

**FOUNDERS AND
BUILDERS OF
OUR NATION**

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Founders and Builders of Our Nation by Helen Mehard Davidson

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HELEN MEHARD DAVIDSON

**FOUNDERS AND
BUILDERS OF
OUR NATION**



LINCOLN AND HIS SON TAD

FOUNDERS AND BUILDERS
OF
OUR NATION

BY
HELEN MEHARD DAVIDSON



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FOREWORD

"History is a continued story, each chapter of which tells the story of some man's work for his country." The twenty-six stories of great Americans which make up **FOUNDERS AND BUILDERS OF OUR NATION** are thus the continued story of our country, and are intended to serve as an introduction to American History.

The Report of the Committee of Eight says: "In Grades IV and V the biographical element should receive emphasis. Leaders, heroes, and patriots should be identified with great movements and important situations. But in every case the share of the leader should be made the strong feature; for in that way historic truth makes its strongest appeal to the young."

That the men and women whose stories are told here are the outstanding leaders is ensured by the method of their selection. The list of names was compiled by ascertaining the choice of a large number of educators, each naming the Americans he considered had done most for their country.

While the arrangement is in the main chronological, these great Americans have been grouped according to the nature of their contribution to the nation. For example, Jefferson is not placed among the leaders of the Revolution, but with Clark and Jackson, in order to emphasize his part in enlarging the territory. The Introductions to these groups are planned to interpret the arrangement and to connect these divisions. The teacher should go over these with the class before assigning them as lessons.

The Topics for Review and Search given after each story are planned to make the pupils think over what they have already learned, and usually to do some simple research work. The list of books in the Suggested Supplementary Reading

is large. Some of these will be in any school library; others may be available only when a good public library is at hand. They have been selected with reference to their suitability and interest for pupils of these grades; and it is hoped that they may lead the children to the knowledge that history is the most fascinating of all stories.

A List of Theme Topics is appended for the teacher who wishes to correlate this history with English. Many more topics will be available from the pupils' supplementary reading. The pronunciation of difficult proper names and a few explanatory definitions are given in the Index.

Grateful acknowledgment is made to the International Harvester Company who kindly furnished four illustrations for the story of C. H. McCormick.

There is no more powerful incentive to good citizenship than a great example; and it is hoped that the lives of these Americans may inspire every child with something of their vision, of their perseverance, and of their success.

H. M. D.

CONTENTS

	PAGE
THE NEW HOME OF LIBERTY.....	1
Christopher Columbus	6
William Penn	22
LAYING THE FOUNDATION.....	33
Benjamin Franklin	35
Patrick Henry	46
George Washington	56
Robert Morris	74
John Paul Jones.....	83
Alexander Hamilton	91
ENLARGING THE TERRITORY.....	98
George Rogers Clark.....	101
Thomas Jefferson	109
Andrew Jackson	117
AMERICA AT WORK.....	128
Robert Fulton	130
Eli Whitney	137
Cyrus H. McCormick.....	145
James J. Hill.....	152
Thomas A. Edison.....	160
SONGS OF HOME AND WORK.....	169
Henry Wadsworth Longfellow.....	171
A CLOSER UNION.....	179
Daniel Webster	181
Robert E. Lee.....	188
Ulysses S. Grant.....	196
Abraham Lincoln	204

	PAGE
WOMEN BUILDERS	214
Mary Lyon	216
Clara Barton	222
Frances E. Willard.....	230
Jane Addams	236
A GREAT AMERICAN.....	243
Theodore Roosevelt	245
THEME SUBJECTS	255
INDEX AND GLOSSARY.....	257