

A PEOPLE AND A NATION

A HISTORY OF THE UNITED STATES

Second Edition

VOLUME I: TO 1877

Norton
Katzman
Escott
Chudacoff
Paterson
Tuttle



AND A NATION

History of the United States

Second Edition Volume I: To 1877

MARY BETH NORTON

Cornell University

DAVID M. KATZMAN

University of Kansas

PAUL D. ESCOTT

University of North Carolina, Charlotte

HOWARD P. CHUDACOFF

Brown University

THOMAS G. PATERSON

University of Connecticut

WILLIAM M. TUTTLE, JR.

University of Kansas

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ABOUT THE COVER

The Little Navigator. This shipmaster sighting the sun was carved about 1810 for use as a trade sign. It hung over the shop of James Fales, a maker of navigational instruments, in Newport, Rhode Island. In the 1820s, the sign was moved by Fales's son to hang over his watch and clock shop in New Bedford, Massachusetts. It can now be seen at the Old Dartmouth Historical Society Whaling Museum, New Bedford.

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Mary Beth Norton

Now a professor of history at Cornell University, Mary Beth Norton was born in Ann Arbor, Michigan, and received her B.A. from the University of Michigan (1964). Harvard University awarded her the Ph.D. in 1969, the year her dissertation won the Allan Nevins Prize. Her writing includes *The British-Americans: The Loyalist Exiles in England, 1774–1789* (1972) and *Liberty's Daughters: The Revolutionary Experience of American Women, 1750–1800* (1980). With Carol Berkin she has edited a book of original essays, *Women of America: A History* (1979). Her many articles have appeared in such journals as the *William and Mary Quarterly*, *Signs*, and the *American Historical Review*. Mary Beth has served on the National Council on the Humanities. From 1983 to 1985 she was president of the Berkshire Conference of Women Historians, and in 1984 she was elected vice president for research of the American Historical Association. Besides holding honorary degrees from Siena College and Marymount Manhattan College, she has received research assistance from the Shelby Cullom Davis Center, Charles Warren Center, National Endowment for the Humanities, and the American Antiquarian Society.

David M. Katzman

A graduate of Queens College (B.A., 1963) and the University of Michigan (Ph.D., 1969), David M. Katzman is now a professor of history at the University of Kansas. Born in New York City, David is known for his work in labor, social and black history. His book *Seven Days a Week: Women and Domestic Service in Industrializing America* (1978) won the Philip Taft Labor History Prize. He has also written *Before the Ghetto: Black Detroit in the Nineteenth Century* (1973) and contributed to *Three Generations in Twentieth-Century America: Family, Community and the Nation* (Second Edition, 1981). With William M. Tuttle, Jr., David has edited *Plain Folk: The Life Stories of Undistinguished Americans* (1981). The Guggenheim Foundation, National Endowment for the Humanities, and Ford Foundation have awarded him research assistance. He has written articles for the *Dictionary of American Biography* and has served as the associate editor of the journal *American Studies*. For 1984–1985 he was Visiting Professor of Economic and Social History, University of Birmingham, England.

Paul D. Escott

Born and reared in the Midwest (St. Louis, Missouri), Paul D. Escott studied in New England and the South. His interest in southern history and the Civil War era probably began with southern parents, but it became conscious at Harvard College (B.A., 1969) and matured at Duke University (Ph.D., 1974). Now a professor of history at the University of North Carolina, Charlotte, Paul has written *After Secession: Jefferson Davis and the Failure of Confederate Nationalism* (1978), *Slavery Remembered: A Record of Twentieth-Century Slave Narratives* (1979), and *Many Excellent People: Power and Privilege in North Carolina, 1850–1900* (1985). Paul's articles have appeared in such journals as *Civil War History*, *Georgia Historical Quarterly*, and *Journal of Southern History*. Active in the profession, he has served on committees of the Southern Historical Association. Fellowships from the Whitney M. Young, Jr., Memorial Foundation, the American Philosophical Society, and the Rockefeller Foundation have aided his research.

Howard P. Chudacoff

A professor of history at Brown University, Howard P. Chudacoff was born in Omaha, Nebraska, and received his degrees from the University of Chicago (A.B., 1965; Ph.D., 1969). At Brown he has co-chaired the American Civilization Program. His books include *Mobile Americans: Residential and Social Mobility in Omaha, 1880–1920* (1972) and the *Evolution of American Urban Society* (Third Edition, 1986). His many articles on topics in urban and social history have appeared in such journals as the *Journal of Family History*, *Reviews in American History*, and the *Journal of American History*. Howard has lectured and presented papers at many universities and historical meetings, and has received research awards from the Rockefeller Foundation, National Endowment for the Humanities, and the Population Studies and Research Center of Brown University.

Thomas G. Paterson

Thomas G. Paterson was born in Oregon City, Oregon. He graduated from the University of New Hampshire (B.A., 1963) before earning his doctorate from the University of California, Berkeley in 1968. He is now a professor of history at the University of Connecticut. His books include *Soviet-American Confrontation* (1973), *On Every Front* (1979), and *American Foreign Policy: A History* (Second Edition, 1983). Among his edited scholarship is *Major Problems in American Foreign Policy* (Second Edition, 1984). The author of over thirty articles, Tom's work has appeared in the *American Historical Review* and the *Journal of American History*. He has served on the editorial boards of the *Journal of American History* and *Diplomatic History*, on committees of the Organization of American Historians and Society for Historians of American Foreign Relations, and on the Board of Trustees of Stonehill College. Tom has also directed National Endowment for the Humanities Summer Seminars for College Teachers. His research has been assisted by the American Philosophical Society, Institute for the Study of World Politics, National Endowment for the Humanities, and others.

William M. Tuttle, Jr.

A native of Detroit, Michigan, who graduated from Denison University (1959) and the University of Wisconsin, Madison (Ph.D., 1967), William M. Tuttle, Jr. is now a professor of history at the University of Kansas. Bill has written the award-winning *Race Riot: Chicago in the Red Summer of 1919* (1970) and has edited *W. E. B. Du Bois* (1973) and, with David M. Katzman, *Plain Folk* (1982). As an historical consultant, he has helped prepare several public television documentaries and docudramas. Bill's numerous articles have appeared in the *Journal of Negro History*, *Labor History*, *Agricultural History*, *Technology and Culture*, and the *Journal of American History*. The Guggenheim Foundation, National Endowment for the Humanities, and American Council of Learned Societies have provided him with research assistance. He has also been awarded fellowships from the Institute of Southern History at Johns Hopkins University, Charles Warren Center at Harvard, and Stanford Humanities Center. He was elected to the Nominating Board of the Organization of American Historians.

PREFACE

The generous reception given to the first edition of this volume by our colleagues in history, the encouragement and suggestions of the many instructors who used the book in their classrooms, and the appearance of new scholarship in the last few years have afforded us the opportunity to improve and update *A People and a Nation*. In this second edition we have retained and strengthened those characteristics of the first edition that students and faculty found attractive. As teachers and students we are always recreating our past, rediscovering the personalities and events that have shaped us, inspired us, and bedeviled us. This book is our rediscovery of America's past—its people and the nation they founded and sustained. Sometimes we find this history comforting, sometimes disturbing. As with our own personal experience, it is both triumphant and tragic, filled with injury as well as healing. As a mirror on our lives, it is always significant.

We draw on recent research as well as on seasoned, authoritative works to offer a comprehensive book that tells the whole story of American history. Presidential and party politics, congressional legislation, Supreme Court decisions, diplomacy and treaties, wars and foreign interventions, economic patterns, and state and local government have been the stuff of American history for generations. Into this traditional fabric we weave social history, broadly defined. We investigate the history of the majority of Americans—women—and of minorities. We study the history of social classes, and we illuminate the private, everyday life of the American people.

From the ordinary to the exceptional—the factory worker, the slave, the office secretary, the local merchant, the small farmer, the plantation owner, the ward politician, the president's wife, the film star, the scientist, the army general—Americans have had personal stories that have intersected with the public

policies of their government. Whether victors or victims, all have been actors in their own right, with feelings, ideas, and aspirations that have fortified them in good times and bad. All are part of the American story; all speak here through excerpts from their letters, diaries, and other writings, and oral histories.

Several questions guided our telling of this narrative. On the official, or public, side of American history, we emphasize Americans' expectations of their governments and the everyday practice of those local, state, and federal institutions. We identify the mood and mentality of an era, in which Americans reveal what they think about themselves and their public officials. And in our discussion of foreign policy we particularly probe its domestic sources.

In the social and economic spheres, we emphasize patterns of change in the population, geographic mobility, and people's adaptation to new environments. We study the interactions of people of different races, ethnic backgrounds, religions, and genders, the social divisions that emerged, and the efforts made, often in reform movements, to heal them. As well, we focus on the effects of technological development on the economy, the worker and workplace, and lifestyles.

In the private, everyday life of the family and the home, we pay particular attention to sex roles, childbearing and childrearing, and diet and dress. We ask how Americans have chosen to entertain themselves, as participants or spectators, with sports, music, the graphic arts, reading, theater, film, and television. Throughout American history, of course, this private part of American life and public policy have interacted and influenced one another.

Students and instructors have liked our use of clear, concrete language, and have commented on how enjoyable the book is to read. They have also told us that we challenged them to think about the meaning of American history, not just to memorize it; to confront our own interpretations and at the same

time to understand and respect the views of others; and to show how an historian's mind works to ask questions and to tease conclusions out of a mass of information.

For this revised edition, the authors met to discuss at length the themes and questions of the book. We reviewed numerous reports from instructors and worked to incorporate their suggestions. We also researched the most recent scholarship, alert to new evidence and new interpretations. As well, we examined every line of the text with an eye to conciseness, clarity, and readability. In the course of writing, the six of us read and reread one another's drafts and debated one another with a friendly spirit and mutual respect that strengthened us as scholars.

Several changes in this second edition stand out. First, that part of the book devoted to the post-1941 years has been substantially reorganized to match the

way most instructors teach that period. All of the material on the **Changes in the Second Edition** Second World War—domestic and foreign—is now in Chapter 28. The Truman years are covered in Chapter 29 and the Eisenhower years in 30. They are followed by a chapter (31) on the social history of the postwar period. Chapter 32, a foreign policy segment, has been recast to emphasize the origins, experience, and aftermath of the Vietnam War. Chapter 33 then treats the domestic effects of the war and political and economic events for 1961–1973, whereas Chapter 34 does so for 1973–1981. Finally, an altogether new Chapter 35 studies the Reagan years and the interaction among social, political, economic, and diplomatic currents in the 1980s.

Second, Chapter 1 has been significantly reworked to provide the stories of the three divergent cultures—Native American, African, and European—that intersected in the New World to mold the early history of the United States. Third, we have expanded our coverage of Asians and Hispanics, constitutional history, and the nuclear arms race. Fourth, throughout the book we have explained the significance of gender in employment—the sexual division of labor. Fifth, we have set out more prominently the themes of each chapter, following the opening vignette. And, finally, *A People and a Nation* has a new look. Not only have new illustrations and maps been added—they have also been improved through the use of full

color. Full color makes the maps (all ninety of them) easier to read and understand and the illustrations (all historically accurate because they are contemporaneous with a chapter's period) truer prints of their originals.

As in the first edition, each chapter opens with the story of an American, ordinary or exceptional, whose experience was representative of the times or whose commentary facilitates our understanding of the chapter themes, which immediately follow this

vignette. To help students study and review, we use bold-typed notes—like the one here—to highlight key personalities, events, concepts, and trends. Significant concepts and words are defined and italicized; important events are listed in a chart near the end of most chapters; and suggested readings for further study close each chapter. The Appendix, updated and expanded, is a unique compendium providing a historical overview of the American people and their nation.

To make the book as useful as possible for students and instructors, several learning and teaching ancillaries are available, including a *Study Guide* and *Computerized Study Guide*, an *Instructor's Manual*, a *Test Items* file, a *Computerized Test Items* file, and

Ancillaries *Map Transparencies*. The *Study Guide*, which was prepared by George Warren and Cynthia Ricketson of Central Piedmont Community College, includes an introductory chapter on study techniques for history students, as well as learning objectives and a thematic guide for each chapter in the text and exercises on evaluating and using information and on finding the main idea in passages from the text, as well as test questions on the content of each chapter. The *Study Guide* is also available in a computerized version that provides the student with tutorial instruction. The *Instructor's Manual*, by Richard Rowe of Golden West College, contains chapter outlines, suggestions for lectures and discussion, and lists of audio-visual resources. The accompanying *Test Items* file, also by Professor Rowe, offers more than 1,500 multiple-choice and essay questions and more than 700 identification terms. The test items are available to adoptors on computer tape and disk. In addition, there is a set of forty full-color map transparencies available on adoption.

Though each of us feels answerable for the whole, we take primary responsibility for particular chapters: Mary Beth Norton, Chapters 1–7, David M. Katzman, Chapters 8–10, 12; Paul D. Escott, Chapters 11, 13–15; Howard P. Chudacoff, Chapters 16–21, 24; Thomas G. Paterson, Chapters 22–23, 25, 27, 30, 32, and part of 35; William M. Tuttle, Jr., Chapters 26, 28–29, 31, 33–34, and part of 35. Thomas G. Paterson also served as the coordinating author and prepared the Appendix.

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A PEOPLE AND A NATION



THE MEETING OF OLD WORLD AND NEW 1492–1650

CHAPTER 1