

THE ENDURING VISION

A HISTORY OF THE AMERICAN PEOPLE



VOLUME ONE: TO 1877

Boyer • Clark • Kett
Salisbury • Sitkoff • Woloch

THIRD EDITION

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Joseph F. Kett, professor of history at the University of Virginia, received his Ph.D. from Harvard University. His works include *The Formation of the American Medical Profession: The Role of Institutions, 1780–1860* (1968), *Rites of Passage: Adolescence in America, 1790–Present* (1977), *The Pursuit of Knowledge Under Difficulties: From Self-Improvement to Adult Education in America, 1750–1990* (1994), and *The Dictionary of Cultural Literacy* (1988), of which he is coauthor. A former History Department chair at Virginia, he also has participated on the Panel on Youth of the President's Science Advisory Committee, has served on the Board of Editors of the *History of Education Quarterly*, and is a past member of the Council of the American Studies Association.

Neal Salisbury, professor of history at Smith College, received his Ph.D. from the University of California, Los Angeles. The author of *Manitou and Providence: Indians, Europeans, and the Making of New England, 1500–1643* (1982) and *The Indians of New England: A Critical Bibliography* (1982), he also has contributed numerous articles to journals and edited collections, most recently to the forthcoming *Cambridge History of the Native Peoples of the Americas*. He has been awarded fellowships by the Smithsonian Institution, the National Endowment for the Humanities, the Charles Warren Center for Studies in American History at Harvard University, and the National Humanities Center. Formerly chair of the History Department at Smith, he is active in the fields of colonial and Native American history, has served on the editorial board of the journal *Ethnohistory*, and coedits a book series, Cambridge Studies in North American Indian History.

Harvard Sitkoff, professor of history at the University of New Hampshire, earned his Ph.D. from Columbia University. He is the author of *A New Deal for Blacks* (1978) and *The Struggle for Black Equality, 1954–1992* (1981, 1992), coeditor of *A History of Our Time* (1982, 1987, 1991), and editor of *Fifty Years Later: The New Deal Evaluated* (1985). A contributor to numerous edited collections, he also has published articles in many journals, among them *The American Quarterly*, *The Journal of American History*, *The Journal of Southern History*, and *The Wilson Quarterly*.

Nancy Woloch received her Ph.D. from Indiana University. She is the author of *Women and the American Experience* (1984, 1994, 1996), editor of *Early American Women: A Documentary History, 1600–1900* (1992), and coauthor, with Walter LaFeber and Richard Polenberg, of *The American Century: A History of the United States Since the 1890s* (1986, 1992). Her most recent book is *Muller v. Oregon: A Brief History with Documents* (1996). She teaches American history and American Studies at Barnard College, Columbia University.

PREFACE

Writing a textbook sometimes seems a labor of Sisyphus. It is not enough to push the rock uphill once; the job must be done over and over again, revising the book to keep it current with the best recent scholarship, responding to users' criticisms, rethinking our own conclusions, and all the while squirming under our editors' pleas that all the changes be made without lengthening the text.

Yet the rigors of this task are mitigated by the enthusiastic reception that our colleagues and students have given *The Enduring Vision* ever since its first edition in 1990. It is indeed a pleasure to realize that our efforts are producing a textbook from which hundreds of thousands of undergraduates are learning to think about the subtleties of American history, not merely memorizing facts, and with which historians with many different expectations find they can teach creatively. It was in the spirit of keeping such a diverse and warmly responsive audience satisfied that we prepared this Third Edition. We have tried to improve the readability, to give more attention to the peoples and cultures of the borderland communities in the South and West, and to continue weaving in the story of Americans' encounters with the natural environment. We hope that the results continue to please you.

One major change that will be of interest to instructors who may be rethinking the chronological divisions of the traditional two-semester survey course is D.C. Heath's decision to publish the twentieth-century chapters separately. Of course, the complete *Enduring Vision* is still available in two volumes. Volume One extends from the origins through Reconstruction (Chapters 1–16), and Volume Two, from Reconstruction to the present day (Chapters 16–33). The new twentieth-century version (Chapters 22–33, plus some material from Chapter 21) will serve the needs of those who teach a semester- or quarter-length course that begins with imperialism and the Spanish-American War and then takes up domestic developments with the Progressive Era.

Adopters' comments, as well as our own sense of the "rightness" of things, guided us in introducing these substantive changes in the Third Edition:

- Along with the origins of English colonization, Chapter 2 now discusses the beginnings of the Spanish, French, and Dutch colonies in North America; some of this material formerly appeared in Chapter 4.
- We have substantially overhauled Chapter 3: a new section, "The Spread of Slavery," combines coverage of the Caribbean colonies and the origin of Carolina; another new section, "The Middle Colonies," gives greater attention to this region's ethnic and religious pluralism; and the section "Rivals for North America" encompasses developments in the French and Spanish colonies. In keeping with our decision to give more attention to the borderlands, a new "Place in Time" essay focuses on Taos and the Pueblo revolt.
- Some condensation in Chapter 4 has made it possible to add a new subsection, "Colonial Farmers and the Environment," and to expand discussion of colonial women and of the French and Spanish colonies (particularly Louisiana).
- Chapter 5 now offers more British perspectives on the coming of the Revolution.
- Chapter 6 revises and extends the discussion of women in the new republic.
- In the chapters on antebellum America and the Civil War and Reconstruction, changes mainly involved compressing and streamlining some complex material. There is a new "Place in Time" essay in Chapter 11 on Frances Trollope's efforts to market popular culture in Cincinnati, new material on George Catlin's paintings of the American Indian, and—in line with recent scholarship—a new synthesis of the rise of the Republican party. The Civil War in the trans-Mississippi West also receives more attention.

- Users of the split version will find a new Prologue for Volume Two, tracing changes in attitudes toward the natural environment from the first years of settlement to the present.
- Chapter 17 offers more coverage of Mexican-American women.
- Chapter 18 now emphasizes the importance of coal as the cheap energy source that literally fueled American industrial expansion; it also expands the coverage of working women in the late nineteenth century and of the Homestead strike.
- Chapter 19's assessment of urban political bosses emphasizes how they exploited as well as helped immigrants.
- Chapter 20 offers new material on the "stem family" and on sports—racism in the boxing ring and the commercialization of sports at the turn of the century.
- Chapter 21 gives more analysis of populist ideology and of women's participation in the populist movement.
- Chapter 22 expands its discussion of Progressive Era social problems, such as drug and alcohol abuse, and of the origins and function of the Federal Reserve System.
- Chapter 23 now includes more material on the World War I combat experience and on the war's impact on the American economy and on progressivism.
- Chapter 24 more fully discusses revivalism and women's presence in both higher education and the workplace; and a new "Place in Time" essay explores the vibrancy and rich diversity of the Harlem Renaissance, as well as the bleaker realities of Harlem life in the 1920s.
- Chapter 25 also offers a new "Place in Time" profile, on Cimarron County, Oklahoma, bringing alive the human and ecological meaning of the Dust Bowl. The chapter features more discussion of depression-era economic thought, including Keynesianism.
- Chapter 26's analysis of the coming of World War II now includes a fuller treatment of isolationism's ideological roots.
- Chapter 27 provides updated coverage of the experience of blacks, Native Americans, and Chicanos during World War II, as well as of the Holocaust. A

new "Place in Time" essay looks at life in wartime Honolulu.

- Chapter 29 gives more attention to nuclear-power plants and to the origins of the troubling nuclear-waste problem.
- Chapter 30 critically reexamines the Kennedy presidency in the light of recent scholarship.
- Chapter 31 offers an expanded discussion of the rise of the gay-power movement.
- Chapter 32's reorganized treatment of the Ford, Carter, and Reagan administrations smoothly synthesizes political, economic, social, and international developments. The inevitable compression of political coverage as these administrations recede has opened up opportunities for more synthesis of such trends as the revolution in mass marketing, mass entertainment, and the growing political clout of evangelical Christians.
- Chapter 33 analyzes the Clinton administration's first two years and offers a considered assessment of the major political shift represented by the Republican victory in the 1994 elections. A new "Place in Time" essay on contemporary Miami explores issues of cultural diversity and social conflict in a fascinating multiethnic American city.
- Throughout, we have updated bibliographies and suggestions for further reading.

Reflecting the best efforts of its authors and editors, this textbook also rests on the scholarly work of literally hundreds of historians over the years. We hope that you will find it helpful in making sense of America's unique historical experience, and in conveying your own research to your students.

Special Features

A range of useful study aids has been built into *The Enduring Vision*. Each chapter begins with a vignette of a person or an event that both swiftly draws the reader into the atmosphere and issues of the times and establishes the chapter's main themes. In every chapter a two-page, illustrated essay called "A Place in Time" delves into a single community's experiences. Tables and chronological charts on special topics occur regularly throughout the text, and each chapter closes with a Conclusion, a Chronology of pivotal events and developments, annotated For Further Reading recommendations for the student, and a lengthy Additional Bibliography. The Appendix

provides statistical tables; handy reference lists; and the text of the Declaration of Independence, the Articles of Confederation, and the Constitution (with its amendments). The full-color design of *The Enduring Vision* features hundreds of photographs, paintings, and cartoons and almost 200 maps and graphs. Informative captions enrich the art program.

Supplementary Resources

An outstanding program of supplementary resources is available with this textbook. Included are:

- *Critical Reading: U.S. History and The Enduring Vision*, by Connie Cantrell

This **all-new**, concise guide, developed for students by a reading specialist, offers a wealth of critical-reading exercises keyed to *The Enduring Vision*, Third Edition. Students will develop skills in such areas as previewing the text, discerning main arguments, identifying supporting material, and mastering other aspects of reading and studying history.

- *Student Guide with Map Exercises*, Third Edition, by Barbara Blumberg

Keyed chapter-by-chapter to the textbook, the *Student Guide with Map Exercises*, available in one- and two-volume editions, provides an outline-summary of major topics and themes and includes several features guiding the student in chapter review and self-testing. Map exercises sharpen students' knowledge of and skills in understanding U.S. historical geography.

- *Reading and Writing American History: An Introduction to the Historian's Craft*, by Peter Charles Hoffer and William W. Stueck

This skills-based sourcebook, featuring discussions of the nature of historical inquiry, readings, and hands-on exercises, is available in two brief volumes to complement students' reading of their American history textbook.

- *Surveying the Land: Skills and Exercises in U.S. Historical Geography*, by Robert Grant

This two-volume supplement strengthens students' understanding of U.S. geography and illuminates its shaping role in historical events. Comprising thirty-two units, *Surveying the Land* builds basic geographic literacy and develops map-reading proficiency through a blend of descriptive narrative and mapping exercises.

- *Getting the Most out of Your U.S. History Course: The History Student's Vade Mecum*, Third Edition, by Neil R. Stout

With suggestions on reading the textbook, interpreting maps and graphs, taking lecture notes, preparing for exams, and more, the *Vade Mecum* is a convenient pocket-size handbook for beginning college students.

- *Enduring Voices Document Sets*, Third Edition, by James J. Lorence

This one-of-a-kind, two-volume reader, organized to follow the chapter sequence of *The Enduring Vision*, presents discrete sets of primary sources, with each set built around a "problem" closely related to a major theme in the corresponding textbook chapter.

- *Regional Document Sets:*

Document Sets for the South in U.S. History, by Richard Purday

Document Sets for Texas and the Southwest in U.S. History, by J'Nell Pate

Document Sets for California and the West in U.S. History, by Iris Engstrand

These three unique collections of documents are designed to enhance students' understanding of regional history. They provide rich opportunities for students to work with primary sources and to explore matters of keen regional interest that are linked to larger questions in U.S. history.

- *Instructor's Guide*, Third Edition, by Robert Grant and James J. Lorence

This indispensable instructor's resource provides introductory how-to essays and student handouts, followed by teaching suggestions and strategies tied to each chapter of *The Enduring Vision*, Third Edition. Also included are detailed guidelines for using the *Enduring Voices Document Sets* in the classroom.

- *Test Item File*, Third Edition, by Kenneth Blume

This rich bank of identification, multiple-choice, essay, and map questions covers all the main topics and themes of *The Enduring Vision*. Questions suitable for midterm and final exams are included.

- *Computerized Testing* for IBM and Macintosh computers

Available for Macintosh and IBM-compatible computers, this electronic test generator provides the

same questions as the printed test bank, but in convenient electronic format.

- *The D. C. Heath U.S. History Transparency Set*, 1996 Edition

Approximately 150 full-color maps and graphs are offered in this valuable two-volume collection of overhead-transparency acetates.

- *An American Portfolio Videodisc*

This CAV-format disc for instructors provides thousands of still images of historic events, personages, and artifacts; twenty-seven minutes of full-motion historical video footage; and numerous historical maps showing change over time.

- *What Makes America Different?* Videodisc and Videotape

This video features lively conversations among the authors of *The Enduring Vision* on the topic of what makes the American historical experience unique.

- Audiocassette for U.S. History

This audio anthology of songs, speeches, and radio broadcasts affords students another link to important events from the nation's past.

An All-New CD-ROM Designed for Students

With this new edition comes the debut of a revolutionary concept in CD-ROMs—*EnVision: A Student Guide to U.S. History to Accompany The Enduring Vision*. *EnVision*, an all-new interactive study aid for students, offers extensive banks of documentary, map, and other resources; a large bank of self-tests with which students can review course material and prepare confidently for exams; and “big-picture” overviews of the main periods and themes of American history, presented by authors of *The Enduring Vision*. The full text of *The Enduring Vision*, Third Edition, is included as a handy reference. Students will learn history in a whole new, exciting way with this innovative resource, the ideal complement to *The Enduring Vision*.

In Conclusion—and with Thanks

In the supplements program as well as in the textbook, our goal has been to make teaching and learning American history enjoyable and stimulating. We would value any comments you and your students

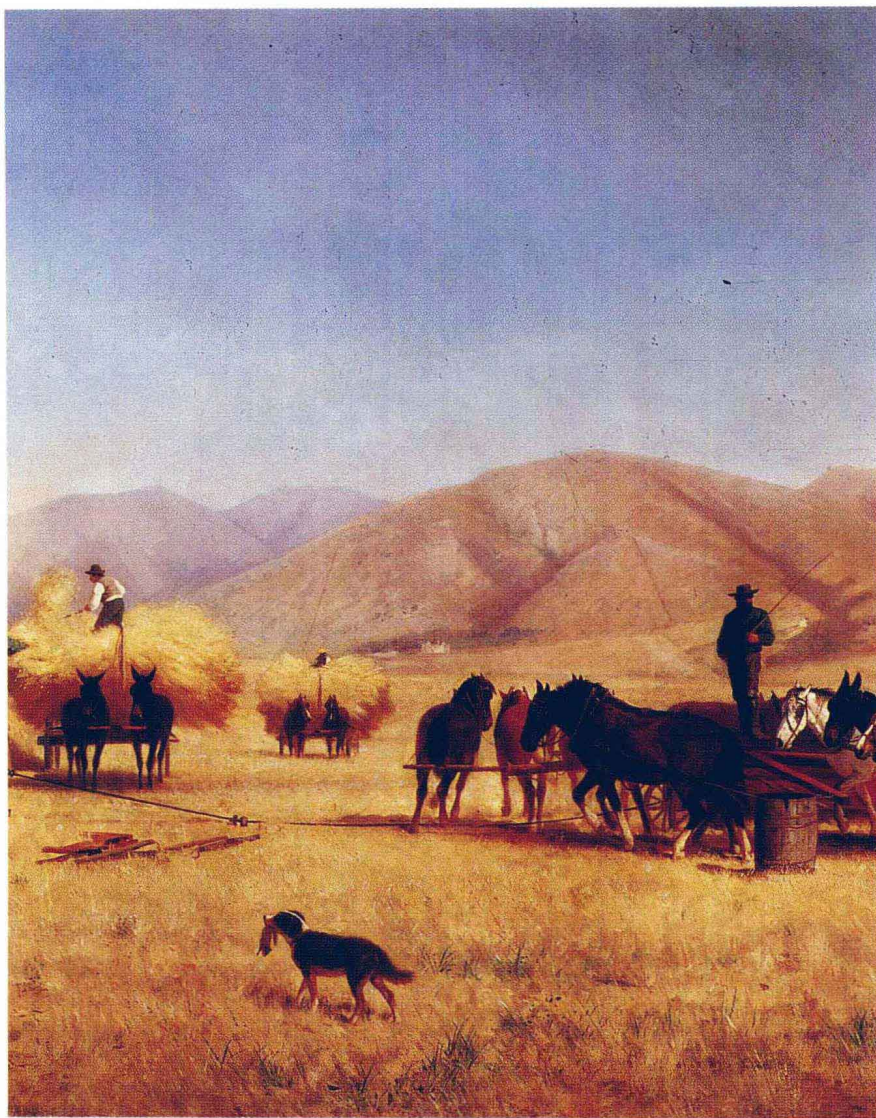
have as you navigate through your course using *The Enduring Vision* and its supplements; don't hesitate to write to us.

We wish to extend our sincere gratitude to the many people at D. C. Heath and Company who worked hand in hand with us as we planned and executed this revision. Senior editor James Miller and editorial director Sylvia Mallory—our editors now on all three editions of the textbook—ably coordinated all stages of the revision. Supplements developmental editor Pat Wakeley, production editor Kathleen Deselle, designer Henry Rachlin, photo editors Sharon Donahue, Bruce Carson, and Mary Lang, permissions editor Margaret Roll, and production coordinators Lisa Merrill and Dick Tonachel played crucial roles in the production and design of the textbook and its ancillary program. Marketing manager Kenneth Rust and marketing associate Alyssa Chung got the word out about the new edition in their usual thorough and timely fashion. We warmly thank them all.

We also owe a debt of gratitude to the many colleagues who provided reviews for this edition of *The Enduring Vision*: **Tyler Anbinder**, George Washington University; **Kevin Boyle**, University of Massachusetts, Amherst; **Diane Britton**, University of Toledo; **Gregory Bush**, University of Miami; **Brian Cannon**, Brigham Young University; **Kathleen Carter**, High Point University; **Paul Cunningham**, Catonsville Community College; **Christine Daniels**, Michigan State University; **Sam Elworthy**, Rutgers University; **Scott Garrett**, Paducah Community College; **Gregory Gordon**, College of Lake County; **John Jameson**, Kent State University; **Timothy Keirn**, California State University, Long Beach; **Gary Kornblith**, Oberlin College; **Virginia Laas**, Missouri Southern University; **Ralph Levering**, Davidson College; **Larry Menna**, State University of New York, Farmingdale; **Larry Peterson**, North Dakota State University; **William Robbins**, Oregon State University; **Yolanda Romero**, North Lake College; **Ronald Schlundt**, University of Maryland, European Division; **Sally Schwartz**, Marquette University; **Stanley Underdal**, San Jose State University; **Edward Weller**, San Jacinto College South; and **Gerald Wilson**, Duke University. Finally, we thank the countless others—instructors and students alike—who have taken the time to send in their thoughtful and constructive suggestions over the years. The book is much better for our having listened to them.

P. B.	N. S.
C. C.	H. S.
J. K.	N. W.

THE ENDURING VISION



Harvest Time (detail)
by Carl William Hahn, 1875

ENDURING VISION, ENDURING LAND

This is the story of America and of the visions that Americans have shared. The first vision was of the land itself. For the Siberian adventurers who crossed the land bridge from Asia, for the Europeans who began to arrive in the sixteenth century, and for the later immigrants who poured in by the tens of millions, North America offered a haven for new beginnings. If life was hard elsewhere, it would be better here. And once here, the lure of the land continued. If times were tough in the East, they would be better in the West. New Englanders migrated to Ohio; Ohioans migrated to Kansas; Kansans migrated to California. For Africans the migration to America was forced and brutal. But after the Civil War, newly freed southern blacks embraced the vision and dreamed of new opportunities elsewhere:

*I got my ticket,
Leaving the thicket,
And I'm a-heading for the Golden Shore!*

For most of American history, the vision of the land celebrated its beauty, its diversity, and its ability to provide sustenance and even wealth to those who exploited its fertility and its resources. But within this shared vision were deep-seated tensions. Whereas Native Americans regarded the land and other natural phenomena as spiritual forces to be feared and respected, many Europeans and their descendants considered nature a force to be conquered. The very abundance of America's natural resources led many to think of these resources as infinitely abundant and exploitable. In moving from one locale to another, some sought only to escape starvation or oppression, while others pursued wealth and power no matter the environmental consequences. Regardless of their motives and conditions, migrants often left behind a land bereft of

wild animals, its fertility depleted by intensive farming, its waters dammed and polluted or dried up altogether. If the land today remains part of the vision, it is only because we realize its vulnerability, rather than its immunity, to pollution and exploitation.

But the vision involves more than simply a love of the land. It also entails a commitment to an ongoing process: the process of creating a just social order. In pursuing this goal, Americans have sought to blend the best from their intellectual and cultural traditions with new, experimental social forms, a pattern often leading to bitter debates. Over thousands of years, Native Americans worked in this way to construct ideal social orders as they refined their relationships with one another and with the land around them. For the past five hundred years, immigrants from all over the world have pursued comparable ideals, both within their communities and in the nation at large.

Central to the American vision of the good society is the notion of individual freedom. To be sure, our commitment to freedom has frequently faltered in practice. The Puritans who sought freedom of worship for themselves often denied it to others. Southern whites who cheered the Declaration of Independence lived by the labor of black slaves. Many a wealthy employer conveniently forgot that economic exploitation can extinguish freedom as effectively as political tyranny or military force. And through much of our history, women—half the population—were relegated to second-class status. Yet the battered vision endured, prodding a sometimes reluctant nation to confront and explore its full meaning.

But freedom can be an empty and cheerless thing unless one is also part of a social group. The novelist O. E. Rølvaag, describing the emotions of a

nineteenth-century Norwegian immigrant farm woman on the Great Plains, captured this feeling of social isolation:

A sense of desolation so profound settled upon her that she seemed unable to think at all. . . . She threw herself back in the grass and looked up into the heavens. But darkness and infinitude lay there, also—the sense of utter desolation still remained. . . . Suddenly, for the first time, she realized the full extent of her loneliness. . . .

Thus the vision must also be one of community. Puritan leader John Winthrop, addressing a group of fellow immigrants aboard the *Arbella* on their way to America in 1630, eloquently summed up this dimension of the vision: “We must delight in each other, make others’ conditions our own, rejoice together, mourn together, labor and suffer together: always having before our eyes our commission and community . . . as members of the same body.”

The family, the town, the neighborhood, the church, the ethnic group, and the nation itself have been ways by which Americans have woven into their lives a web of social meaning. And *community* is not just a high-sounding abstraction; it has political implications. If we are not just a fragmented collection of self-absorbed individuals but also a *people*, what obligations do we owe each other? What limitations on our freedom are we willing to accept in order to be part of a social group? In struggling with tough questions like these, we have further defined our vision of America.

Finally, this vision is one of renewal and new beginnings. The story of America is part of the human story, and thus it has its dark and shameful passages as well as its bright moments of achievement. Arrogance, injustice, callous blindness to suffering, and national self-delusion have all figured in our history. But balancing the times when we lost our way are the moments when we found our bearings and returned to the hard task of defining what America at its best might truly be.

This, then, is the essence of the vision: a vision not of a foreordained national destiny unfolding effortlessly but of a laborious, often frustrating struggle to define what our common life as a people shall

be. For all the failures and the wrong turns, it remains a vision rooted in hope, not despair. In 1980 Jesse de la Cruz, a Mexican-American woman who had fought for years to improve conditions for California’s migrant workers, summed up the philosophy that kept her going: “Is America progressing toward the better? . . . We’re the ones that are gonna do it. We have to keep on struggling. . . . With us, there’s a saying: *La esperanza muere al último*. Hope dies last. You can’t lose hope. If you lose hope, that’s losing everything.”

No sentiment could better sum up the enduring vision of American history.



AN ANCIENT HERITAGE

“The land was ours before we were the land’s.” So begins the poem “The Gift Outright,” which the aged Robert Frost read at President John F. Kennedy’s inauguration in 1961. Frost’s poem meditates on the interrelatedness of history, geography, and human consciousness. At first, wrote Frost, North American settlers merely possessed the land; but then, in a subtle spiritual process, they became possessed by it. Only by entering into this deep relationship with the land itself—“such as she was, such as she would become”—did their identity as a people fully take shape.

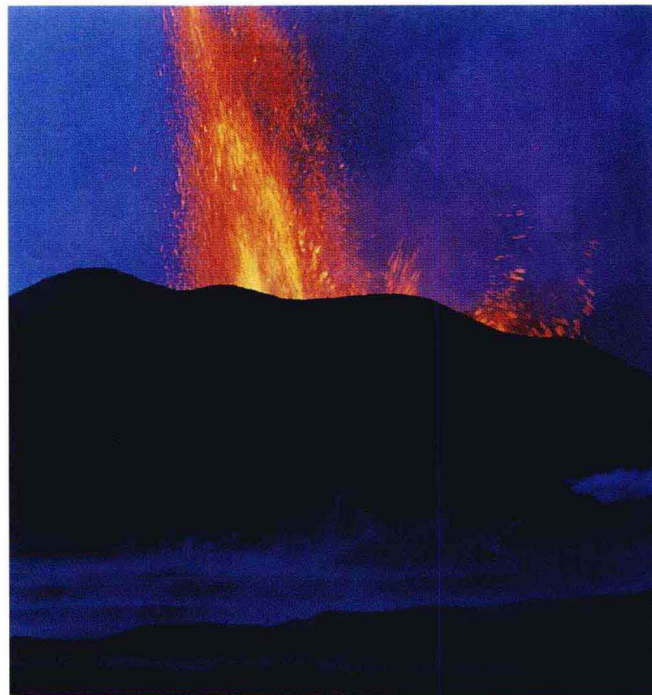
Frost’s poem speaks of the encounter of English colonists with a strange new continent of mystery and promise; but of course, what the Europeans called the “New World” was in fact the homeland of the Native American peoples whose ancestors had been “possessed by” the land for at least fifteen thousand years. Native Americans had undergone an immensely long process of settling the continent, developing divergent cultures, discovering agriculture, and creating a rich spiritual life tightly interwoven with the physical environment that sustained them. We cannot fully comprehend the past five hundred years of American history without first understanding how, for thousands of years before then, Indians created the human habitats that non-natives and their descendants would occupy and transform.

To comprehend the American past, we first must know the American land itself. The patterns of weather; the undulations of valley, plain, and moun-

tain; the shifting mosaic of sand, soil, and rock; the intricate network of rivers, streams, and lakes—these have profoundly influenced U.S. history. North America's fundamental physical characteristics have shaped human events from the earliest migrations from Asia to the later cycles of agricultural and industrial development, the rise of cities, the course of politics, and even the basic themes of American literature, art, and music. Geology, geography, and environment are among the fundamental building blocks of human history.

This prologue tells the story of the land itself: its geological origins; its reshaping by eons of lifting, sinking, erosion, and glaciation; the opportunities and limitations that it presents to human endeavor. It reminds us of the ultimate dependence of human beings on their environment.

It is sobering to begin the study of American history by contrasting the recent rise of a rich, complex human society on this continent with the awesomely slow pace by which the North American environment took form. Geologists trace the oldest known rocks on the continent back some 3 billion years when a single landmass, called Pangaea by geologists, encompassed

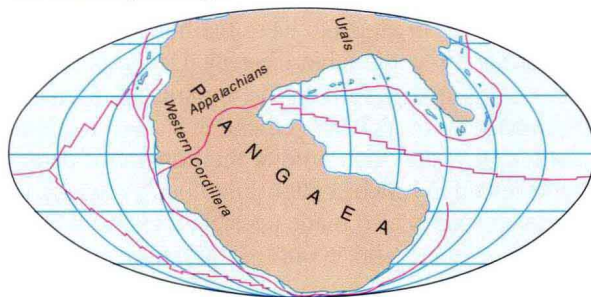


Volcanic Eruption, Hawaii

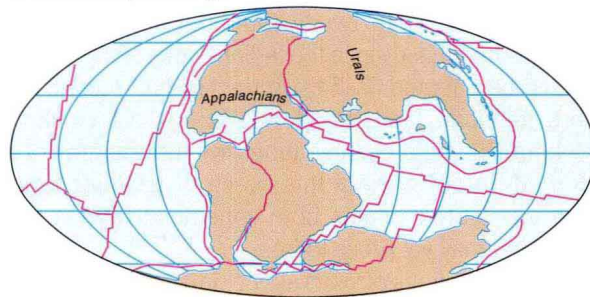
Formation of the Continents

After the break-up of the supercontinent of Pangaea, drifting land masses gradually formed today's continents.

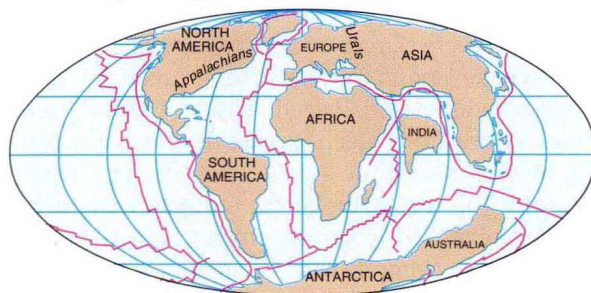
180 million years ago



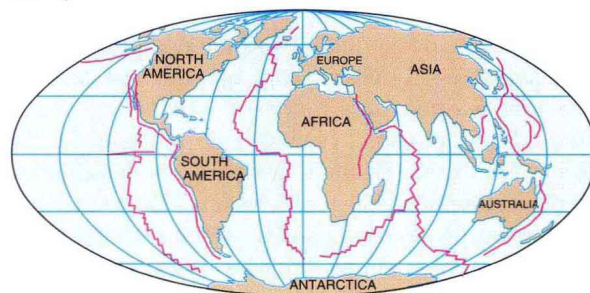
125 million years ago



55 million years ago



Today



all the earth's dry surfaces. The rocky "floor" known as the **Canadian Shield** first became visible on the surface of what is now Canada during the earliest geologic era, the **Precambrian**, which ended 500 million years ago. Halfway between that remote age and the present, during the **Paleozoic** ("**ancient life**") era, forests covered much of what would eventually be the United States. From this organic matter, America's enormous coal reserves would be created, the largest yet discovered in the entire world. About 180 million years ago, during the **Mesozoic** ("**middle life**") era—the age of the dinosaurs—Pangaea began to break apart. By a process known as continental drift—which continues today at the rate of a few centimeters a year—today's continents were eventually formed. As a result, most plant and animal life in each of the earth's major landmasses—the Americas, Eurasia-Africa, Australia, and Antarctica—evolved in isolation from life in the others for 180 million years. As environmental historian Alfred W. Crosby puts it, "The ancestors of American buffaloes, Eurasian cattle, and Australian kangaroos shambled and hopped down diverging paths of evolution." The overseas expansion of Europeans in the past five centuries has brought an abrupt end to that isolation, with some far-reaching consequences in North America that are noted in the chapters that follow.

So enormous a gulf of time separates the origins of North America from the beginning of human history that, if those 180 million years were compressed into the space of a single twenty-four-hour day, everything that has happened since the Indians' ancestors first migrated here would flash by in the last half-second before midnight, and the New World's history since Columbus would occupy about five-thousandths of a second. In considering the sweep of geologic time, one inevitably wonders how ephemeral human history itself may yet prove to be.

Many millions of years after North America's initial separation, violent movements of the earth's crust thrust up the Pacific Coastal, Sierra Nevada, and Cascade ranges on the continent's western edge. As the dinosaurs were dying out, toward the end of the Mesozoic some 65–70 million years ago, the vast, shallow sea that washed over much of west-central North America disappeared, having been replaced by the Rocky Mountains. By then, the decay and fossilization of plant and animal life were creating North America's once great petroleum deposits, which until a generation ago seemed almost limitless. Within the last 50 million years, volcanic eruptions raised the cones that now form the Hawaiian Islands, twenty-five hundred

miles southwest of California. Active Pacific-rim volcanoes and powerful earthquakes all over the continent dramatically demonstrate that the molding of the American landscape still continues.

Between 2 million and ten thousand years ago, four great glaciations left a tremendous imprint on the land. The Ice Age staggers the imagination. During periods of maximum glacial expansion, a carpet of ice as thick as thirteen thousand feet extended over most of Canada and crept southward into what is now New England, New York State, and much of the Midwest. As we shall see in Chapter 1, the first humans to inhabit North America—ancestors of American Indians—arrived as temperatures rose and the glaciers began their most recent, slow retreat northward. While the earth has been relatively stable during the last few thousand years, earthquakes in California and elsewhere remind us that the continents continue to drift and that the world as we know it is not static but in a state of steady change.

靜心, 平衡狀態

happening later
space

THE CONTINENT AND ITS REGIONS

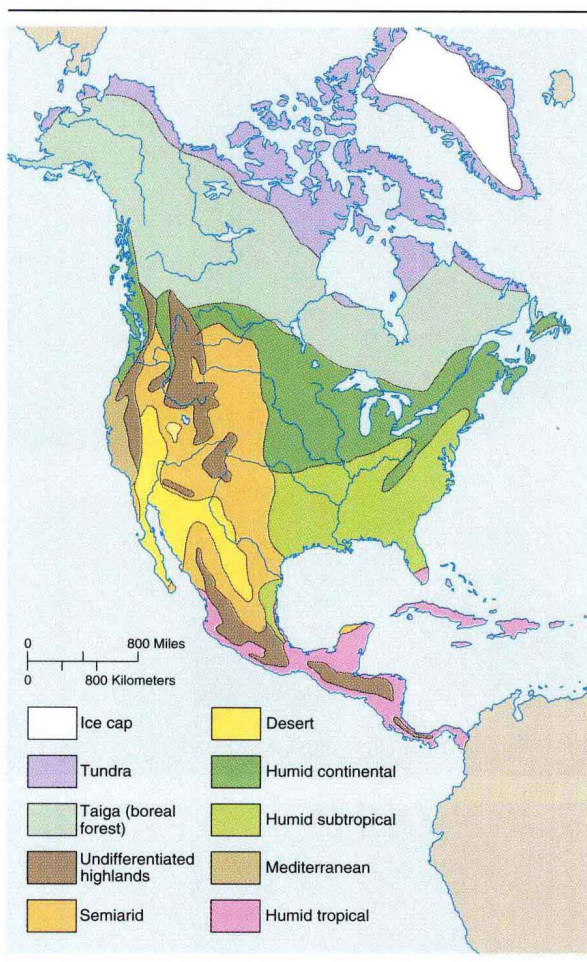
As the glacial ice melted at last, raising the world's oceans to their present level, North America slowly warmed. The ensuing differences in climate, physical features, and organic life were the basis of America's extraordinary geographic diversity. Geographic diversity contributed, in turn, to the remarkable diversity of regional cultures that later emerged, first among American Indians and then among the non-native peoples who settled in America after Columbus's voyages. Geographic variety also made possible the United States' rise to political and economic preeminence in the modern world.

2.2.2
abundant, plentiful

The West

With its severe climate and profuse wildlife, Alaska still evokes the land that ancient North America's earliest migrants discovered. Indeed, Alaska's far north resembles a world from which ice caps have just retreated—a treeless tundra of grasses, lichens, and stunted shrubs. This region, the Arctic, is a stark wilderness in winter, reborn in fleeting summers of colorful flowers and returning birds. In contrast, the subarctic of central Alaska and Canada is a heavily forested country known as taiga. Here rises North America's highest peak,

2.2.2
2.2.2



North American Climatic Regions

20,320-foot Mt. McKinley, or Denali. Average temperatures in the subarctic range from the fifties above zero in summer to well below zero in the long, dark winters, and the soil is permanently frozen except during summer surface thaws.

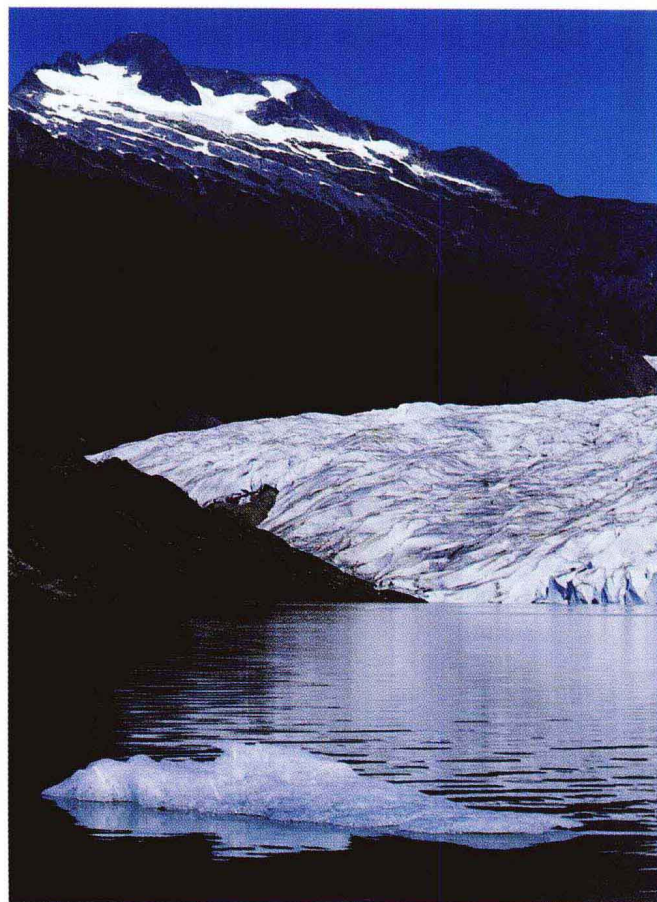
The expanse from Alaska's glacier-gouged and ruggedly mountainous Pacific shore southward to northern California forms the Pacific Northwest. Only a few natural harbors break the shoreline, but they include the magnificent anchorages of Puget Sound and San Francisco Bay. Offshore, cool currents and warm winds make possible rich coastal fisheries.

The Pacific coastal region is in some ways a world apart. Vegetation and animal life, isolated from the rest of the continent by mountains and deserts, include many species unfamiliar farther east. Warm, wet westerly winds blowing off the Pacific create a climate

more uniformly temperate than anywhere else in North America. From Anchorage and the Alaska pan-handle to a little south of San Francisco Bay, winters are cool, humid, and foggy, and the coast's dense forest cover includes the largest living organisms on earth, the giant sequoia (redwood) trees. Along the southern California coast, winds and currents generate a warmer, "Mediterranean" climate, and vegetation includes a heavy growth of shrubs and short trees, scattered stands of oak, and grasses able to endure prolonged seasonal drought.

The rugged Sierra Nevada, Cascade, and coastal ranges stretch the length of British Columbia, Washington, Oregon, and California. Their majestic peaks trap abundant Pacific Ocean moisture that gigantic clockwise air currents carry eastward. Between the ranges nestle flat, fertile valleys—California's Central Valley (formed by the San Joaquin and Sacramento rivers), Oregon's Willamette Valley, and the Puget

Mendenhall Glacier, Alaska



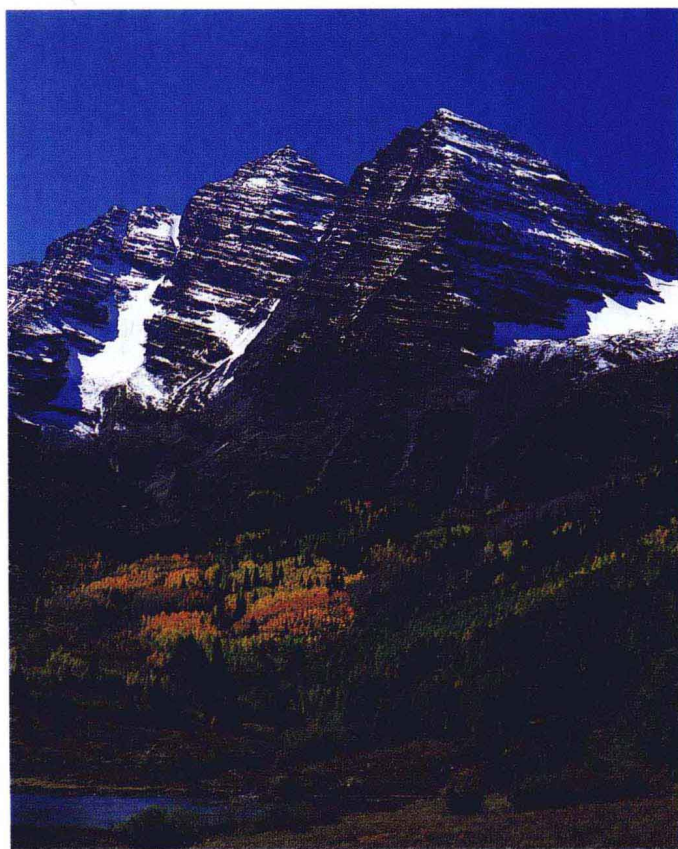


Coastal Farming, Northern California

Sound region in Washington—that have become major agricultural centers in recent times.

Well east of the Pacific coastal band lies the Great Basin, encompassing Nevada, western Utah, southern Idaho, and eastern Oregon. The few streams here have no outlet to the sea. Much of the Great Basin was once covered by an inland sea holding glacial meltwater, a remnant of which survives in Utah's Great Salt Lake. Today, however, the Great Basin is dry and severely eroded, a cold desert rich in minerals, imposing in its austere grandeur and lonely emptiness. North of the basin, the Columbia and Snake rivers, which drain the plateau country of Idaho and eastern Washington and Oregon, provide plentiful water for farming.

Western North America's "backbone" is the Rocky Mountains. In turn, the Rockies form part of the immense mountain system that reaches from Alaska to the Andes of South America. Elevations in the Rockies rise from a mile above sea level at Denver at the foot of the mountains to permanently snowcapped



Maroon Bells of the Rocky Mountains, near Aspen, Colorado