

FAMOUS MEN OF GREECE

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Famous Men of Greece by John H. Haaren & A. B. Poland

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JOHN H. HAAREN & A. B. POLAND

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By

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PREFACE

The study of history, like the study of a landscape, should begin with the most conspicuous features. Not until these have been fixed in memory will the lesser features fall into their appropriate places and assume their right proportions.

The famous men of ancient and modern times are the mountain peaks of history. It is logical then that the study of history should begin with the biographies of these men.

Not only is it logical; it is also pedagogical. Experience has proven that in order to attract and hold the child's attention each conspicuous feature of history presented to him should have an individual for its center. The child identifies himself with the personage presented. It is not Romulus or Hercules or Cæsar or Alexander that the child has in mind when he reads, but himself, acting under similar conditions.

Prominent educators, appreciating these truths, have long recognized the value of biography as a preparation for the study of history and have given it an important place in their scheme of studies.

The former practice in many elementary schools of beginning the detailed study of American history without any previous knowledge of general history limited the pupil's range of vision, restricted his sympathies, and left him without material for comparisons. Moreover, it denied to him a knowledge of his inheritance from the Greek philosopher, the Roman lawgiver, the Teutonic lover of freedom. Hence the recommendation so strongly urged in the report of the

Committee of Ten—and emphasized, also, in the report of the Committee of Fifteen—that the study of Greek, Roman and modern European history in the form of biography should precede the study of detailed American history in our elementary schools. The Committee of Ten recommends an eight years' course in history, beginning with the fifth year in school and continuing to the end of the high school course. The first two years of this course are given wholly to the study of biography and mythology. The Committee of Fifteen recommends that history be taught in all the grades of the elementary school and emphasizes the value of biography and of general history.

The series of historical stories to which this volume belongs was prepared in conformity with the foregoing recommendations and with the best practice of leading schools. It has been the aim of the authors to make an interesting story of each man's life and to tell these stories in a style so simple that pupils in the lower grades will read them with pleasure, and so dignified that they may be used with profit as text-books for reading.

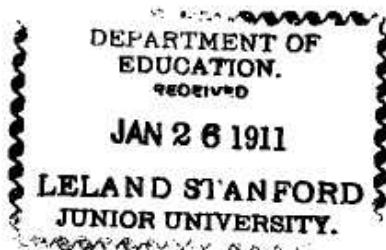
Teachers who find it impracticable to give to the study of mythology and biography a place of its own in an already overcrowded curriculum usually prefer to correlate history with reading and for this purpose the volumes of this series will be found most desirable.

The value of the illustrations can scarcely be over-estimated. They will be found to surpass in number and excellence anything heretofore offered in a school-book. For the most part they are reproductions of world-famous pictures, and for that reason the artists' names are generally affixed.

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INTRODUCTION

THE GODS OF GREECE

I

IN the southern part of Europe is a little country called Greece. It is the home of a nation called the Greeks, and Greeks have lived in it for more than three thousand years. In olden times they believed that before they came to the land it was the home of the gods, and they used to tell wonderful stories of what happened when the gods lived in the country. One of these stories was about a god called Cron'os, and his children.

Cronos was the first king of the gods. He had a wife named Rhe'a. His mother told him that one of his children would take his kingdom from him. He determined that this should never happen, and so he swallowed his children as soon as they were born. His cruelty distressed Rhea very much, and when a sixth child was born she made a plan to save its life. She gave Cronos a stone wrapped in baby-clothes, and this he swallowed.

Then Rhea took the child and hid him in a cave. And though the cave was dark he filled it with bright light; so she named him *Zæus*, which means brightness. We call him *Ju'pi-ter*.

Jupiter had one of the strangest nurses that a baby ever had. It was a goat. However, she took such good care of him that when she died she was changed into a group of stars, which shine in the sky to this day.

When Jupiter grew up he went to war against his cruel father. Cronos persuaded some giants, called *Ti'tans*, to help him in fighting Jupiter. These Titans were so strong that they pulled up hills and mountains and threw them at Jupiter as easily as boys throw snowballs at one another. Jupiter soon saw that he must find some match for the Titans. So he asked another family of giants to aid him. They were called *Cy'clops*, or *Round-Eye*, because each had only one eye, which was round and was in the middle of his forehead. The Cyclops were famous blacksmiths, and they made thunder and lightning for Jupiter. So when the Titans hurled mountains, Jupiter hurled back bolts of thunder and flashes of lightning. The battle was a terrible one. Jupiter was the victor.

After this great battle Jupiter made Cronos bring back to life the children whom he had swallowed,