The MARCH of a NATION

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PREFACE

Into the making of our nation have been poured the energy of countless lives and the power of many diverse minds — adventurers, explorers, pioneers, soldiers, statesmen, writers, and citizens in every walk of life — all working together for the upbuilding of our widespread country of today. How can the achievements of all these nation-builders become a part of our civic heritage in any better way than through the words of those writers who have made these doers and their deeds relive through literature?

It is therefore the plan of this volume to present in simple and interesting form the life story of the United States from the time of Columbus's first voyage down to the complex days of the present. By following the chronological development of events, as set forth by men of letters, many of them our contemporaries, others of them participants in or eye-witnesses of the earlier historic events which they have portrayed, students will readily see how the deeds of a nation, or its history, is ever closely allied with the thoughts, or the literature, of that people. In this book, then, is found a study of our history through its literature in many forms, including narratives in short stories, extracts from novels, biography and autobiography, essays and significant speeches, plays, letters, and poetry with an historical background.

The recent educational trend toward the integration of high school courses, especially of English and social studies, or history, gives special timeliness to this volume. To the teacher of English it will appeal, since its material has literary worth with an adequate combination of the writings of authors both of today and yesterday, a wide variety of theme and treatment such as will interest diverse types of students, and extracts unified yet brief enough to be adapted to use in classes which cannot study satisfactorily the complete units of the usual course in English. Fur-

thermore, the history teacher will be attracted to the material for its factual value, its orderly sequence, its readability, and the stimulation to further reading which is not always a part of the textbook in history. It is, therefore, the hope of its editors that this volume will serve pleasantly in its double function.

Since the collection is designed to appeal directly to student interests, it follows a simple plan. The selections, although arrayed to present American history in its time-sequence, are carefully adjusted to student abilities. The easier readings come first, not merely in each section, but the arrangement is cumulative throughout. Furthermore, each selection is prefaced by a short explanation designed to give a stage setting adequate to place the reader imaginatively in the atmosphere and mood of the period; while the illustrations throughout the text give further valuable visual aid. It is hoped also that the questions which follow each selection will give an added stimulus to accurate thinking and vital class discussions, while the brief word sketches of each author supply other desirable information. In the reading lists which supplement each division of the book will be found ample material for outside reading of appropriate, related works in fiction, drama, and poetry. Through all these aids the book is directed toward its single aim — to present through a panorama of interesting and varied literature the story of our historical progress.

For valuable and kindly suggestions in the preparation of the volume, the editors express their gratitude to W. C. Wood, formerly State Superintendent of Schools in California, and to Mr. F. A. Rice of San Francisco.

A. C. C. D. F.

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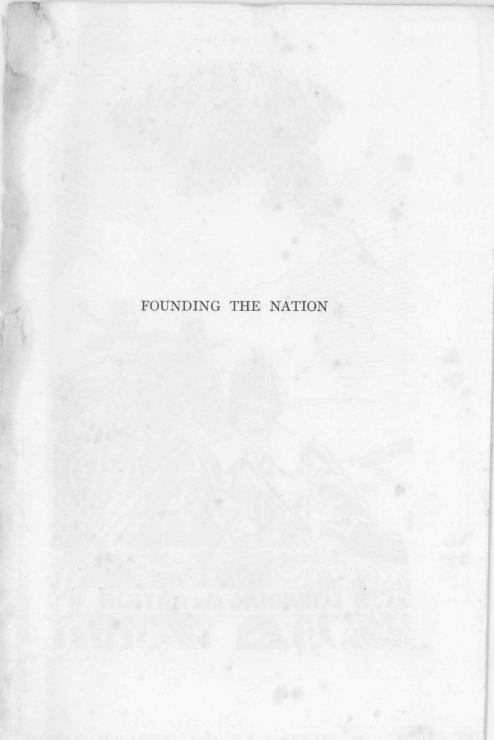
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THE AMERICAN'S CREED

WILLIAM TYLER PAGE

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

LIBERTY ENLIGHTENING THE WORLD

EDMUND C. STEDMAN

At the entrance to New York harbor stands the colossal Statue of Liberty, unquestionably the best-known statue in the world. It was given to the United States by France on the hundredth anniversary of our independence. This figure, over one hundred fifty feet high, erected on a pedestal of almost equal height, holds aloft in her right hand the torch of liberty. Designed by Bartholdi, and paid for by popular subscription in France, it is a symbol of the friendship existing between the two republics.

In this poem, the opening one for this record of our national movements, the poet has envisioned the warder of our eastern gate as a symbol

of the Liberty and Law which our country represents.

Warder at ocean's gate,

Thy feet on sea and shore,
Like one the skies await

When time shall be no more!
What splendors crown thy brow?
What bright dread angel, Thou,
Dazzling the waves before

Thy station great?

"My name is Liberty!
From out a mighty land
I face the ancient sea,
I lift to God my hand;
By day in Heaven's light,
A pillar of fire by night,
At ocean's gate I stand
Nor bend the knee.

"The dark earth lay in sleep,
Her children crouched forlorn,
Ere on the western steep
I sprang to height, reborn:
Then what a joyous shout
The quickened lands gave out,
And all the choir of morn
Sang anthems deep.

"Beneath yon firmament
The New World to the Old
My sword and summons sent,
My azure flag unrolled:
The Old World's hands renew
Their strength; the form ye view
Came from a living mold
In glory blent.

"O ye, whose broken spars
Tell of the storms ye met,
Enter! fear not the bars
Across your pathway set;
Enter at Freedom's porch,
For you I lift my torch,
For you my coronet
Is rayed with stars.

"But ye that hither draw
To desecrate my fee,
Nor yet have held in awe
The justice that makes free, —
Avaunt, ye darkling brood!
By Right my house hath stood:
My name is Liberty,
My throne is Law."

O wonderful and bright,
Immortal Freedom, hail!
Front in thy fiery might
The midnight and the gale;
Undaunted on this base
Guard well thy dwelling-place:
Till the last sun grow pale
Let there be Light!

SUGGESTIONS FOR STUDY

1. Who do you think asks the questions in the opening stanza?

2. How is the question partly answered in each of the next five stanzas?

3. How did Liberty reach America?

4. With whose prayer does the poem close? What is its plea?

5. As you read further in this book, notice how these ideas are used in various stories, poems, and incidents.

COLUMBUS IN THE NEW WORLD

WASHINGTON IRVING

During his long residence in Spain, Washington Irving was given access to much original source material about Spain's past in the discovery and exploration of America. This he embodied in his *Life and Voyages of Columbus*, and *The Companions of Columbus*. The following selection from the first of these historical narratives gives a picturesque and memorable account of both the acts and the emotions of the great discoverer on first reaching the New Land and meeting its inhabitants.

It was on Friday morning, the twelfth of October, that Columbus first beheld the New World. As the day dawned he saw before

him a level island, several leagues in extent, and covered with trees like a continual orchard. Although apparently uncultivated, it was populous, for the inhabitants were seen issuing from all parts of the woods and running to the shore. They were perfectly naked, and, as they stood gazing at the ships, appeared by their attitudes and gestures to be lost in astonishment. Columbus made signs for the ships to cast anchor, and the boats to be manned and armed. He entered his own boat, richly attired in scarlet, and holding the royal standard; while Martín Alonzo Pinzon and Vincent Jañez, his brother, put off in company in their boats, each with a banner of the emprise emblazoned with a green cross, having on either side the letters F. and Y., the initials of the Castilian monarchs Fernando and Ysabel, surmounted by crowns.

As he approached the shore, Columbus, who was disposed for all kinds of agreeable impressions, was delighted with the purity and suavity of the atmosphere, the crystal transparency of the sea. and the extraordinary beauty of the vegetation. He beheld, also, fruits of an unknown kind upon the trees which overhung the shores. On landing he threw himself on his knees, kissed the earth, and returned thanks to God with tears of joy. His example was followed by the rest, whose hearts indeed overflowed with the same feelings of gratitude. Columbus, then rising, drew his sword, displayed the royal standard, and assembling around him the two captains with the notary and the rest who had landed, he took solemn possession in the name of the Castilian sovereigns, giving the island the name of San Salvador. Having complied with all the requisite forms and ceremonies, he called upon all present to take the oath of obedience to him, as admiral and viceroy, representing the persons of the sovereigns.

The feelings of the crew now burst forth in the most extravagant transports. They had recently considered themselves devoted men, hurrying forward to destruction; they now looked upon themselves as favorites of fortune, and gave themselves up to the most unbounded joy. They thronged around the admiral with overflowing zeal, some embracing him, others kissing his hands. Some who had been most mutinous and turbulent during