.
6. **Some of General James' speeches**
 - a. dealt with sports.
 - b. were against equal opportunity.
 - c. were about the ugliness of war.
 - d. were read into the Congressional Record.
7. **Chappie James grew up in a large family in a**
 - a. farming community.
 - b. poor area with loving parents.
 - c. big house with wealthy parents.
 - d. housing complex on a military base.

8. Chappie James learned to fly at

- a. Tuskegee Institute, Alabama.
- b. USAF Air University, Alabama.
- c. Headquarters USAF, Washington, D.C.
- d. Pensacola Naval Air Station, Florida.

9. What was the last position General James held before he retired?

- a. Deputy Assistant Secretary of Defense for Public Affairs.
- b. Commander in Chief, North American Air Defense Command.
- c. Vice Commander, Military Airlift Command.
- d. Commander, 437th Fighter Squadron.

10. Chappie James' mother believed

- a. the schools were giving her children a proper education.
- b. he could not compete on an equal basis.
- c. he should be a cook in the Navy.
- d. he should not quit.

11. General James' speeches were about

- a. not wanting to fly and fight in Vietnam.
- b. the lack of opportunities for Americans.
- c. Americanism, patriotism, and love for his country.
- d. the unfairness of promotions for military officers.

12. What aircraft did General James fly while in combat?

- a. F4-C, F-51, and F-80.
- b. B-26, B-29, and B-51.
- c. P-6E, P-38, and P-39.
- d. F4-C, B-29, and P-38.

13. James believed young Americans should

- a. dwell on the past.
- b. contribute to their country.
- c. expect an easy life in the United States.
- d. practice the right to dissent at all times.

14. General James

- a. held elected office.
- b. let prejudices hold him back.
- c. received numerous civilian and military awards.
- d. had a long retirement after he left military service.

15. General James is noted for

- a. his patriotism and concern for America's defense.
- b. being a World War II flying ace.
- c. being a baseball player.
- d. being a school teacher.

TEST KEY

1. d
2. c
3. a
4. b
5. b
6. d
7. b
8. a
9. b
10. d
11. c
12. a
13. b
14. c
15. a

STUDENT RECORD SHEET

GENERAL DANIEL JAMES

BY

STUDENT'S NAME _____

	Started	Finished	Comments	Initials
Task 1—READING				
Task 2—READING				
Task 3—SPEECH				
Task 4—LANGUAGE				
Task 5—LANGUAGE				
Task 6—LANGUAGE				
Task 7—SPELLING				
Task 8—LANGUAGE & ART				
Task 9—ART				
Task 10—MUSIC				
Task 11—SPORTS				
Task 12—MATHEMATICS				
Task 13—MATHEMATICS				
Task 14—SOCIAL STUDIES				
Task 15—SOCIAL STUDIES				
Task 16—SOCIAL STUDIES				
Task 17—GEOGRAPHY				
Task 18—CAREERS				
Task 19—VALUES CLARIFICATION				
Task 20—SCIENCE				
Task 21—SCIENCE				
Task 22—HEALTH				

Pretest Score:	Date:	Posttest Score:	Date:
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STUDENT TASK CARDS

TASK 1—READING

After reading the biography on General James that your teacher will give you, write down eight events that happened in his life. On eight 3 x 5 cards or strips of paper, write phrases which tell about the eight events you selected. One phrase goes on each card. Since the cards will be read by others, be sure to write clearly and neatly. Prepare a key by writing the phrases in order on a sheet of paper.

Turn the cards or strips face down, scramble them, and then turn them face up. Try arranging the phrases in sequential order. When several students have completed this task, the teacher will have an unscramble contest.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 2—READING

When General James was a lad, he had to go to segregated schools in Pensacola, Florida. Daniel's mother wanted him to have a better education. She started her own private school and taught Daniel and other neighborhood children until they went to high school. Daniel graduated from Washington High School in 1937. In 1942, he graduated from Tuskegee Institute in Tuskegee, Alabama.

Booker T. Washington founded Tuskegee Institute in 1881. Washington invited George Washington Carver to join the staff in 1896. Carver developed new products from peanuts.

Many Negroes have worked to develop racial pride and bring equal rights to blacks. Write a report on 10 black Americans who have been noted leaders. List their names, when they lived, and what they did. Encyclopedias and library books will help you.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 3—SPEECH

General James was known for his speeches on Americanism and patriotism. He tried to show young blacks that there was “equal opportunity” in the armed services. To all Americans, General James said:

This is your Nation. Don’t you get so busy practicing your right to dissent that you forget your responsibility to contribute. If she has ills, you hold her hand until she is well and then work for constructive change within the system.

Define Americanism, patriotism, and equal opportunity. Choose one of the above topics to talk about for 2 minutes. Some suggestions are: (a) talk about someone who was a patriot during the American Revolution; (b) talk about American traits or customs; or (c) show how all groups, including women, should have an equal opportunity to compete for jobs.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 4—LANGUAGE

In one of his speeches, James said that some football players did not know the words to “The Star-Spangled Banner.” He felt young people should wear the American flag in their hearts instead of on the seats of their jeans.

Choose one:

1. Using an encyclopedia or history book, look up the history of “The Star-Spangled Banner.” Act out a scene showing (a) how and why the song was written or (b) how the song became famous.
2. Form a group of not more than five students. Get a complete copy of “The Star-Spangled Banner.” Divide the song into sentences or parts so each person can read a part. Some parts can be read in duet or as a chorus. Present your choral reading to your class.
3. Prepare a short test with answer key on the history of “The Star-Spangled Banner.” Administer the test to your classmates and grade the papers. Have a discussion of the test questions and decide as a group where you should wear the flag.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 5—LANGUAGE

James was commander in chief of North American Air Defense Command (NORAD). The United States and Canada have air defense forces under NORAD. *Their* job is to carefully watch the airspace of North America and to make sure *there* are no enemy surprise attacks.

NORAD is an acronym. So are LASER and RADAR. An acronym is made from the first letter of names or from parts of a series of words. “There” and “their” are homonyms. A homonym is a word which sounds like another word. The words are spelled differently and have different meanings.

Fold a piece of lined paper in half the long way. Write your name and today’s date on your paper. Head one column ACRONYMS and the other HOMONYMS. List as many acronyms and homonyms as you can find in a week.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 6—LANGUAGE

A student reporter took notes on a speech that was given by General James. James gave quotations that illustrated ways in which young people can be better Americans. The reporter did not proofread the quotations listed below before submitting them to the editor. The editor now wants you to proofread and correct the quotations.

1. if someone calls you a name pass them buy. that Person will still be standing and calling names when you past buy in you’re limousine full of success?
2. their are hand reching for you but its hard too grab own if you hand is balled up in a fest.
3. Bing ferst is know big thank accept it bricks down barriers, said General James.
4. Dont go somewere else lookin four your peace of pie. You’re peace is write hear.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 7—SPELLING

The words listed below have something to do with General Daniel James, Jr. Select 10 words you would like to learn how to spell. Make a study list in alphabetical order for your teacher and one for yourself.

Study the words. If you do not know their meanings, look them up in a dictionary. When you are ready for the test, have a classmate test you.

- | | |
|----------------|---------------------|
| 1. commander | 10. patriotism |
| 2. air defense | 11. radar |
| 3. aerospace | 12. satellites |
| 4. pilot | 13. missiles |
| 5. Philippines | 14. computer |
| 6. Korea | 15. submarines |
| 7. Vietnam | 16. nuclear weapons |
| 8. interceptor | 17. tactical |
| 9. prolific | 18. combat |

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 8—LANGUAGE & ART

James served in the Office of the Secretary of Defense as deputy assistant secretary of defense for public affairs. He became one of the nation's most prolific speakers. He spoke for numerous school activities. Pretend that General James is coming to give a speech at your school. In preparation for his visit, do one of the following:

1. Prepare a mural showing the history of black Americans. The drawings should cover one of the following periods:
 - (a) Blacks Come to America
 - (b) Slavery and Free Negroes
 - (c) Abolition
 - (d) The Civil War and Emancipation
 - (e) Reconstruction
 - (f) Civil Rights Movement
2. Make paper-bag puppets of important leaders in the United States. The puppets should give speeches describing themselves. Invite the audience to guess what leader the puppet represents.

TURN IN YOUR PROJECT. DATE YOUR RECORD SHEET.

TASK 9—ART

Daniel James, Jr., started life in Pensacola, Florida, as a poor black American. He fought in the Vietnam War and the Korean Conflict. He was a four-star general. In his speeches, he told people about the greatness of America. He gave advice to U.S. citizens on how they could help America.

Choose one:

1. Draw or paint a picture of your impression of General James' childhood house and neighborhood.
2. Draw or paint a picture of some battle scenes General James might have seen.
3. Design an advertisement that could be held up during a speech by General James. The sign should try to sell an American product. You may borrow an idea from an ad you have seen on television or in magazines.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 10—MUSIC

When James attended a change of command ceremony or a retirement ceremony, an Air Force band played. Naturally, marches and "The Air Force Song" were played.

Using encyclopedias and music books, complete one of the following:

1. John Philip Sousa was a famous American composer and bandmaster. At most parades, James heard at least one of Sousa's marches. Write a one-page biography on Sousa.
2. Wind (brass and woodwind) and percussion instruments make up an Air Force marching band. Using brass, woodwind, and percussion for headings, list as many instruments as possible under each heading. Try to find pictures of these instruments.
3. Locate patriotic songs in the index of music books that you or your class could learn.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 11—SPORTS

To keep in shape, General James played racquetball, a game similar to handball. When he was at Tuskegee Institute, he was a football player.

Using an encyclopedia or sports book, write a report on one of the following:

1. Racquetball or handball—its objective, where it is played, the number of players, the type equipment used, and scoring procedure.
2. Football—its history, its objective, and scoring procedures.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 12—MATHEMATICS

James spent much of his time traveling. It was important for him to get to and from places quickly. When he left the Pentagon on the East Coast to give a speech on the West Coast, it took him about 5 hours to get there. Study the chart below and see how long it would have taken in past years.

1850—Covered Wagon, 166 days
1860—Stagecoach, 60 days

1870—Train, 11 days
1940—Air, 17 hours

Use the chart to work the following problems:

1. Going by covered wagon, returning by stagecoach, how many days would you be traveling? About how many months would this trip take?
2. Going by train, returning by air, and using every hour of the 11 days required for the trip, how many hours total would you be traveling?
3. Plan three different *round-trips* for General James. Use a different vehicle for each one-way trip. Tell *how* he went and *how long* each round-trip took him.
4. How many years have passed since the days of stagecoach travel?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 13—MATHEMATICS

Work the following problems:

1. Daniel James was the youngest child in his family. His parents had 17 children but 10 died before Daniel was born. How many children lived?
2. Daniel walked $2\frac{1}{2}$ miles to school until his mother started her own private school. (a) How many miles did Daniel walk in one day? one week? (b) School met 280 days one year. Daniel only missed school five days. How many miles did he walk that year?
3. General James was 6 feet 4 inches tall and weighed 230 pounds. (a) How much taller was he than you? (b) How much more did he weigh?
4. There are approximately 206 million whites and Mexican-Americans and 30 million blacks in the United States. There are about 800,000 Indians. (a) About how many people live in the United States? (b) How many more blacks are there than Indians? (c) There are 18 million Mexican-Americans. How many whites? (d) Blacks are what percent of the population?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 14—SOCIAL STUDIES

Daniel James, Jr., was born on February 11, 1920. February is also the birthday month of two great American presidents—*George Washington*, February 22, 1732; and *Abraham Lincoln*, February 12, 1809. *Frederick Douglas* was born a slave but became a noted author and spokesman. His birthday is remembered on February 14, Valentine's Day. Negro History Week, noting past and present achievements of black Americans, also is celebrated in February.

Choose one:

1. Select one of the three italicized names. Read the biography of this man and draw a profile of him. Inside the head write words and phrases which describe him. You must include 20 different facts. Place your facts in different directions.
2. Write to the Association for the Study of Negro Life and History (ASNLH), 1538 9th Street, N.E., Washington, DC 20001. It sponsors Negro History Week and publishes bulletins and books. This organization works to promote understanding among the races. You might ask for pictures and stories of famous Negroes, the theme for Negro History Week, or ask about Carter G. Woodson, "The Father of Negro History."

PLACE YOUR PROFILE OR DRAFT OF YOUR LETTER IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 15—SOCIAL STUDIES

General James served in Korea and Vietnam.

1. Choose one of the above countries. Write your name and the name of the country you chose at the top of your paper. Using an encyclopedia or U.S. history book, find answers to the following questions:
 - a. Where is the country located?
 - b. What were the causes of the war?
 - c. How did Americans feel about the war?
 - d. What was the outcome of the war?
 - e. What is your opinion of the war?
2. Write short sentences about the country you chose using the following topics:

a. People	e. Climate
b. Clothing	f. Transportation
c. Ways to Work	g. Religion
d. Food	

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 16—SOCIAL STUDIES

Both the United States and Canada support the North American Air Defense Command (NORAD). These countries are united in defense against enemy attacks. General James was commander in chief of NORAD. His headquarters was located at Ent Air Force Base, Colorado Springs, Colorado.

Since the War of 1812, the United States and Canada have been at peace. Although the two countries have not always agreed, they have been able to get along.

1. Using an encyclopedia or books on Canada, find 25 facts about Canada. Write each fact as a complete sentence. You might write about Canada's climate, people, art, schools, land, or government. Write facts that are interesting; for example, "It is a country" does not count.
2. The United States and Canada usually have good relations. In 1949, Canada suggested forming the North Atlantic Treaty Organization (NATO) to defend Europe against Russia. The United States, Canada, and other nations joined NATO. Use an encyclopedia or history book to learn more about U.S.-Canadian relations. Answer the following questions: (a) How were these relations during the American Revolution? Where did American Loyalists go? (b) How were U.S.-Canadian relations in the 1960s? (c) How do both countries feel about China and Russia? What has happened to NATO since 1949?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 17—GEOGRAPHY

General James was stationed in the places listed below. Write each state or country on your paper. Locate the places on a map. Find the capital and write it beside the state or country.

Use the almanac to find the population of each capital. Write it beside the capital. Draw a line under the places you would like to visit. Put a red dot in front of the places you would *not* like to visit.

Alabama	Arizona
Ohio	Thailand
Philippines	Florida
Korea	Libyan Arab Republic
Massachusetts	Illinois
England	Colorado

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 18—CAREERS

When General James graduated from Tuskegee Institute in 1942, he had a degree in *physical education*. He did not become a *professional football player*. He also completed civilian pilot training. He stayed at Tuskegee and was a *civilian instructor pilot* until 1943. He started as an aviation cadet and became a *commissioned officer*, a second lieutenant in the Air Force.

General James was a *fighter pilot* and an *all-weather jet fighter pilot*, and then he served in many command positions. He was known for his public speeches throughout the United States. Some speeches have been read into the *Congressional Record*. General James received many civilian and military awards. He was an example of good *public relations*.

Select *one* of the italicized career fields that you find interesting. Using an encyclopedia, find out the skills you would need, where you might live, what the job pays, the education you would need, and the hours you would work. Also, find out the age limit, if both men and women can perform the work, and the undesirable working conditions. Write a one-page report on the information you find. You may include a drawing of the job.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 19—VALUES CLARIFICATION

General James received over 20 service awards for his devotion to the United States. He also received many military decorations and four honorary doctor of law degrees.

General James' parents were a strong influence in his life. Each bulletin-board picture in this packet has a quote that reflects the ideas of James or his parents.

Form a group of five classmates. Read the ideas to the group, then ask one of these questions:

- a. What are some good things about the idea?
- b. Do you agree with the idea?
- c. Should most people believe in the idea?

Discuss *your ideas* as a group.

PLACE THE NAMES OF YOUR GROUP IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 20—SCIENCE

In July 1950, James was assigned to serve in Korea. He flew 101 combat missions in F-51 and F-80 aircraft. The Korean Conflict was the first battle where both sides used jet aircraft. In 1966, James flew 78 combat missions into North Vietnam.

In 1687, Sir Issac Newton stated the following principle that drives jets and missiles: "For every action there is an equal and opposite reaction."

Choose one:

1. Using an encyclopedia or science book, find out about the operation of jets. Once you have completed your reading, do the following: (a) Write an experiment that shows Newton's principle, (b) write a definition of thrust, and (c) write a description of what happens to air in a jet engine.
2. (a) Draw a diagram of a ramjet engine and label five of its parts and (b) draw a diagram of an airplane's wing. Show how air moves over the wing and how the wing lifts.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 21—SCIENCE

Military men and congressmen do not always agree on the way money for defense should be spent. James said that there should be some sort of defense for every weapon. He also felt that the United States needed over-the-horizon radar. He wanted an airborne warning and control system which would not be as limited as fixed-ground systems.

Choose one:

1. Prepare and give a 1-minute speech on why we need to stay ahead of other countries in research and development of new weapons.
2. Using an encyclopedia, find out about the United States' radar warning systems. You may either list these systems or draw them on a map of the world. You should include all land, sea, and air warning systems.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 22—HEALTH

The United States is called a melting pot because its people are from many countries. Americans can be alike (needs, interests, culture, etc.) and different (race, interests, culture, etc.). General Daniel James, Jr., was the first black to earn four-star general's rank in the United States. He was taught not to make a profession of being black.

Choose one. Use an encyclopedia or dictionary to help you.

1. Races can be divided into Caucasoid, Mongoloid, and Negroid. List 10 ways in which all humans are alike.
2. Write the meaning of heredity, environment, chromosomes, genes, mutation, and evolution.
3. Sickle-cell anemia is a disease of the blood which is a serious problem of the Negroid race. Write sentences to answer these questions: (a) What causes the disease? (b) What happens to a person who has this disease? (c) What do you think should be done about the problem?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

SUGGESTIONS FOR EVALUATING STUDENT ACTIVITIES

TASK 1—READING

While having an unscramble contest, check for correct sequence of events in James' life on eight 3 x 5 cards or paper strips. There should also be a student-made key.

TASK 2—READING

Check for a list of 10 black American leaders. The list should include their names, when they lived, and what they accomplished. Some examples are listed below:

Marian Anderson (1915) is considered the world's leading concert contralto of the twentieth century. She was the first black to sing at the Metropolitan Opera House in New York City. She was named to the U.S. Delegation to the United Nations.

Arthur Ashe (1943) was the first black man ever to be named to the Davis Cup Team and to win the men's single title at Wimbledon. Before his retirement, he had won every major tennis championship in the world.

James Baldwin (1924) famous novelist and essayist. Two of his plays were produced on the New York stage.

Benjamin Banneker (1731), inventor and mathematician, was the first black American to author a book, an almanac, that dealt with a scientific subject. He was the surveyor that laid out the blueprint for Washington, D.C. He built the first wooden clock.

Mary McLeod Bethune (1875), educator, was the founder of the "National Council of Negro Women" and Bethune-Cookman College in Daytona, Florida.

Guion S. Bluford, Jr. (1941), astronaut, was the first black American to go into space. He wrote and presented many scientific papers on computational fluid dynamics.

Edward Brooke (1919) was the first black elected to the United States Senate after reconstruction.

Ralph J. Bunche (1904) was the first black to receive the Nobel Peace Prize. He also served as the United Nations Undersecretary for Special Political Affairs.

Shirley Chisholm (1926) served as a state representative in Albany, New York. She was elected to the United States Congress and unsuccessfully campaigned to get the Democratic nomination for the Presidency.

Charles R. Drew (1904), blood plasma researcher, established the first blood bank in England. He also served as the director of the Red Cross Blood Donor Project.

W. E. B. DuBois (1868), author and historian, was one of the founders of the NAACP in 1909. After emigrating to Africa in 1961, he became the editor in chief of the "Encyclopedia Africana."

Frederick Drew Gregory (1941), astronaut pilot, was the first black to pilot a spacecraft and the third U.S. black astronaut in space.

Langston Hughes (1902), a famous poet, was known as the "Negro Poet Laureate." He won the Witter Bynner Prize for undergraduate poetry.

Jesse Jackson (1942) ran for the Democratic nomination for the Presidency of the United States in 1984 and 1988. He was one of Dr. Martin L. King's chief lieutenants who ran the Chicago-based Operation Breadbasket.

James Weldon Johnson (1871) was a poet, lyricist, and critic. His most famous work is the lyrics for the song, “Lift Every Voice and Sing” (the **Negro National Anthem**).

Martin Luther King, Jr. (1929) organized the Southern Christian Leadership Conference. He was *Time*’s magazine “Man of the Year” in 1963 and a year later was the recipient of the Nobel Peace Prize.

Thurgood Marshall (1967) became the first black to sit as Justice of the United States Supreme Court. He was named the director-counsel of the NAACP’s Legal Defense and Educational Fund.

Benjamin Eliza Mays (1894), educator, was dean of the School of Religion at Howard University and later served as president of Morehouse College in Atlanta. He wrote 96 magazine articles and many inspirational books, including *Quotable Quotes of Benjamin E. Mays*.

Adam Clayton Powell (1908) won a seat on the New York City Council and was later elected to the United States Congress. He was the first black Congressman to have legislation passed by both houses.

Sojourner Truth (1797), abolitionist, traveled throughout the United States preaching and teaching and urging better educational opportunities for blacks. She would help runaway slaves from the South find work and places to live in the North.

Robert C. Weaver (1907) received his Ph.D. in economics from Harvard University. He was the first black to serve officially on a Presidential Cabinet, as Secretary of the Housing and Urban Development Department.

Daniel Hale Williams (1856), surgeon, founded the Provident Hospital in Chicago. He performed the first open-heart surgery. He devoted his life to the construction of hospitals and training schools for black doctors and nurses.

Carter G. Woodson (1875), historian, was the founder and director of the Association for the Study of Negro Life and History.

Andrew Young (1932) was elected to the United States Congress from the Fifth District of Georgia. He served as the American Ambassador to the United Nations. He was the recipient of the nation’s highest civilian award, the Presidential Medal of Freedom.

TASK 3—SPEECH

Check for a definition of Americanism, patriotism, and equal opportunity. There should be an outline or a copy of the speech.

Americanism—A custom, trait, or tradition originating in the United States.

Patriotism—Love of and devotion to one’s country.

Equal Opportunity—All individuals having an equivalent chance to advance or progress.

TASK 4—LANGUAGE

Check for one of the following:

1. Drama scene of “The Star-Spangled Banner.”
2. Complete song in choral reading.
3. Student-made test of song’s history.

“The Star-Spangled Banner,” a patriotic song written by Francis Scott Key on September 14, 1814, and officially adopted on March 3, 1931, as the national anthem of the United States. For many years before congressional action made its choice official,

the song had been popularly considered a national anthem, and Army and Navy regulations in the 1890s specified that it be played by military and naval bands on ceremonial occasions. Key, a lawyer in Washington, D.C., wrote the words of the anthem in a burst of inspiration during the War of 1812, at a time of acute national distress.

The origin of the melody to which the anthem is sung was long a subject of controversy. The tune is now generally attributed to the British composer John Stafford Smith who wrote it as a musical setting for the words of a poem called *To Anacreon in Heaven*, written about 1780 by Ralph Tomlinson, a London lawyer, as the official song of a social and musical organization known as the Anacreontic Society. This song had become well-known in America by the 1790s. The words of "Adams and Liberty," a patriotic song written in 1798 by the younger Robert Treat Paine, had been sung to the Anacreontic tune. Key himself had used it in 1805 as a setting for a poem he wrote honoring Commodore Stephen Decatur. It may have been in his thoughts as he wrote the words that have been immortalized in "The Star-Spangled Banner."

There has been a common misconception that Key wrote the anthem while held by the British fleet that attacked Fort McHenry in Baltimore, Maryland, but he was not a prisoner of war. Early in September 1814, the British fleet was in Chesapeake Bay off Baltimore after the sortie on Washington, D.C., in which British naval and land forces had taken the city, burned public buildings and stores, and taken William Beanes, a physician of Upper Marlboro, Maryland, as prisoner. Key, an attorney, was persuaded by friends of Beanes to negotiate his release. With Colonel J. S. Skinner, a government agent for the exchange of prisoners, Key went down the bay by sloop to meet the fleet. They were courteously received, and the release of Beanes was agreed upon. Because the proposed attack on Baltimore had been discussed in the presence of the Americans and troops had been landed to march on the city, Key, Skinner, and Beanes were detained on a ship behind the British lines to prevent them from taking news to Baltimore of the impending attack.

During the night of September 13, Key remained on deck anxiously watching the bombardment, although mist and drizzle obscured the fort. At daybreak, he could see the U.S. flag still flying above the fort, and, intensely moved, he began to write the poem, scribbling the first draft on the back of an envelope. As the British fleet withdrew and the American detainees were allowed to go ashore, Key went to a hotel in Baltimore where he made a fair copy of his poem. The next day, he called at the home of Judge and Mrs. J. H. Nicholson, relatives of his wife, and showed them this copy.

A well established account is that Mrs. Nicholson at once took the poem to a printer and had handbills made, under the title *The Defense of Fort McHenry*, to be distributed throughout the city. Later in September, the poem was printed in Baltimore newspapers. It met with instant popularity and was soon renamed "The Star-Spangled Banner." The actor Ferdinand Durang is credited with having first sung it at a public performance in Baltimore.

Mrs. Nicholson kept Key's fair copy of the poem until her death in 1847, and it subsequently became the property of the Walters Art Gallery in Baltimore. In 1953, ownership was transferred to the Maryland Historical Society in Baltimore.

Innumerable publications of the song through the years have shown variations in both words and music. An official arrangement was prepared by John Philip Sousa for the U.S. Army and Navy, and music educators have spent much time and effort in arriving at a practical version. The second and third stanzas are customarily omitted out of courtesy to the British. The accepted text of "The Star-Spangled Banner" is as follows:

Oh, say can you see by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream.
'Tis the star-spangled banner, oh, long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul footstep's pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

Oh, thus be it ever when free men shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace may the heav'n-rescued land
Praise the power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our Trust,"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

TASK 5—LANGUAGE

Check for a list containing examples of acronyms and homonyms.

Some examples are:

ACRONYMS

AWOL—Absent **W**ithout **L**ease

CAP—Civil Air **P**atrol

laser—light **a**mplification by stimulated emission of **r**adiation

maser—microwave **a**mplification by stimulated emission of **r**adiation

NATO—North Atlantic Treaty **O**rganization

radar—radio **d**etecting and **r**anging

Rambam—**R**abbi **M**oses **b**ar **M**aimon (the greatest Jewish philosopher of the Middle Ages)

snafu—situation **n**ormal, **a**ll **f**ouled **u**p

sonar—sound **n**avigation and **r**anging

UNESCO—United Nations Educational, Scientific, and Cultural **O**rganization

VISTA—Volunteers in Service to America

HOMONYMS

aisle, isle	correspondence, correspondents	loan, lone	right, write
allowed, aloud	dependence, dependents	mail, male	sole, soul
altar, alter	desert, dessert	medal, meddle	some, sum
ascent, assent	dual, duel	miner, minor	stake, steak
assistance, assistants	flower, flour	overdo, overdue	stationary, stationery
attendance, attendants	foreword, forward	pain, pane	strait, straight
bail, bale	forth, fourth	passed, past	their, there, they're
brake, break	grate, great	patience, patients	threw, through
canvas, canvass	hear, here	peace, piece	to, too, two
cereal, serial	intense, intents	presence, presents	wait, weight
cite, site, sight	lean, lien	principal, principle	waive, wave
coarse, course	leased, least	raise, raze	weak, week
complement, compliment	lesser, lessor	rap, wrap	

TASK 6—LANGUAGE

Check for quotations written correctly. While proofreading, students should detect spelling, punctuation, capitalization, homonyms, and word-usage errors.

1. If someone calls you a name, pass them by. That person will still be standing and calling names when you pass by in your limousine full of success.
2. There are hands reaching for you, but it's hard to grab on if your hand is balled up in a fist.
3. "Being first is no big thing except it breaks down barriers," said General James.
4. Don't go somewhere else looking for your piece of pie. Your piece is right here.

TASK 7—SPELLING

Check for a spelling study list in alphabetical order and a test.

TASK 8—LANGUAGE & ART

Check for a mural showing the history of black Americans or paper-bag puppets of important leaders in the United States.

TASK 9—ART

Check for a picture of James' childhood house and neighborhood, or a picture of battle scenes, or ad artwork that could be displayed during a speech by James.

TASK 10—MUSIC

Check for a one-page biography on Sousa, or a report on band instruments (woodwind, brass, and percussion), or a list of patriotic songs.

JOHN PHILIP SOUSA (1854-1932), American composer and bandmaster, who was known as the "March King." His talent for composing marches, such as "The Stars and Stripes Forever," perhaps has never been equaled, and his mastery of band conducting was without parallel.

Sousa was born in Washington, D.C., on November 6, 1854. He began the study of music early, and when only 13, he played in the band of the United States Marine Corps. Before his eighteenth birthday, Sousa led a vaudeville orchestra in a Washington theater. In 1877, he played the violin in the special orchestra organized for Jacques Offenbach's tour of the United States. Three years later, he became leader of the Marine Band, a position he held until 1892. He then formed his own group, the Sousa Band, with which he toured successfully, both in the United States and abroad, until shortly before his death. He died in Reading, Pennsylvania, on March 6, 1932.

Many of Sousa's marches, marked by stirring melodies, brilliant rhythmic effects, and exciting instrumentation, have come to be regarded almost as folk music. In addition to "The Stars and Stripes Forever," his most famous marches include "The Washington Post," "Semper Fidelis," "King Cotton," "Hands Across the Sea," "El Capitan," "Liberty Bell," "Manhattan Beach," and "The High School Cadets." Sousa also composed a number of comic operas, among them "El Capitan" (1896), "The Free Lance" (1906), and "The American Maid" (1913). His other musical compositions include several symphonic poems, suites for bands and for symphony orchestras, waltzes, and songs.

Sousa was active as a writer. In 1890, he edited *National, Patriotic and Typical Airs of All Lands*. His autobiography, *Marching Along*, appeared in 1928. He also produced several novels. A compilation of his occasional writings was issued in 1910 as *Through the Years with Sousa*.

BAND INSTRUMENTS

WOODWIND—flutes, clarinets, oboes, bassoons, and saxophones.

BRASS—horns, trombones, trumpets, cornets, and tubas.

PERCUSSION—drums, xylophones, tambourines, and bells.

TASK 11—SPORTS

Check for a report on racquetball, handball, or football.

TASK 12—MATHEMATICS

1. 226 days traveling ($166 + 60$); about 7 months ($226 \div 31$).
2. 281 hours ($11 \text{ days} \times 24 \text{ hours} + 17 \text{ hours} = 264 + 17 \text{ hours}$).
3. Three round trips. Answers will vary.
4. Answer will vary depending upon the current year. For 1988, 128 years (1988-1860).

TASK 13—MATHEMATICS

1. 7 children (17-10).
2. (a) 5 miles ($2\frac{1}{2} \times 2$); 25 miles in one week ($5 \text{ miles} \times 5 \text{ days}$).
(b) 1,375 miles for the year (280×5).
3. Answers will vary.
4. (a) 236,800,000 people. (b) 29,200,000 more blacks ($30,000,000 - 800,000$).
(c) 188,000,000 whites ($206,000,000 - 18,000,000$).
(d) 12.7 percent ($236,000,000 \div 30,000,000$ or $236,000 \div 30,000$ or $236 \div 30$).

TASK 14—SOCIAL STUDIES

Check for a profile of Lincoln, Washington, or Douglas with descriptive phrases or for a letter to ASNLH.

TASK 15—SOCIAL STUDIES

Check for answers to five questions and at least seven different sentences about Korea or Vietnam.

TASK 16—SOCIAL STUDIES

Check for 25 sentences on Canada and answers to three questions on American-Canadian relations.

TASK 17—GEOGRAPHY

Check for 12 places, capitals, and populations—some underlined and some with a red dot (student choice).

TASK 18—CAREERS

Check for a one-page report on one of the italicized careers.

TASK 19—VALUES CLARIFICATION

Small group discussions. Check for names of group members.

TASK 20—SCIENCE

Check for (1) an experiment showing Newton's principle, a definition of thrust, a description of airflow through a jet engine or (2) a diagram of a ramjet engine with five parts labeled, a diagram of an airplane's wing showing air moving over the wing and how the wing lifts.

TASK 21—SCIENCE

Check for a 1-minute speech or a list or map indicating the United States radar warning systems.

TASK 22—HEALTH

Check for one of the following:

1. Ten ways in which humans are alike.
2. Definition for six words dealing with genetics.
3. Answers to questions on sickle-cell anemia.

AEROSPACE EDUCATION ACHIEVEMENT AWARD



has successfully completed
THE AEROSPACE EDUCATION LEARNING PACKET ON
GENERAL
DANIEL “CHAPPIE” JAMES, JR.

Given this _____ day of _____ 19 _____

Teacher

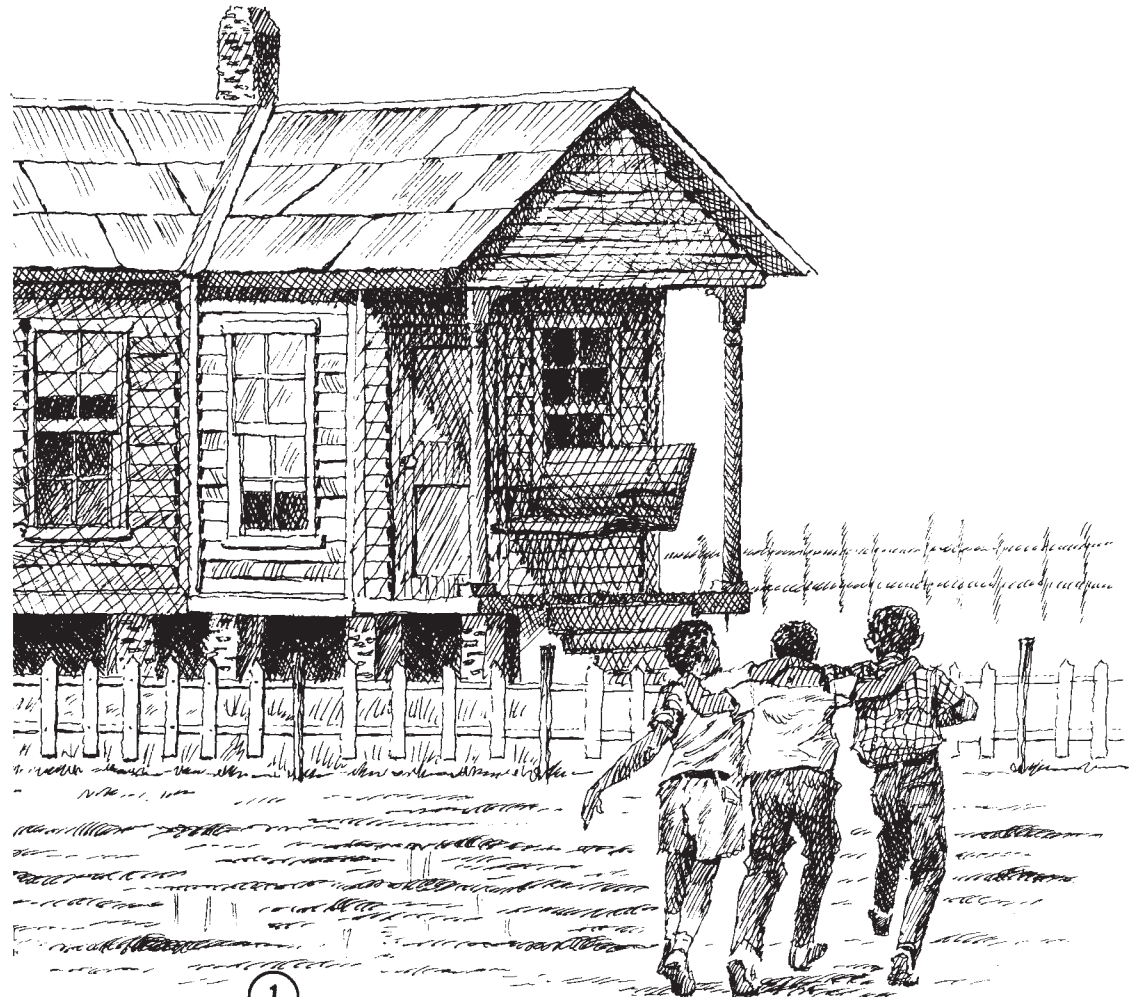


Principal

DANIEL JAMES, JR., WAS BORN FEBRUARY 11, 1920, IN A POOR SECTION OF PENSACOLA, FLORIDA. HE WAS THE YOUNGEST OF 17 CHILDREN.

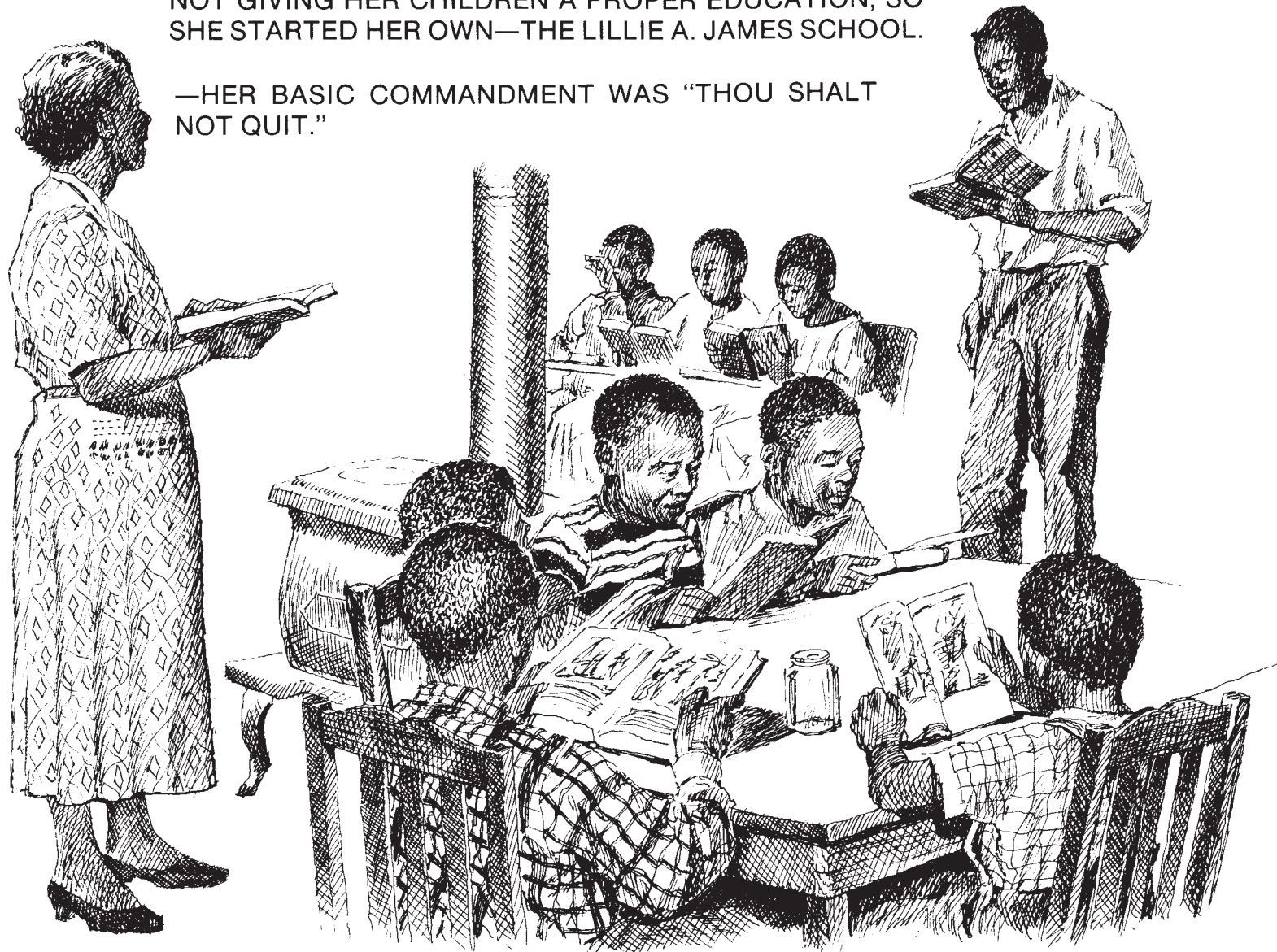
"YOU DON'T HAVE TO STOP AND TAKE ISSUE WITH EVERY IDIOT WHO WOULD HURL A ROCK OR AN EPITHET AT YOU. JUST PASS THEM BY."

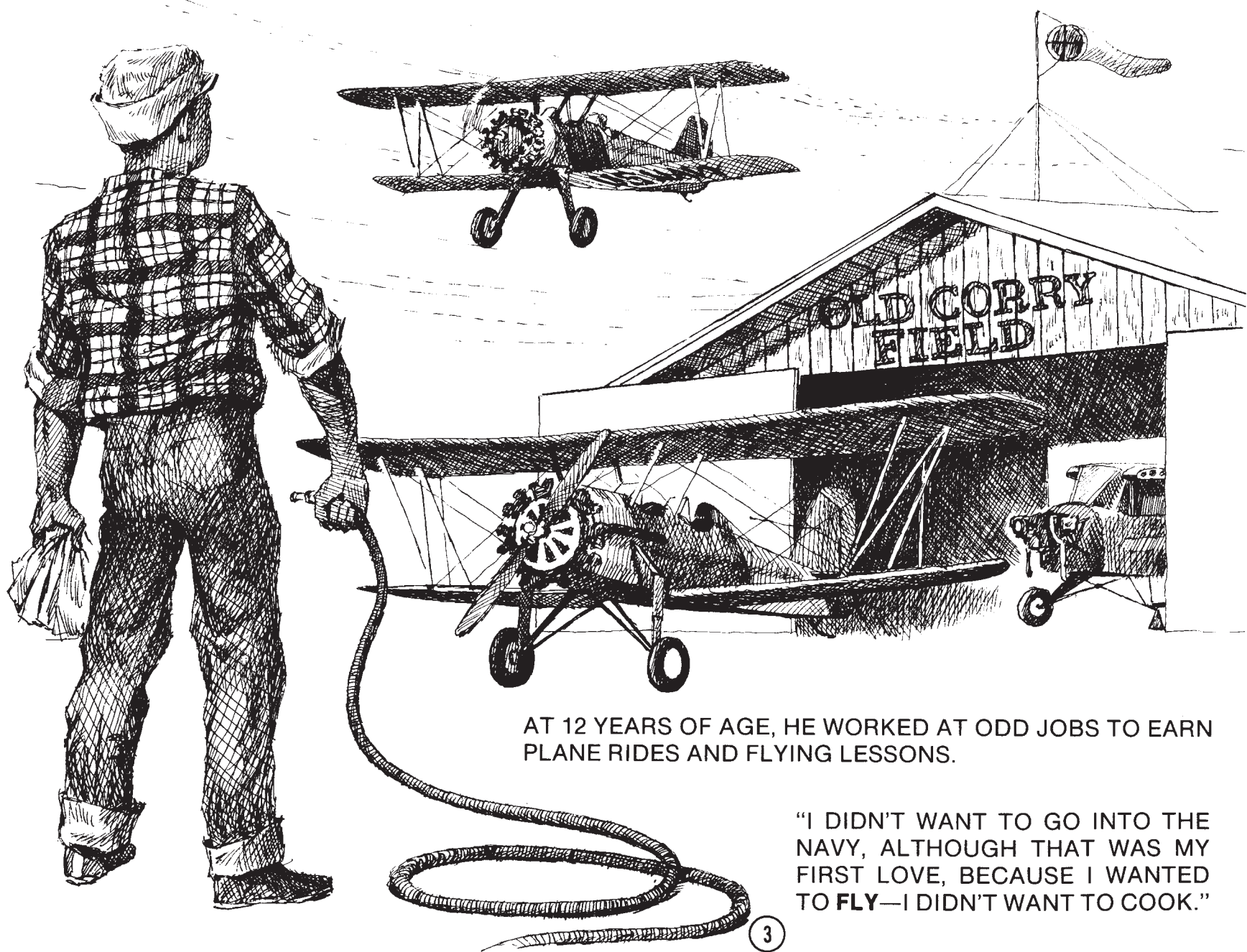
Daniel James, Sr.



HIS MOTHER FELT THE SCHOOLS IN PENSACOLA WERE NOT GIVING HER CHILDREN A PROPER EDUCATION, SO SHE STARTED HER OWN—THE LILLIE A. JAMES SCHOOL.

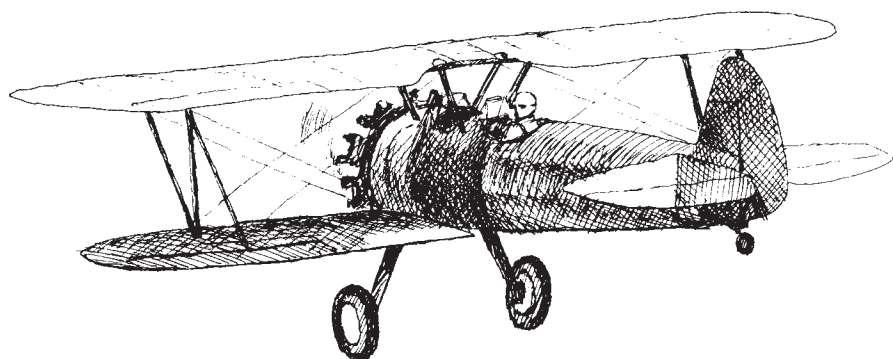
—HER BASIC COMMANDMENT WAS “THOU SHALT NOT QUIT.”



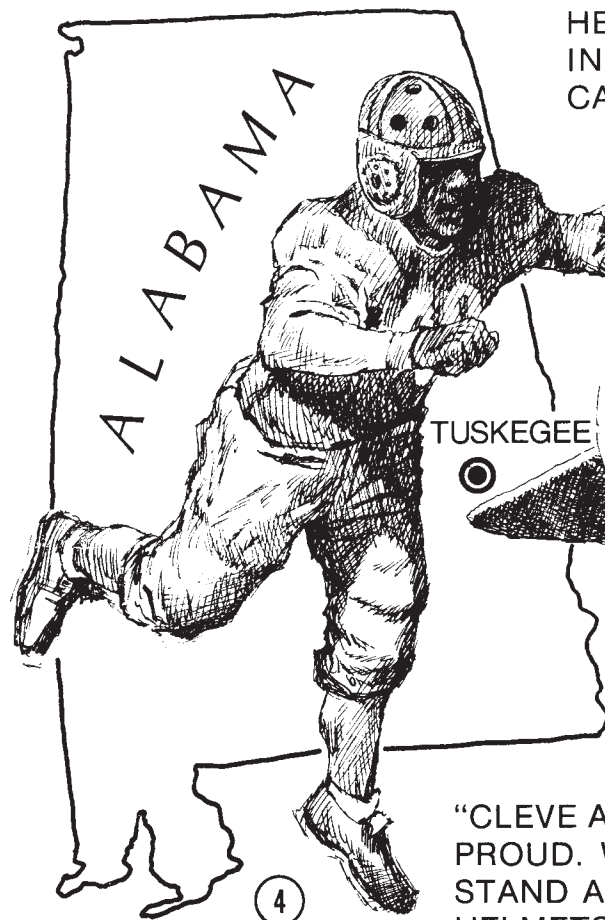


AT 12 YEARS OF AGE, HE WORKED AT ODD JOBS TO EARN PLANE RIDES AND FLYING LESSONS.

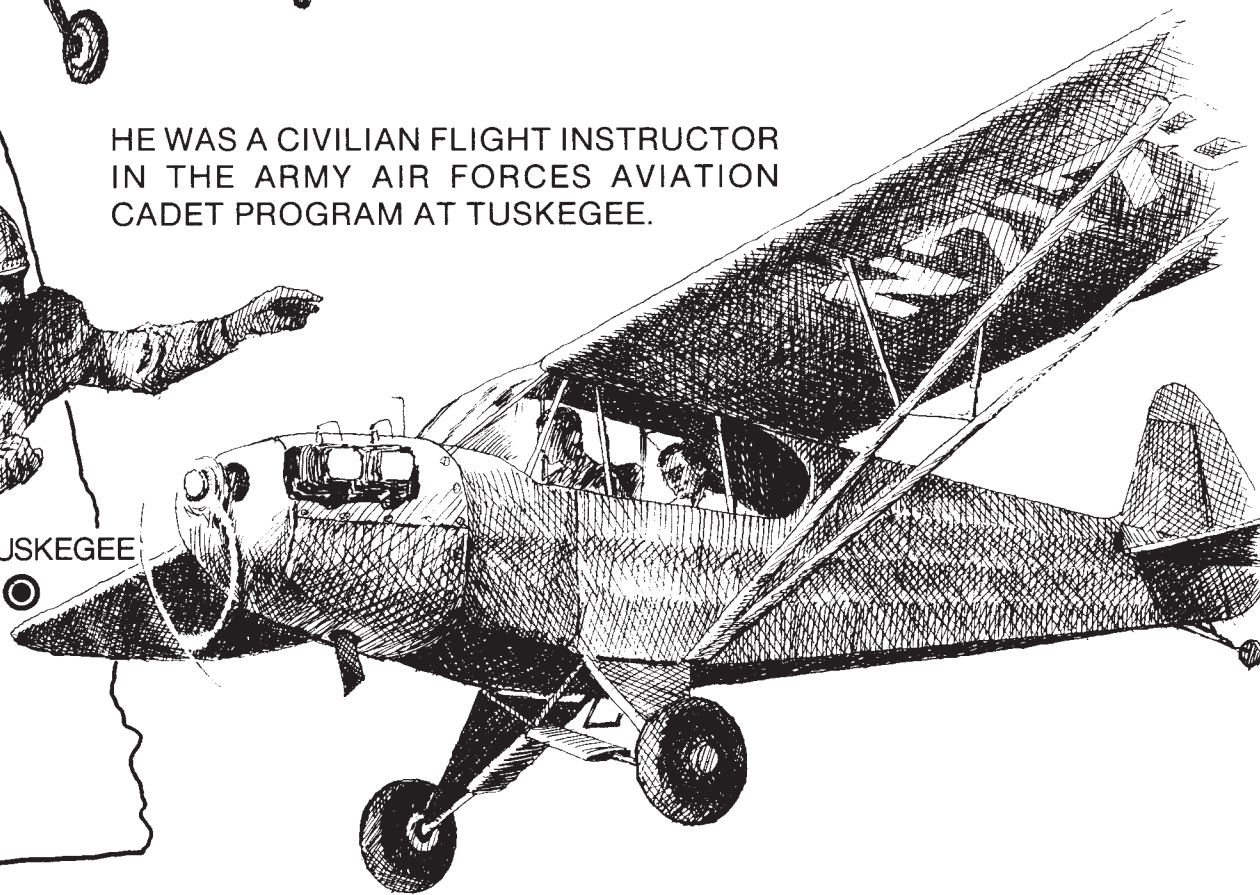
"I DIDN'T WANT TO GO INTO THE NAVY, ALTHOUGH THAT WAS MY FIRST LOVE, BECAUSE I WANTED TO FLY—I DIDN'T WANT TO COOK."



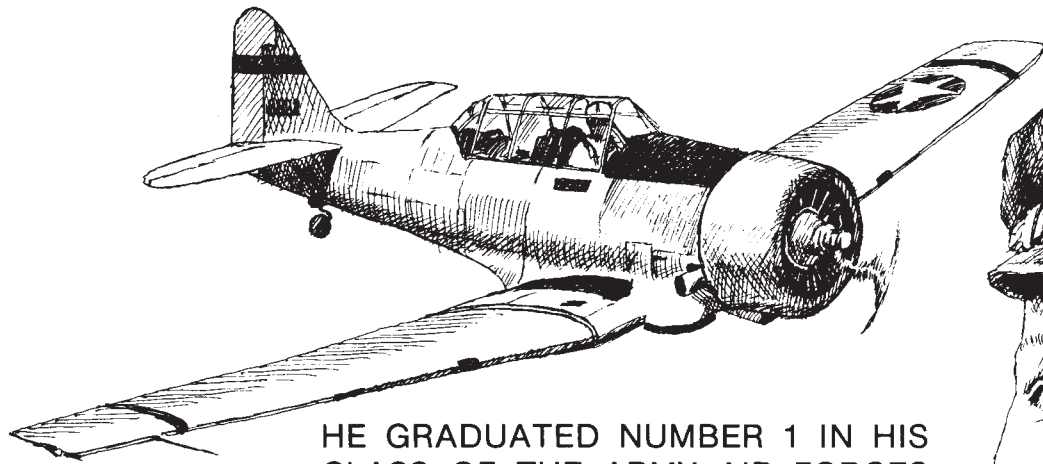
JAMES COMPLETED THE CIVILIAN PILOT TRAINING PROGRAM (CPTP) UNDER CHIEF CHARLES A. ANDERSON AT TUSKEGEE INSTITUTE, TUSKEGEE, ALABAMA. HE GRADUATED WITH A B.S. DEGREE IN PHYSICAL EDUCATION.



HE WAS A CIVILIAN FLIGHT INSTRUCTOR IN THE ARMY AIR FORCES AVIATION CADET PROGRAM AT TUSKEGEE.

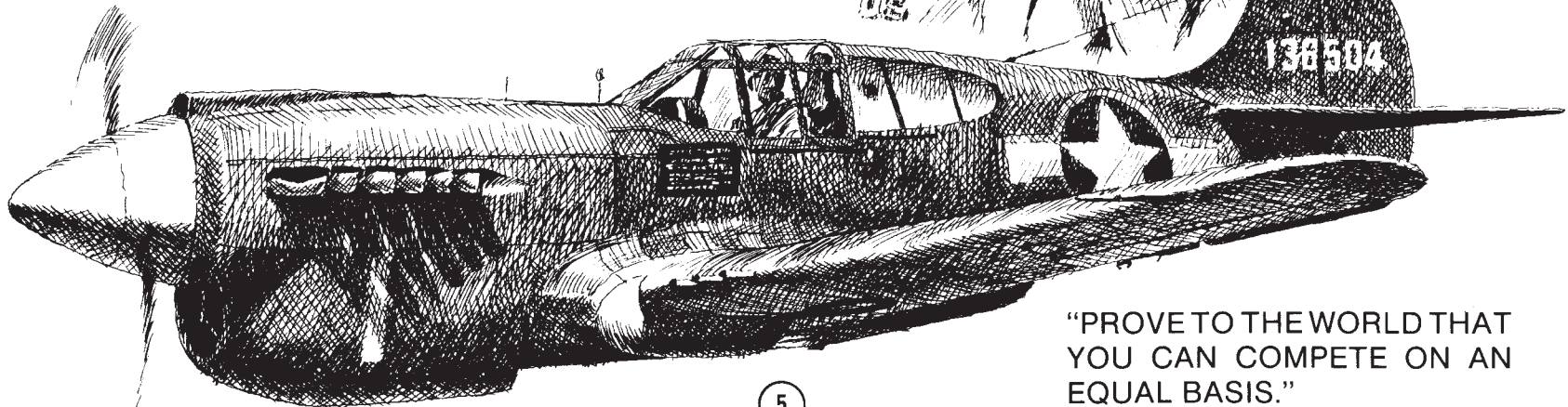


"CLEVE ABBOTT, MY FOOTBALL COACH, TAUGHT ME TO BE A MAN AND BE PROUD. WHEN THE NATIONAL ANTHEM WAS BEING PLAYED, WE DIDN'T STAND AROUND KICKING THE SOD; WE STOOD AT ATTENTION WITH OUR HELMETS OVER OUR HEARTS."

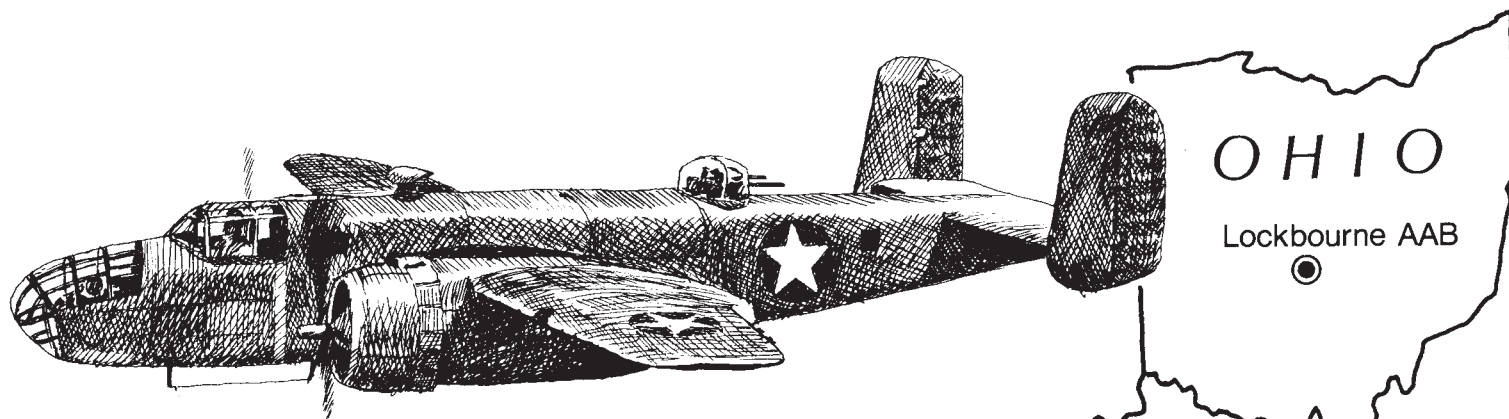


HE GRADUATED NUMBER 1 IN HIS CLASS OF THE ARMY AIR FORCES AVIATION CADET PROGRAM AND WAS COMMISSIONED A SECOND LIEUTENANT.

HE ATTENDED FIGHTER PILOT TRAINING AT SELFRIDGE FIELD, MICHIGAN.



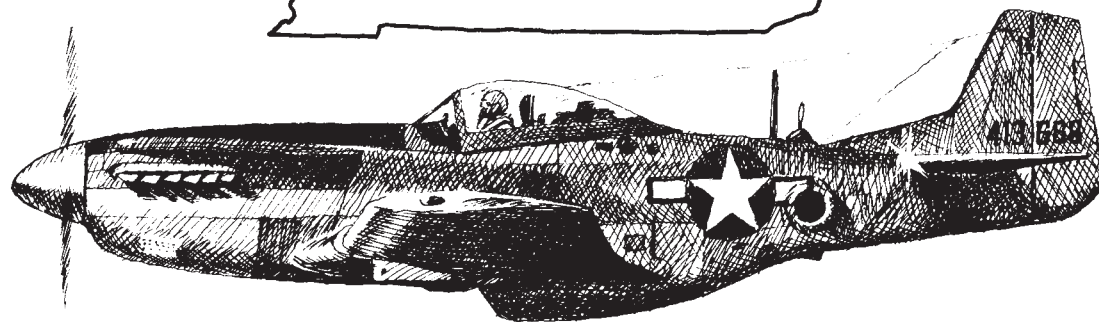
"PROVE TO THE WORLD THAT YOU CAN COMPETE ON AN EQUAL BASIS."



HE WAS A B-25 PILOT AND FIGHTER PILOT AT LOCKBOURNE AAB, OHIO, AND GODMAN FIELD, KENTUCKY.

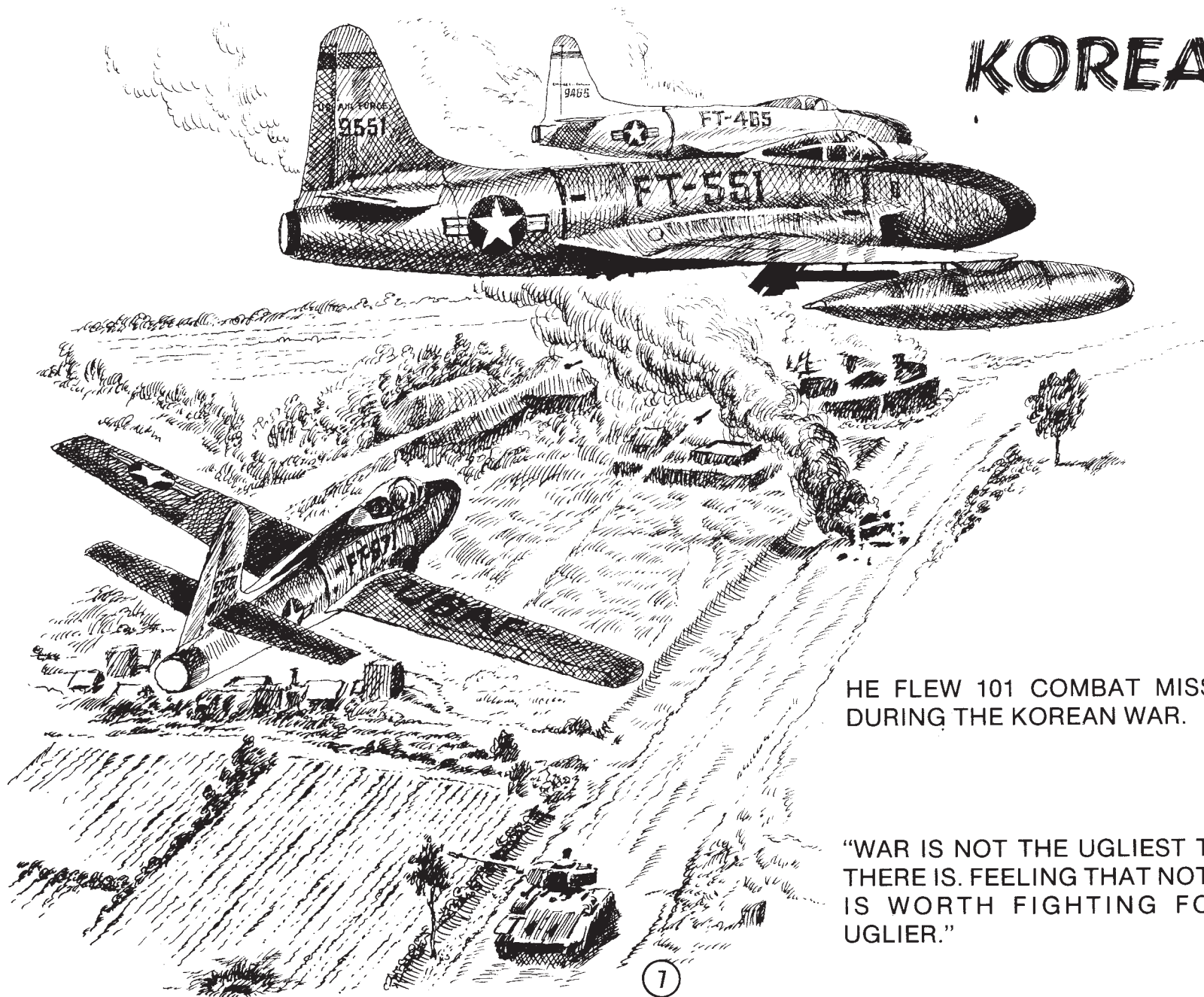


FLIGHT LEADER, CLARK FIELD, PHILIPPINES



"I WEAR MY PATRIOTISM LIKE A BADGE. I'M PROUD OF IT."

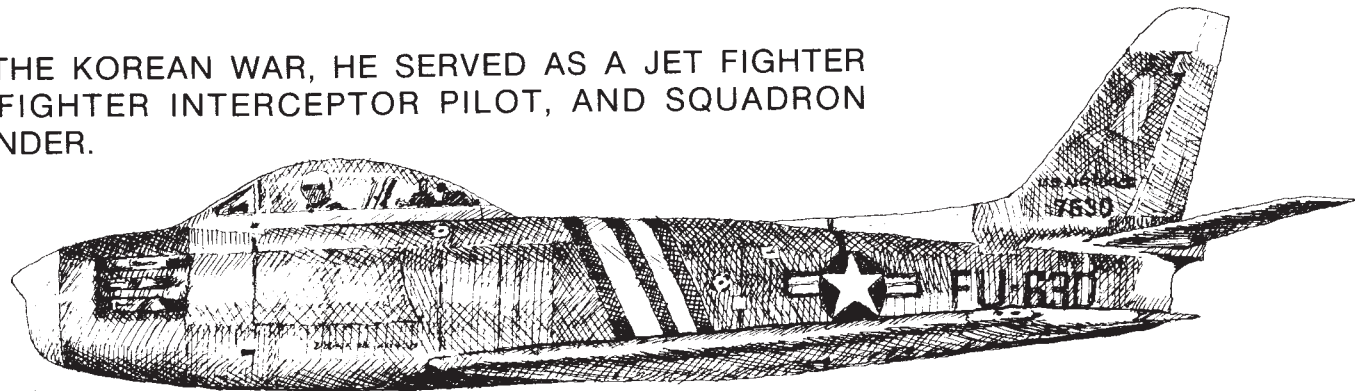
KOREA



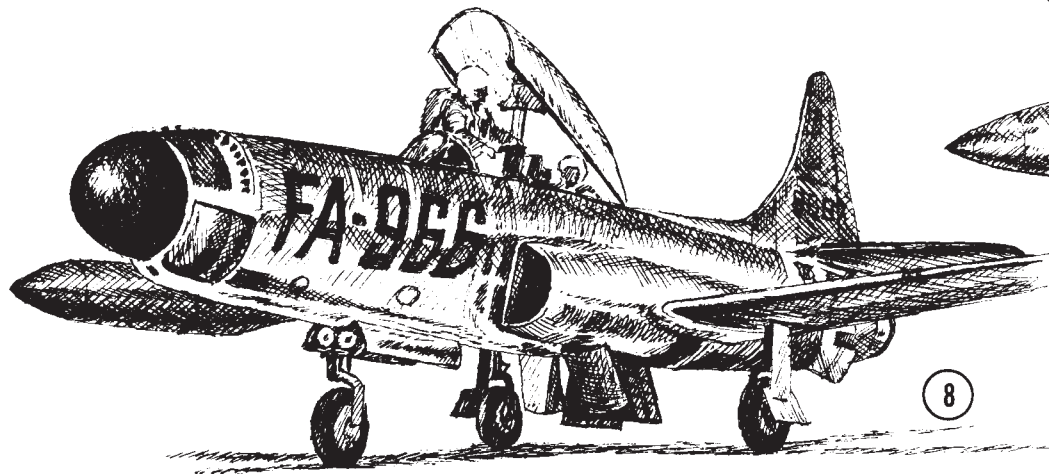
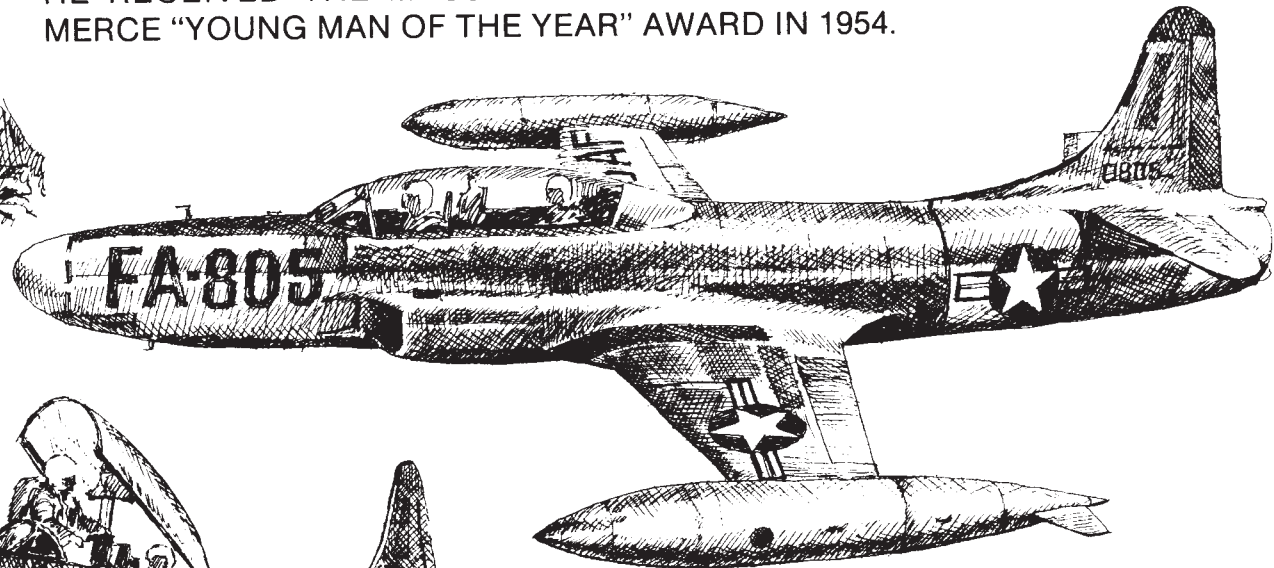
HE FLEW 101 COMBAT MISSIONS
DURING THE KOREAN WAR.

"WAR IS NOT THE UGLIEST THING
THERE IS. FEELING THAT NOTHING
IS WORTH FIGHTING FOR IS
UGLIER."

AFTER THE KOREAN WAR, HE SERVED AS A JET FIGHTER PILOT, FIGHTER INTERCEPTOR PILOT, AND SQUADRON COMMANDER.

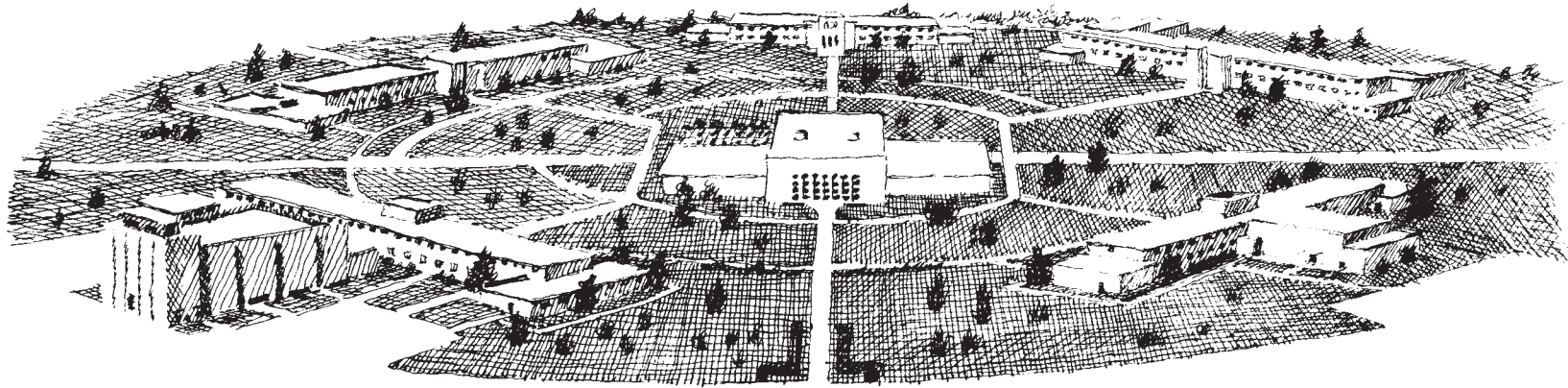


HE RECEIVED THE MASSACHUSETTS CHAMBER OF COMMERCE "YOUNG MAN OF THE YEAR" AWARD IN 1954.

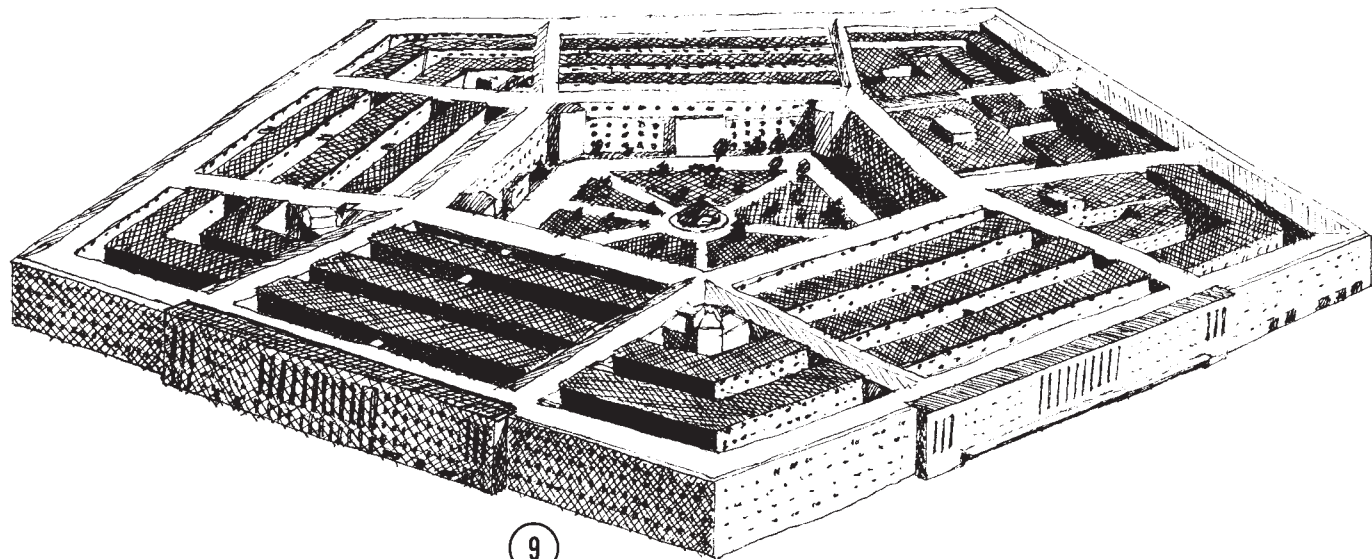


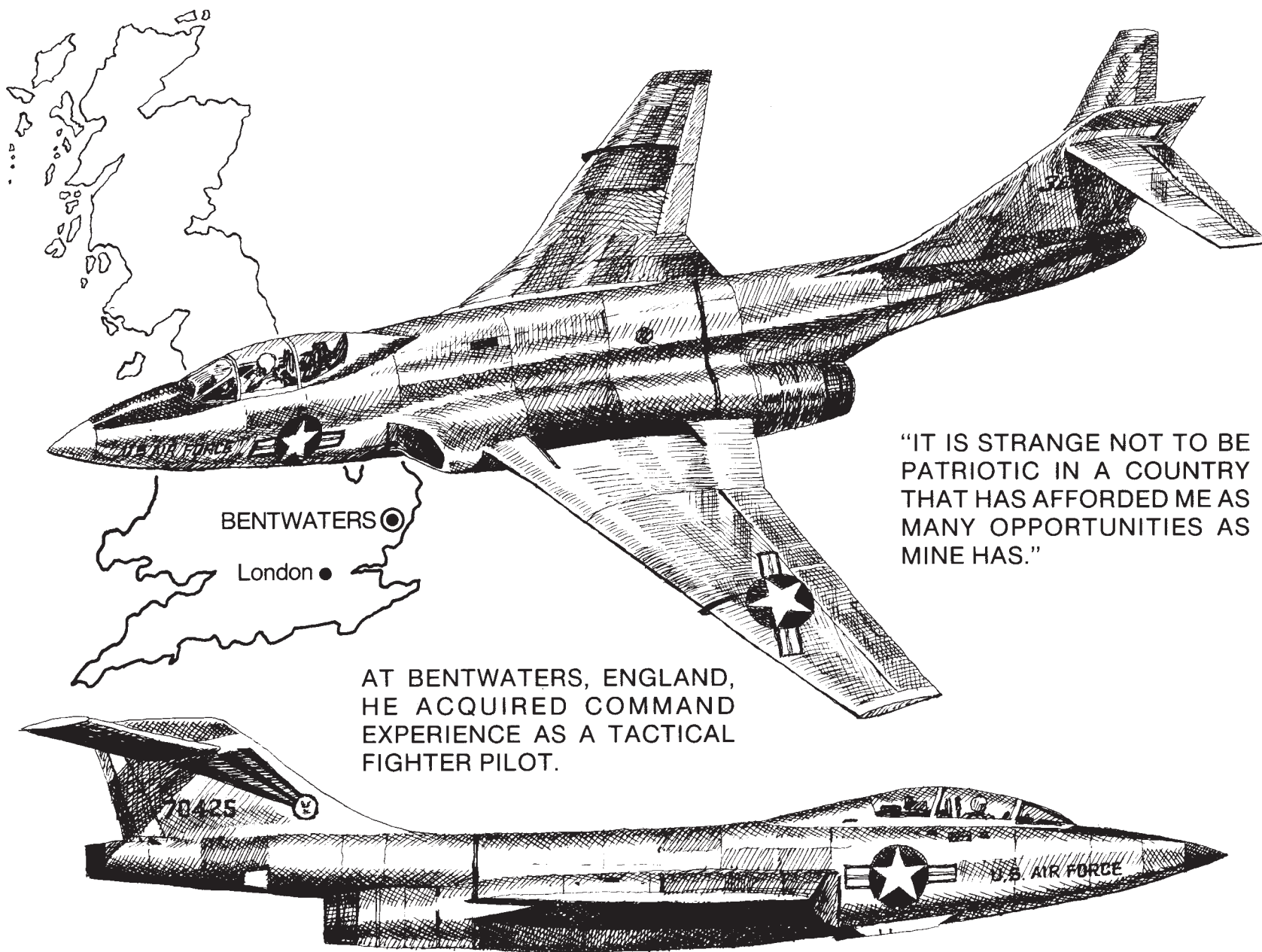
"I HAVE A DEEP AND ABIDING BELIEF IN MY COUNTRY AND HER SECURITY."

“ YOU BE PREPARED WITH YOUR BAGS OF KNOWLEDGE, YOUR PATRIOTISM, YOUR HON-
OR; AND WHEN SOMEBODY OPENS THE DOOR OF OPPORTUNITY, YOU CHARGE IN.”



HE GAINED ADDITIONAL PROFESSIONAL LEADERSHIP TRAINING AT THE USAF AIR
UNIVERSITY AND AT HEADQUARTERS USAF IN THE PENTAGON.



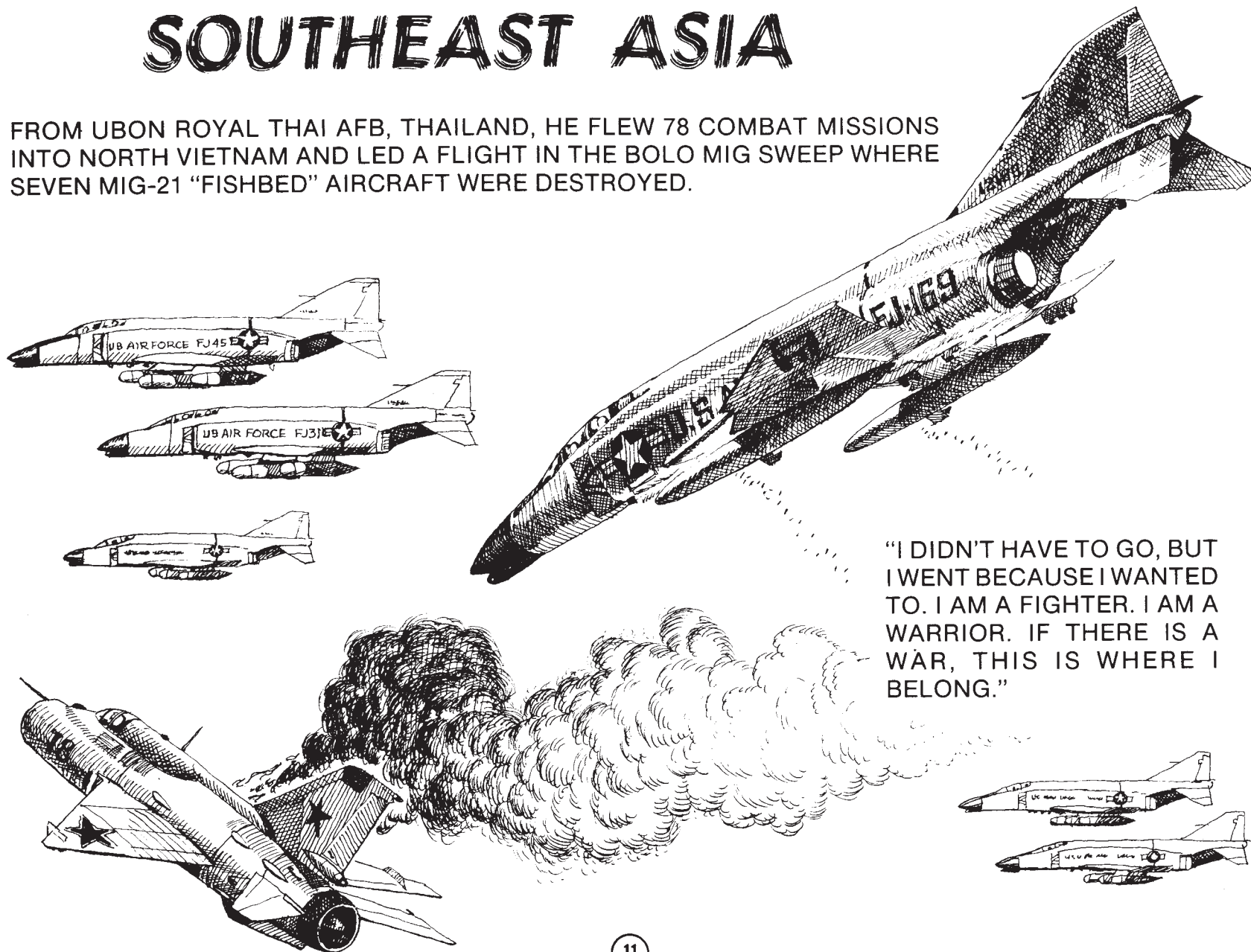


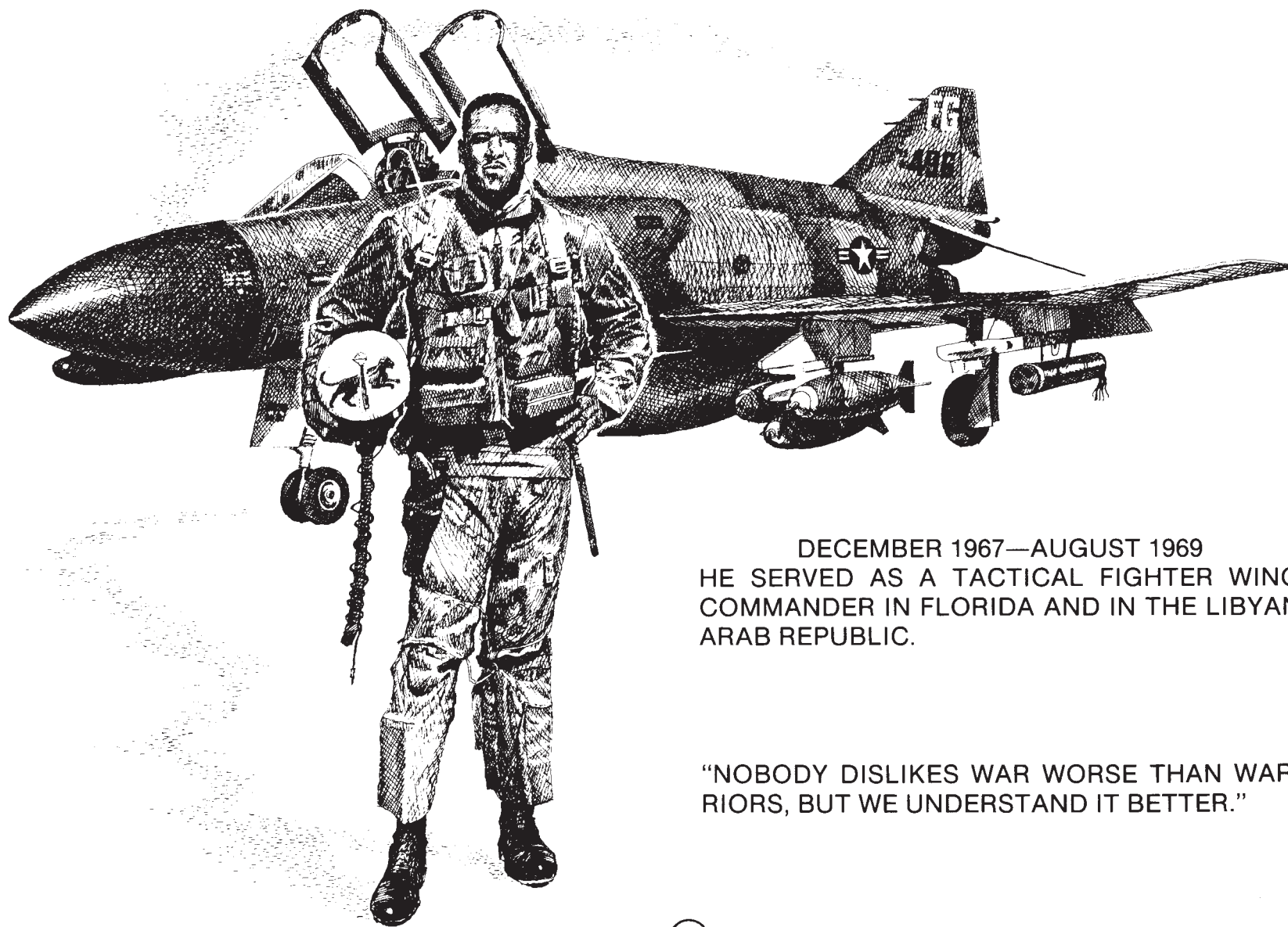
"IT IS STRANGE NOT TO BE
PATRIOTIC IN A COUNTRY
THAT HAS AFFORDED ME AS
MANY OPPORTUNITIES AS
MINE HAS."

AT BENTWATERS, ENGLAND,
HE ACQUIRED COMMAND
EXPERIENCE AS A TACTICAL
FIGHTER PILOT.

SOUTHEAST ASIA

FROM UBON ROYAL THAI AFB, THAILAND, HE FLEW 78 COMBAT MISSIONS INTO NORTH VIETNAM AND LED A FLIGHT IN THE BOLO MIG SWEEP WHERE SEVEN MIG-21 "FISHBED" AIRCRAFT WERE DESTROYED.



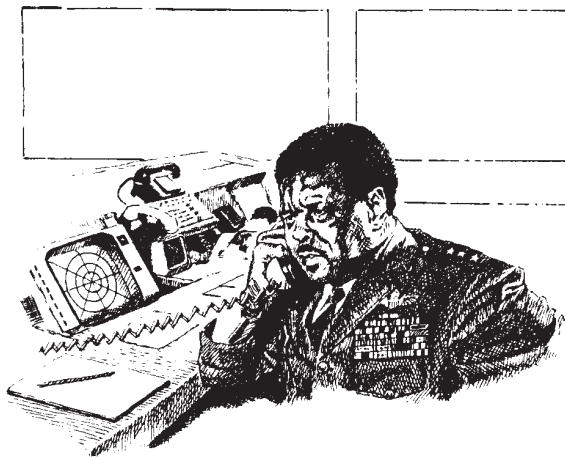


DECEMBER 1967—AUGUST 1969
HE SERVED AS A TACTICAL FIGHTER WING
COMMANDER IN FLORIDA AND IN THE LIBYAN
ARAB REPUBLIC.

"NOBODY DISLIKES WAR WORSE THAN WAR-
RIORS, BUT WE UNDERSTAND IT BETTER."



"WE STILL GOT ANOTHER MILE TO RUN IN THAT RACE FOR EQUALITY. BUT WE'VE GOT A LOT BETTER TRACK TO RUN ON AND THE TROPHIES AT THE END ARE A LOT BETTER THAN THEY USED TO BE."



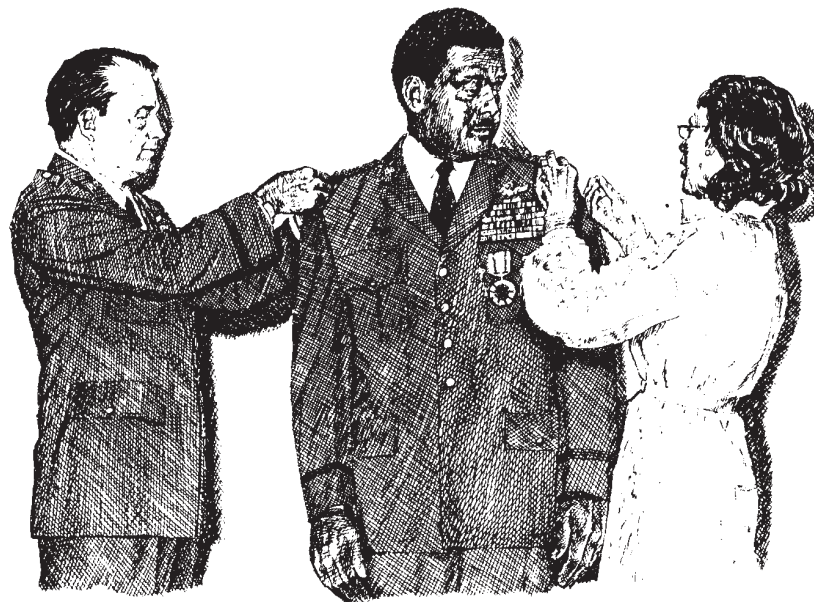
"AMERICA IS NO LONGER GOING TO BE THE COP ON EVERY BEAT. BUT AT THE SAME TIME, WE'RE NOT GOING TO TRY TO BEAT THE RAP BY COPPING OUT ON OUR FRIENDS."



"WE DIDN'T INVENT THIS WAR. NOBODY DISLIKES WAR MORE THAN WARRIORS. BUT WE VALUE THE CAUSES OF PEACE SO HIGHLY THAT WE WILL NOT DUCK A WAR IN AN EFFORT TO GET A LASTING PEACE."



"ONE OF THE GREAT DETERRENT FORCES IN NORTH AMERICAN PROTECTION LIES IN THE PARTNERSHIP OF CANADA AND THE UNITED STATES IN THE NORAD AGREEMENT."



"THIS PROMOTION IS IMPORTANT TO ME BY THE EFFECT IT WILL HAVE ON SOME KID ON A HOT SIDEWALK IN SOME GHETTO. IF MY MAKING AN ADVANCEMENT CAN SERVE AS SOME KIND OF SPARK TO SOME YOUNG BLACK OR OTHER MINORITY, IT WILL BE WORTH ALL THE YEARS, ALL THE BLOOD AND SWEAT IT TOOK IN GETTING HERE."

DECEMBER 1967—AUGUST 1969
NAMED AS FLORIDA'S OUTSTANDING AMERICAN OF THE YEAR FOR 1969 BY THE FLORIDA STATE JAYCEE RECEIVING THE JAYCEE DISTINGUISHED SERVICE AWARD.

MARCH 1970
DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS.

CHIEF SPOKESMAN FOR OUR DEFENSE POLICIES.

APRIL 1973—AUGUST 1974
PRINCIPAL DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS.

SEPTEMBER 1974
VICE COMMANDER OF MILITARY AIRLIFT COMMAND, SCOTT AFB, ILLINOIS.

SEPTEMBER 1975
COMMANDER IN CHIEF, NORTH AMERICAN AIR DEFENSE COMMAND, ENT AFB, COLORADO.

FEBRUARY 1978
FEB 1—RETIRED FROM U.S. AIR FORCE
FEB 25—DIED OF A HEART ATTACK

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