

GEORGE BROWN TINDALL & DAVID E. SHI

America

A NARRATIVE HISTORY

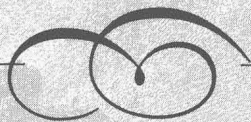


SIXTH EDITION  VOLUME ONE

AMERICA

A NARRATIVE HISTORY

SIXTH EDITION
VOLUME I



GEORGE BROWN TINDALL
DAVID E. SHI



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PREFACE



Just as history is never complete, neither is a historical textbook. We have learned much from the responses of readers and instructors to the first five editions of *America: A Narrative History*. Perhaps the most important and reassuring lesson is that our original intention has proved valid: to provide a compelling narrative history of the American experience, a narrative animated by human characters, informed by analysis and social texture, and guided by the unfolding of events. Readers have also endorsed the book's distinctive size and format. *America* is designed to be read and to carry a moderate price.

As in previous revisions of *America*, we have adopted an overarching theme that informs many of the new sections we introduce throughout the Sixth Edition. In previous editions we have traced such broad-ranging themes as immigration, the frontier and the West, and popular culture. In each case we blend our discussions of the selected theme into the narrative, where they reside through succeeding editions.

The Sixth Edition of *America* highlights the social, political, cultural, and economic history of work in American life. Frederick Douglass, the former slave who became a leading abolitionist, declared in 1853 that Americans are not valued "for what they are; they are valued for what they can do." Work, of course, is a central aspect of human endeavor; it forms an indelible part of our lives. Labor structures our days and transforms the world we live in. It helps shape our identities and define our possibilities. Through almost four centuries of American history, workers have built, sustained, and transformed the economy. Their everyday lives have helped shape American society and culture. Their needs and aspirations have fueled American politics at every level

and have been mediated by the courts. The history of work takes in all dimensions of American history.

The Sixth Edition of *America* includes new material reflecting this expansive sense of the history of work in the United States. Here are some of the highlights:

- Chapter 3 includes a new discussion of shipbuilding in colonial New England that explores maritime work and its significance in the colonial economy
- Chapter 9 explores how the emerging factory system changed the nature of work for many laborers
- Chapter 12 includes an expanded discussion of early labor organization and the rise of professions
- Chapter 14 includes a section on the Spanish missions in California and their use of Indian labor
- Chapter 15 offers a new discussion of slave women and their work
- Chapter 20 has been revised and includes an expanded discussion of the rise of big business after the Civil War, a new section on child labor and its regulation, and a profile of the colorful labor organizer Mother Jones
- Chapter 26 features new sections on women workers and Margaret Sanger's efforts to educate them on the issue of birth control
- Chapter 27 includes a section on the dramatic strike at the Loray textile mills in Gastonia, North Carolina, in 1929
- Later chapters include new discussions of the rise of high-tech industry and how the expanding service sector has compensated for dwindling manufacturing jobs, with widespread effects on work and society.

Beyond these explorations of work in American history, we have introduced other new discussions throughout the Sixth Edition. We have revised the book to reflect the best of recent scholarship and we feel confident that the text provides students an excellent introduction to the current state of scholarship in American history.

We are pleased that even with the addition of rich new material throughout, we have managed to reduce the length of *America* by almost 10 percent in the Sixth Edition. This was not achieved by crash diet, but by the authorial equivalent to regular exercise: the careful pruning of detail throughout the book. We trust that the result retains

all the character and color that students and instructors have prized in the book, but in a trimmer form.

To enhance the pedagogical features of the text, we have included a **Glossary** in this new edition. It provides a handy reference for checking basic events, concepts, legal decisions, and so on. The Glossary was researched and drafted by Brenda Eagles with the assistance of Charles Eagles.

A new item to supplement this edition is *The Norton Map Workbook in American History*. It includes a range of work-maps covering the core of American history from the colonial period to the present. Questions for each map reinforce students' skills in geography and probe their knowledge of historical events.

We have also revised the outstanding ancillary package that supplements the text. *For the Record: A Documentary History of America*, Second Edition, by David E. Shi and Holly A. Mayer (Duquesne University), is a rich resource with over 300 primary source readings from diaries, journals, newspaper articles, speeches, government documents, and novels. It also has four special chapters on interpreting illustrations and photographs as historical documents. The *Study Guide*, by Charles Eagles (University of Mississippi), is another valuable resource. This edition contains chapter outlines, learning objectives, timelines, expanded vocabulary exercises, and many new short-answer and essay questions. *America: A Narrative History Online Tutor* prepared by Tom Percy (Slippery Rock University), is an online collection of tools for review and research. It includes chapter summaries, review questions and quizzes, interactive map exercises, timelines, and research modules, many new to this edition. *Norton Presentation Maker* is a CD-ROM slide and text resource that includes images from the text, four-color maps, additional images from the Library of Congress archives, and audio files of significant historical speeches. Finally, the *Instructor's Manual and Test Bank*, by Mark Goldman (Tallahassee Community College) includes a test bank of short-answer and essay questions, as well as detailed chapter outlines, lecture suggestions, and bibliographies.

In preparing the Sixth Edition, we have benefited from the insights and suggestions of many people. Some of these insights have come from student readers of the text and we encourage such feedback. Among the scholars and survey instructors who offered us their comments and suggestions are: James C. Cobb (University of Georgia),

Kara Miles Turner (Virginia State University), Vernon Burton (University of Illinois), Blanche Brick, Cathy Lively, Harley Haussman and others at the Bryan campus of Blinn College, Charles Eagles (University of Mississippi), Timothy Gilfoyle (Loyola University), James M. Russell (University of Tennessee, Chattanooga), Matthew Plowman (Waldorf College), and Rand Burnette (MacMurray College). Our special thanks go to Tom Percy (Slippery Rock University) for all of his work on the timelines. Once again, we thank our friends at W. W. Norton, especially Steve Forman, Steve Hoge, Sarah England, Neil Hoos, Kate Barry, Lory Frenkel, JoAnn Simony, Karl Bakeman, and Matt Arnold, for their care and attention along the way.

—George B. Tindall

—David E. Shi

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PART ONE

A NEW WORLD

Long before Christopher Columbus accidentally discovered the New World in his effort to find a passage to Asia, the tribal peoples he mislabeled "Indians" had occupied and shaped the lands of the Western Hemisphere. The first people to settle the New World were nomadic hunters and gatherers who migrated from northeastern Asia during the last glacial advance of the Ice Age, nearly 20,000 years ago. By the end of the fifteenth century, when Columbus began his voyage west, there were millions of Native Americans living in the Western Hemisphere. Over the centuries, they had developed stable, diverse, and often highly sophisticated societies, some rooted in agriculture, others in trade or imperial conquest.

The Native American cultures were, of course, profoundly affected by the arrival of peoples from Europe and Africa. They were exploited, enslaved, displaced, and exterminated. Yet this conventional tale of conquest oversimplifies the complex process by which Indians, Europeans, and Africans interacted. The Indians were more than passive victims; they were also trading partners and rivals of the transatlantic newcomers. They became enemies and allies, neighbors and advisers, converts and spouses. As such they fully participated in the creation of the new society known as America.

The Europeans who risked their lives to settle in the New World were themselves quite diverse. Young and old, men and women, they came from Spain, Portugal, France, Great Britain, the Netherlands, Italy, and the various German states. A variety of motives inspired them to undertake the transatlantic voyage. Some were adventurers and fortune seekers, eager to find gold and spices. Others were fervent Christians determined to create kingdoms of God in the New World. Still others were convicts, debtors, indentured servants, or political or religious exiles. Many were simply seeking higher wages and greater economic opportunity. A settler in Pennsylvania noted that "poor people (both men and women) of all kinds can here get three times the wages for their labour than they can in England or Wales."

Yet such enticements were not sufficient to attract enough workers to keep up with the rapidly expanding colonial economies. So the Europeans began to force Indians to work for them. But there were never enough of them to meet the unceasing demand. Moreover, they often escaped or were so obstreperous that several colonies banned their use. The Massachusetts legislature did so because Indians were of such "a malicious, surly and revengeful spirit; rude and insolent in their behavior, and very ungovernable."