

**AMERICA'S GREAT MEN
AND THEIR
DEEDS. AMERICAN
HEROES AND HEROISM**

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America's Great Men and Their Deeds. American Heroes and Heroism by William A. Mowry
& Arthur May Mowry

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WILLIAM A. MOWRY & ARTHUR MAY MOWRY

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ELLICOTT ATTACKED BY SEMINOLE INDIANS.

See page 127.

America's Great Men and Their Deeds

American Heroes and Heroism

By

William A. Mowry, A.M., Ph.D.
and Arthur May Mowry, A.M.

Authors of "*First Steps in the History of our Country*," "*A History of the United States, for Schools*," and "*American Inventions and Inventors*."



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PREFACE.

"INTEREST" is the first word in modern psychology. The child will learn faster and better when he is "interested," when his mind is thoroughly alive and intensely active. Moreover, when he is kept in pleasurable interest his development is more normal and healthy.

Nowhere is this principle more applicable or the results more manifest than in the reading-classes. Give the children dry and uninteresting historical facts or didactic rules of no interest to them and quite foreign to their undeveloped natures, and you have given them a soporific potion which will prove effectual in retarding their advancement.

On the other hand, give them reading-lessons which relate, in simple language, adventures, narrow escapes, thrilling incidents in history and travel, where bold and high-toned courage is manifested, and three distinct and important things will be accomplished: first, their thorough interest in the reading exercise will be secured; secondly, a healthy love for history will be cultivated; and thirdly, a strong moral sentiment will be stimulated.

Perhaps no set of reading-lessons will do more in all three of these directions than such entertaining incidents in history as show real bravery and high-principled heroism. One advantage from a book of this sort is found in the ethical lessons conveyed by the incidents related. It is in reality a practical book of morals. The best moral teaching is by example, and the stories here told impart so clearly lessons in kindness, in honesty, in true courage, in real benevolence, that the words *haec fabula docet* are in no way needed.

Children always and everywhere respect heroism and love the hero. But it is important to distinguish between brute bravery and real moral courage. The incidents of heroism given in this book are arranged in a progressive or ascending order. Stories of bravery under circumstances

where one would naturally look for nothing but bravery—for example, in the life of the soldier or sailor—are given first. Then gradually rising in the moral scale, the latter part of the book furnishes examples of heroes of the nobler type, with a higher moral tone, who display dignity of character, true moral force, and stately devotion to principle.

The three advantages mentioned above may confidently be expected to result from the use of this book as a supplementary reader in school.

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