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THE MAKING OF LOU HENRY HOOVER: KEY FACTORS AND STAGES OF DEVELOPMENT

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Abstract. *Introduction.* The introduction outlines the author's reasoning about the influence of various factors on the personality development of one of the most remarkable American women of her era – Lou Henry Hoover. The purpose of the study is to analyze this process through her upbringing, education, and the development of her key character traits. *Methods and materials.* The methodology of this study relies on both general scientific and specialized methods of historical research – primarily the historical-biographical, retrospective, and historical-systemic approaches, along with elements of the comparative-historical method. The research is grounded in the principles of historicism and historical objectivity. The materials used in this study include archival documents; memoirs; scholarly monographs and articles; biographical essays, as well as resources from the two main research centers dedicated to the 31st U.S. President Herbert Hoover and his family – the Hoover Presidential Library and Museum (West Branch, Iowa) and the Hoover Institution on War, Revolution, and Peace (Stanford University, Palo Alto, California) – in addition to various online resources. *Analysis.* The analysis section presents the main part of the article, covering family upbringing and education as well as the stages of the future First Lady's development – her formation of key character traits and her intellectual growth during childhood and adolescence. Archival materials are cited as examples, including essays by young Lou Henry, which reveal her worldview and distinctive personality traits. The author demonstrates the soundness of Lou Henry's choice of future specialty, along with the characteristics of her mentality and civic outlook. *Results.* The results of the study are presented in the author's conclusions. It is argued that the personal development of Lou Henry Hoover was shaped by a combination of external factors (environment, genetics, education, and culture) and internal factors (motivation, ambition, experience, and intelligence), and unfolded through several key stages connected to her early biography.

Key words: Lou Henry Hoover, First Lady, character development, factors of personal development, wife of the 31st President of the United States.

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ЛУ ГЕНРИ ГУВЕР: КЛЮЧЕВЫЕ ФАКТОРЫ И ЭТАПЫ ЛИЧНОСТНОГО СТАНОВЛЕНИЯ

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Аннотация. Введение статьи включает в себя рассуждения автора о влиянии различных факторов на личностное становление одной из самых выдающихся американок своей эпохи – Лу Генри Гувер. Целью исследования является анализ особенностей процесса личностного формирования будущей первой леди Соединенных Штатов, ее воспитания, образования, ключевых черт характера. *Методы и материалы.* Основу используемой методологии составили как общенаучные, так и специальные методы исторического исследования: в первую очередь историко-биографический метод, ретроспективный, историко-системный, а также элементы сравнительно-исторического метода. Предпринятое автором исследование в целом опирается на принципы историзма и исторической объективности. В качестве материалов используются мемуары, биографические очерки, архивные документы, научные монографии и статьи, включая ресурсы двух главных исследовательских центров, посвященных 31-му президенту США Герберту Гуверу и его семье, – Гуверовской президентской библиотеки и музея (в Вест-Бранч, Айова) и Гуверовского института войны, революции и мира (в кампусе Стэнфордского университета, Пало-Алто, Калифорния), а также различные интернет-страницы. *Анализ.* Раздел содержит основную часть текста статьи, включая особенности семейного воспитания, полученного образования, а также этапы личностного становления будущей первой леди: формирование ключевых черт характера, интеллектуального развития в детстве и подростковом периоде жизни. В качестве примеров приводятся хранящиеся в архивах различные материалы, включая эссе юной Лу Генри, раскрывающие оригинальность ее мировоззрения, уникальные черты личности. Автор показывает обоснованность выбора юной Лу Генри будущей специальности, характеристики ее менталитета и гражданской позиции. *Результаты* научной работы содержатся в авторских выводах по теме исследования. Автор приходит к выводу о том, что личностное становление Лу Генри Гувер происходило под воздействием целого ряда внешних (окружающая среда, генетика, воспитание, культура) и внутренних (мотивация, амбиции, опыт, интеллект) факторов, а также включало в себя несколько ключевых этапов, связанных с особенностями ее ранней биографии.

Ключевые слова: Лу Генри Гувер, первая леди, формирование характера, факторы личностного становления, супруга 31-го президента США.

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Introduction. My study is devoted to the peculiarities of the personal development of Lou Henry Hoover, the First Lady of the United States and one of the outstanding women of her era. When beginning to examine this problem, it is logical to ask what factors influence this process, a question of interest not only to historians but also to any inquisitive person.

It is generally accepted that personality development depends, first of all, on parents (family) and the social environment. Personality formation is a complex process influenced by various factors, including genetics, environment, upbringing, and social context.

Internal factors such as temperament and motivation also play an important role. The most significant factors in personality formation usually include geographical environment, culture, and life experience. According to experts, the formation of personality is based on the process of growing up through interaction with society. In sum, researchers generally distinguish two types of factors in personality development: external

(society, living, and upbringing environment) and internal (personal activity and the presence or absence of a desire for development).

It is difficult not to agree with the theses outlined above, but in this case, I would like to set the priorities more precisely. In my view, such factors as origin and the influence of the geographical and social environment in shaping the personality of the future First Lady are somewhat less significant than those associated with the formation of character. A well-known American proverb says, “Your character is your destiny.” This is probably true that among Lou Henry’s classmates there were likely girls similar to her in origin and upbringing who grew up in the same social and geographical environment, yet they could not compare with her in uniqueness of character and achievement. Beyond her unofficial title of *First Lady*, Lou Henry became renowned as the first American woman to major in geology at university; as a leader of the Girl Scouts of the USA; as an active and successful participant in charitable work; and – most importantly – for

always supporting her husband, the 31st U.S. President Herbert Hoover, together forming one of the most successful and creative “tandems” in American and world history. The Hoover couple was described as a “tandem” by Timothy Walch, former director of the Herbert Hoover Presidential Library and Museum (HHPLM). In his preface to a collection of articles devoted to the life, work, and legacy of the 31st U.S. president and his wife, he emphasized that “their marriage became one of the greatest unions in American history” [28].

The main goal of this study is to highlight the features of the personal development of the future First Lady of the United States, beginning with her origin, upbringing, education, and the formation of her main character traits – including those shaped by difficult turns of fate in childhood and adolescence.

Since the life and work of Lou Henry Hoover have long been the focus of my scholarly interest, I have published a number of articles examining specific aspects of this topic [20; 21]. In my recently published “biographical and bibliographical” essay on the First Ladies of the United States, special attention was also devoted to Lou Henry Hoover [22]. Nevertheless, I regard this study as an opportunity to present to all interested readers the most complete and synthesized version of a biographical work devoted to the main stages and features of the character development of such an outstanding and extraordinary figure as the wife of the 31st U.S. president, Herbert Hoover – Lou Henry Hoover.

Methods and materials. The methodology used in my study is based on both general scientific and specialized methods of historical research – primarily the biographical and retrospective methods, along with elements of the comparative-historical method. The study is grounded in the principles of historicism and historical objectivity. The main historical sources used in this work include scholarly monographs and articles, archival documents, and resources from the two principal research centers dedicated to the 31st U.S. President H. Hoover and his family – the Herbert Hoover Presidential Library and Museum (West Branch, Iowa) [9] and the Hoover Institution on War, Revolution, and Peace (Stanford University, Palo Alto, California) [11]. Additional materials were drawn from various

online resources, including the First Ladies section of the official White House website [4], the National First Ladies Library [18], and the National Park Service – particularly the First Ladies National Historic Site in Ohio [19]. Of course, it is worth noting the enormous role two people very close to Lou Henry Hoover played in preserving her legacy: her father, Charles Henry, who carefully preserved his eldest daughter’s childhood notes and drawings; and her beloved grandson, whom the family jokingly called “Pete” – Herbert Hoover III [8]. It should be noted that while several dozen monographs and biographical essays have been devoted to the 31st President of the United States, only a few biographical studies have focused on his wife [3; 16; 17; 24]. Having studied all the monographs devoted to the biography of Lou Henry Hoover, I would like to highlight the fundamental, very high-quality, and informative study of Professor Nancy Beck Young [30]. In one of her articles, Professor Young emphasized that it was easy to work on the childhood and youth of the future First Lady:

“Lucky is the biographer who has access to a rich and bountiful collection of primary source manuscript material. I could not ask for a more comprehensive collection of papers than that available for Lou Hoover. Her personal papers chronicle her life from birth to death and provide much insight into the all-important childhood and young adult years when the outlines of her character and personality took shape” [31, p. 20].

Analysis. Lou Henry Hoover (neither her family nor she herself ever used the full name Louise) was born on March 29, 1874, in Waterloo, Iowa. Interestingly, in the same state, just 50 miles to the southeast, in the small Quaker settlement of West Branch, her future husband, the 31st President of the United States, Herbert Hoover (1893–1964), who became famous as a politician, a prominent mining engineer, manager, and humanitarian, would be born six months later. So, Lou Henry was born in the very heart of the Midwest, in a town with the “historical” name of Waterloo. In addition to Iowa’s Waterloo, there are five more towns of the same name in the United States – apparently, settlers from one of them “brought” the name with them when they moved to a new place.

Among the factors in Lou Henry Hoover’s personal development, family upbringing was, in

my view, one of the most important. It is well known that the family is the first and most influential institution of socialization, laying the foundation for a person's character, values, morals, and worldview. The peculiarities of family upbringing can shape such traits as self-discipline, responsibility, and the ability to empathize. In this respect, the family into which Lou Henry was born can be considered almost exemplary. Lou was the firstborn child of bank employee Charles Delano Henry (1845–1928) and his wife, Florence Ida Weed Henry (1848–1927), both originally from Wooster, Ohio.

Returning to the question of family upbringing, I believe it's important to note that Lou's father played the most important role in her personal development. When the family was expecting their first child, Charles dreamed of a son, imagining them hiking, fishing, and hunting together. Even though the baby was a girl, her father's dream undoubtedly came true – Lou happily and willingly participated in all his activities. The atmosphere in the close-knit Henry family, based on mutual respect and shared values, allowed each of its members to grow successfully (primarily spiritually) and develop intellectually.

The next most important factor in Lou Henry's personal development was, of course, the education she received. There is no doubt that receiving a quality education, both at school and higher education, broadens horizons, develops critical thinking, and provides opportunities to cultivate intellectual abilities. Success in studies often reflects motivation for self-development, ambition, a desire for self-realization, and intelligence.

It should be noted that the issues of Lou Henry's genealogy and her development in childhood, as well as the first stages of education in kindergarten and elementary school, were explored in detail by me in one of my previous publications [23].

After several unsuccessful attempts to find a suitable place to live for Florence (primarily due to her health issues, the Henry family moved briefly to Kansas and then for a year and a half to Texas), they finally moved to the West Coast in 1887, to the newly founded Quaker town of Whittier, California. The HHPLM archives contain a description of this town written by thirteen-year-old Lou Henry in a letter to the editor of *St. Nicholas*

Magazine – a popular illustrated monthly for children (circulation 40,000). The letter, published in December 1887, is notable because it describes a settlement founded only about a year earlier. Here is its slightly abbreviated text:

Dear St. Nicholas,

Although I have been subscribing and reading you for about seven years, this is my first attempt to send you a letter, and I hope it will be the first I have mailed from Whittier, as our town is not yet a year old and has only about a thousand inhabitants.

We are all sure that it is situated in one of the most beautiful places imaginable, in the foothills of the Puente Hills, about twenty miles from the Pacific coast... The town is 500 feet above sea level, and overlooks the beautiful valleys of Los Nietos and Santa Ana, with their orange groves, vineyards, etc. The surrounding hills, 1,500 feet high... afford excellent opportunities for picnicking and exploring. We girls love to do this, and there is little left to explore.

Most of the people of Whittier are Quakers (members of the Society of Friends), so the most appropriate name for the settlement was the name of an outstanding Quaker poet (the city was named after the famous abolitionist poet John Whittier, 1807–1882), and most Whittierites are as proud of the name of the city as they are of the city itself.

Quaker College, built on the Pacific coast (its construction cost 100,000 dollars), is also located in Whittier, and the land surveying of the buildings (squares, parks) is almost completed. The college is located on a fairly high hill and will be visible from afar. Our best hotel is "The Greenleaf" – it is said to be one of the best in the southern part of our state... I am in my fourteenth year and my native state is Iowa, but I have also lived in Kansas and Texas. But California is my favorite, for here we can look around and see the ocean, the mountains, the valleys, the eternal snows and the endless summer.

I am afraid that my description of the place will seem a little "dry" to you, but if it is published, I will write you again to tell you about one of our excursions, a picnic, etc. I would like to wish that your readers from the northern states could visit this sun-warmed

land, and I am sure they will enjoy it as much as I do. Goodbye, dear St. Nicholas, with love and best wishes from California, your friend and constant reader, Lou G... [9].

It should be noted that, inspired by the publication of her letter to the editor of a popular magazine, later, in 1896, Lou Henry sent another manuscript to the editor – a short story entitled “The Chiquita Trout,” which, unfortunately, was not published, but its text has been preserved in the HHPLM archives [5].

As we can see, Lou Henry truly loved California, its natural beauty, and especially the mountains – let us remember that she had grown up among the endless prairies of the Midwest. “My father loved the mountains very much, and whenever he had free time, we would go hiking. It was very exciting, since this territory was completely unfamiliar to us,” Lou Henry later recalled [13, p. 79].

There was no noticeable improvement in her mother’s health, but soon, in the early 1890s, Lou Henry’s family “discovered” the city of Monterey, located on the Pacific coast of California. Some aspects of its “foggy” climate helped reduce the cough, and the family eventually “settled” there permanently.

In this town, Lou Henry’s father founded a local bank, and she received a certificate of secondary education. One of the biographical studies noted the special role of Charles in the academic success of his daughter – in particular, it mentions the fact that Lou Henry was about to drop out of high school, but her father firmly insisted on her completing her studies [31, p. 20]. An interesting story is associated with Lou Henry’s high school graduation. In early 2013, while visiting the Hoover Presidential Library and Museum as a finalist in the Fulbright Research Program, the author had the opportunity to witness a significant discovery made by the archivists. Not long before this, one of Lou Henry Hoover’s nieces had passed away, and her heirs decided to transfer some of the First Lady’s personal belongings, previously kept in her home, to the collections of this research center.

Among other materials was the high school diploma Lou Henry received on June 19, 1890. It was housed in its original, very old frame, which was clearly in need of restoration or even replacement. When the certificate was removed

from the frame, archivists discovered that several pages of handwritten text had been stored between it and the back of the frame for more than 120 years. Upon unfolding this unexpected find, they revealed the text of Lou Henry’s graduation speech, delivered to her classmates, teachers, and school administration – speeches that, in the United States, are traditionally given by the top graduates.

I will cite here a fragment – approximately one-third – of this speech, delivered by 16-year-old Lou Henry on her graduation day. It is entitled “Little Jack Horner,” after one of the characters from the “Mother Goose” series of children’s stories familiar to every American:

We are all more or less familiar with one of Mother Goose’s favorite poems –

Little Jack Horner

Sat in a corner, eating a Christmas pie.

He stuck his thumb in and pulled out a plum.

And said, “What a good boy I am!”

...Suppose we were all little Jacks, and the pie from which we were so eagerly picking was our own great world. What a strange sight! – Each little Jack so persistent in his search – and each so eager that his neighbour should not find the plum.

Each of them so important in his little corner, but... so few who become successful enough to be easily noticed in the pie. Usually, we see that it is those who were unnoticed at first, and who have worked their way up, steadily, quietly, and surely.

It is astonishing how many ways we have of getting on with our plums! Some begin very gracefully, simply picking off bits from the edge, frightened at first, but still willing to make the bold attempt and secure their prize. Some are perfectly content with small morsels, and never go below the crust of the pie. Others are overwrought, hunting for prey all their lives, but all to no avail... Other people are continually running past the little plums which they have not deigned to notice, but are still hunting for the big ones, which they never find; – for it is as true in Christmas pie as in the rest of the wide world – if the little things are neglected, the bigger things never come.

There are people who pass right over their plums and do not see them, or, seeing them, do not know what they are, and so

cannot provide them for themselves through their own fault, but they will doubtless bewail the fate that has left them without plums. Some people toil through most of their lives until their plums appear, and then cannot enjoy them. For there comes a time when even plums cannot satisfy – plums from our great world cake, as well as from Christmas cake. But more often than not, the longer it takes to find them, the more satisfying when they are found...

And how many kinds of plums there are! There are sweet plums and sour plums, green plums and ripe plums, small plums and large plums... And how strange that the same plum will affect the tastes of different people. – Here, for example, is a little “musical” plum, which someone has just discovered and then thrown back in disgust, but in a moment some other little Jack will snatch it up and carry it off in triumph. And so we find that everything in this world (and this pie) that is green and sour to one little Jack may be big and sweet to another... And now, when we are about to start looking for our plums, and the crust of the pie is still intact, we lift the edge with no small curiosity and look inside. What is inside looks very attractive, and we think we see plenty of plums, but whether we shall have them or not depends entirely on ourselves.

Let us be very careful in our choice, not to pick the first one we see, but to consider, after we have it, whether we shall be truly satisfied... For we cannot depend on our pie or our plums, and after a while it will be too late to “pick” more, and we shall have only those which we picked in our youth, and perhaps, to our sorrow, we shall regret our choice... And let us not confine ourselves to plums of one kind...

Will we all sit in one corner and hunt for our plums together, as we have searched for the knowledge by which they can be found, and will we share equally what we find, or will one of us, having with great labor and skill secured for himself the greater part, look proudly at the rest and exclaim, “What a good boy I am!”

...Time will tell... [5]

Little additional commentary is required, as the speech reflects exceptional thoughtfulness for someone of sixteen years. It seems to me that any parent would be delighted if their sixteen-year-

old child could express ideas in such an extraordinary and creative manner. I would like to draw the reader’s attention to the fact that Lou Henry’s speech is full of metaphors and wordplay – and that this particular fairy tale was most likely chosen intentionally. In English, the word “plum” has several different meanings. First, it denotes the fruit itself, but it can also mean “a tasty morsel,” “the best thing,” and “the cream,” and in colloquial American usage, “a lucrative position” or “a profitable job” (as in the expression “plum job” – “a cushy job”). When encountering the word ‘plum’ in the text, mentally substituting these alternative meanings allows the passage to take on a slightly different sense – the one that, it seems, Lou Henry intended for her speech.

For readers who may find Lou Henry’s speech too allegorical or complex, it should be remembered that I am discussing the late 19th century, when people spoke – and thought – in a very different manner, and essays – political, literary, or religious – were a common way of expressing one’s feelings and ideas. In the same year, 1890, a few months earlier, Lou wrote another essay in pencil, dated January 31, in which she presented her vision of the concept of the “Independent Girl.” Here is its full text:

The Independent Girl is really quite modern in origin, and is, as a rule, the most bewitching little piece of humanity. Although the word may be taken in many different senses, but the generally accepted one nowadays refers to an ambitious little character who never asks for anything and seldom receives any advice; who will not seek help from anyone, especially if she slightly suspects that the offer was prompted by even a little feeling of charity or sympathy for herself. She prefers to fight her own battle in this life and approaches each encounter with an amazing fighting spirit.

If there are several pairs of admiring or doubting eyes watching her line of conduct, she finds pleasure in the fact that, meeting many obstacles in her path, she overcomes them with a clever engineering solution, or outflanks them with a skill worthy of a great army strategist.

An independent girl is a person whose wrath only the bravest dare to resist, and then, no doubt, with inner fear and trembling.

But sooner or later she is sure to meet a man as independent as herself, and then – a clash occurs, ending in a fight to the death, or they join forces and go forward together, towards the world [6].

As we see, the author of the essay certainly considers herself to be an independent girl and begins to imagine her future life partner – as modern and independent as she is...

Another essay, on the topic of universal suffrage, was written in 1889. Lou Henry was only 15 years old at the time, yet she was already actively engaged in women's civil rights. In this essay, she argued against the classification of women alongside the "feeble-minded, maniacs, and criminals." She also criticized the authors of the bill that infringed on women's rights [31, p. 20].

During her time as a senior at the "Bailey Street School," Lou Henry enjoyed attending various elective classes, topics ranging from geology to literature. Thus, one day at a school masquerade, she appeared in the guise of Joan of Arc – wearing armor hand-carved from tin disks [13, p. 79].

Speaking of the character of the heroine of this study, which had been almost fully formed by the period described, we should particularly note that Lou Henry's distinctive qualities were, above all, her striking self-sufficiency, insight, and independence, including independence from outside opinions. "It is not so important what others think of you," she once noted in a conversation with one of her classmates, "what is much more important is what you yourself feel deep down inside" [29, p. 18]. According to another acquaintance of Lou Henry, she "could seem skeptical and even a little cynical, while remaining a very sweet and charming girl" [26, p. 71].

After graduating from high school in 1891, Lou Henry went to Los Angeles, where she attended State Normal School, but then, in 1892, transferred to a similar school in San Jose, now called San Jose State University.

While studying in Los Angeles, she was active in a club called "The Agassiz Club" [13, p. 79]. This club consisted of young female students who met regularly, about once a week, to contribute to the college museum collection. They collected unusual, unique pets [15].

It was during her student years that Lou Henry became actively interested in politics, clearly

preferring the Republican Party – in her opinion, the most far-sighted and progressive at that time. One of her student works is called "Why I am a Republican." Lou Henry explains her dislike of the Democrats for their decision to secede from the Union during the Civil War. Judging by the course syllabi for 1892–1893 preserved in the archives, Lou Henry studied a wide variety of disciplines in college – from the humanities, such as Professor Melville B. Anderson's course on Representative Poets of the 19th century (G. Byron, W. Hugo, P. Shelley, A. Tennyson, etc.), to socio-economic courses like "Poverty and Pauperism in the United States."

In addition to her main classes, Lou Henry attended the "University Extension Club of San Jose." It was there in the fall of 1892 that she had attended the course on geology taught by Professor John Casper Branner. According to the schedule of classes preserved in the archives, lectures were given on Wednesdays, starting at 7:45 a.m. The course sections included Volcanoes, Volcanic Mountains, and Metamorphism of Rocks, and one of the lectures was titled "The Geological Work of Heat" [7].

It is generally accepted among Lou Henry's biographers that it was Professor Branner and his series of inspired lectures on geology ("The Bones of the Earth"), given in the summer of 1894 in Monterey, which Lou Henry allegedly attended by chance, that prompted her to enroll in the geology department at Stanford University. As we see, contrary to this version of events, the main character of our story did not meet Dr. Branner for the first time, nor by chance in the summer of 1894 – she had studied geology under his guidance one and a half to two years earlier, beginning in the fall of 1892, within the walls of the college in San Jose.

After graduating from San Jose Normal School in May 1893, Lou Henry received a teaching degree like her mother Florence, and after working briefly as an assistant cashier at her father's bank, she then began working in her specialty as an elementary school teacher in Monterey, teaching third-graders [30, p. 10]. But, having begun working in her specialty, the future first lady quickly realized that teaching was not her calling. Increasingly, in conversations with her parents, she tried to justify her new choice. "I love field research," she said, "and I want to know how this world is made –

that's what I'm going to study in geology" [29, p. 18]. Researchers note that at that time, sending daughters to study at a university was still considered somewhat unconventional, but Lou Henry's family was progressive enough that no one interfered with her desire [12, p. 65].

At that time, tuition at Stanford University was free, which made it very attractive to potential students and their parents. Since Stanford University was a charitable project for its founders, Leland and Jane Stanford, in memory of their prematurely deceased son Leland Jr., the tuition fee was first charged to Stanford students only in the 1920–1921 academic year in the amount of \$120 per year [27, p. 13]. Luckily, the distance from Monterey to Palo Alto was just under 90 miles, which wasn't that far by California standards.

Stanford University, whose campus was built on lands owned by Leland Stanford in the picturesque Santa Clara Valley near Palo Alto, 55 kilometers south of San Francisco, and named after Leland Stanford Jr., opened in the fall of 1891. The Geology Department was established in the year of the university's opening, and its first students numbered 11 young men, among whom was the future 31st US President, Herbert Hoover. In total, in the first year of the new university's existence, 555 young people became its students – this generation of the first "Stanfordians" would be proudly called the "pioneer" class ... Its first president was a talented ichthyologist, and most importantly – an outstanding administrator, who had previously successfully headed Indiana University, Dr. David Starr Jordan.

Lou Henry was accepted into the Stanford University Geology Department three years later, in the fall of 1894. She became the first female student in this all-male department [1, p. 21]. In addition to geology courses, she chose to study Latin, chemistry, and a literature-related subject.

A new, and perhaps the most vivid and interesting, period of her life began... Researchers generally report very superficially on the details of Lou Henry's time at Stanford, usually limiting themselves to noting her status as the first female geologist and her meeting with her future husband. Of course, this is clearly insufficient to recreate the full picture of Lou Henry's eventful student years. It should also be noted that during her time

as a student, the future First Lady excelled academically, was actively involved in sports, distinguished herself in extracurricular activities, and left a lasting positive impression – according to the university's first president, Dr. Jordan, Lou Henry was "one of the most talented women ever to study at Stanford" [12, p. 83]. It was here that she met her future husband, Herbert Hoover.

Herbert himself first mentioned his future wife in November 1894: "We have a young girl who has chosen geology as her specialty – a very nice, lovely young lady" [14, p. 8]. "I felt it my duty to aid the young lady in her studies both in the laboratory and in the field. And this call to duty was stimulated by her whimsical mind, her blue eyes, and a broad grinnish smile...", notes Herbert Hoover in his "Memoirs" [10, p. 23]. The meeting with Lou Henry took place in the laboratory of the first dean of the Department of Geology and Mining, Dr. John Casper Branner. Such meetings are usually called fateful. The future 31st president of the United States later called this event "the most important in his life" [25, p. 26]. Lou Henry, in turn, also referred to her acquaintance with Herbert Hoover as "her most important acquisition at Stanford" [26, p. 71]. The acquaintance would soon develop into friendship and then into a strong relationship, despite various circumstances and great distances – Herbert Hoover, after graduating from Stanford University in 1895, left two years later to work on a contract in Australia. Their wedding would take place in early 1899 in Monterey. Ahead of them lay 45 years of happy life together...

Results and conclusion. I would like to emphasize once again that Lou Henry Hoover's personal development was influenced by a number of external (environment, genetics, upbringing, culture) and internal (motivation, ambition, experience, intelligence) factors and also included several key stages related to the peculiarities of her early biography. The first, childhood stage of the future First Lady's development took place in Waterloo, Iowa – it can be conditionally called "Iowa" – and the second, adolescence ("teenager"), was associated with the Henry family's move to Whittier and then Monterey – "California." At the same time, the less significant "transitional" period ("Kansas" and "Texas") also, in my opinion, played a role in the formation of Lou Henry Hoover's character and personal development, expanding

her horizons and knowledge of her own country in all its geographical and cultural diversity. The next most important stage in Lou Henry's life was entering Stanford University and meeting her future husband, Herbert Hoover, with whom she would go through a long and fruitful journey together, including their ascent to the heights of political Olympus.

The combination of the above stages and factors in the personal development of the future First Lady and their interrelation led, in my opinion, to the formation of the unique character traits of Lou Henry Hoover – a personality who was integral, creative, charismatic, and unique in her own way. She was an outstanding American –

a wife, mother, philanthropist, fighter for women's rights, polyglot, and opinion leader. As the First Lady, Lou Henry Hoover was a symbol of the nation, a role model, a “style icon,” a moral compass, and a person who left behind a huge creative and humanitarian legacy. I have tried to analyze the features of the formation of the main traits of her character in childhood and adolescence, since, as the outstanding Russian educator V.A. Sukhomlinsky said, “the years of childhood are, above all, the education of the heart” [2]. It was the “correct education of the heart” of Lou Henry Hoover during her childhood and adolescence that led to such an excellent result.

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