

THE AMERICAN PROMISE

A HISTORY OF THE UNITED STATES

VOLUME II: FROM 1865 ■ COMPACT EDITION



JAMES L. ROARK ■ MICHAEL P. JOHNSON ■ PATRICIA CLINE COHEN
SARAH STAGE ■ ALAN LAWSON ■ SUSAN M. HARTMANN

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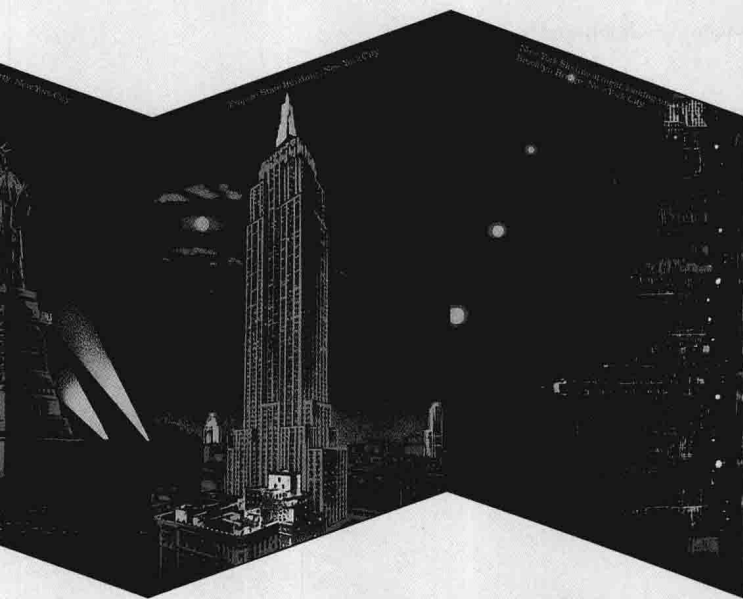
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ABOUT THE AUTHORS

James L. Roark

Born in Eunice, Louisiana, and raised in the West, James L. Roark received his B.A. from the University of California, Davis, in 1963 and his Ph.D. from Stanford University in 1973. His dissertation won the Allan Nevins Prize. He has taught at the University of Nigeria, Nsukka; the University of Nairobi, Kenya; the University of Missouri, St. Louis; and, since 1983, Emory University, where he is Samuel Candler Dobbs Professor of American History. In 1993, he received the Emory Williams Distinguished Teaching Award. He has written *Masters without Slaves: Southern Planters in the Civil War and Reconstruction* (1977). With Michael P. Johnson, he is author of *Black Masters: A Free Family of Color in the Old South* (1984) and editor of *No Chariot Let Down: Charleston's Free People of Color on the Eve of the Civil War* (1984). He has received research assistance from the American Philosophical Society and the National Endowment for the Humanities. Active in the Organization of American Historians and the Southern Historical Association, he is also a fellow of the Society of American Historians.

Michael P. Johnson

Born and raised in Ponca City, Oklahoma, Michael P. Johnson studied at Knox College in Galesburg, Illinois, where he received a B.A. in 1963, and at Stanford University in Palo Alto, California, earning a Ph.D. in 1973. He is currently professor of history at Johns Hopkins University in Baltimore, having previously taught at the University of California, Irvine, San Jose State University, and LeMoyne (now LeMoyne-Owen) College in Memphis. He is the author, co-author, or editor of *Toward a Patriarchal Republic: The Secession of Georgia* (1977); *Black Masters: A Free Family of Color in the Old South* (1984); *No Chariot Let Down: Charleston's Free People of Color on the Eve of the Civil War* (1984); *Reading the American Past: Selected Historical Documents* (1998); and *Abraham Lincoln, Slavery, and the Civil War: Selected Speeches and Writings* (2000); and articles that have appeared in the *William and Mary Quarterly*, the *Journal of Southern History*, *Labor History*, the *New York Review of Books*, the *New Republic*, the *Nation*, and other journals. Johnson has been awarded research

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Patricia Cline Cohen

Born in Ann Arbor, Michigan, and raised in Palo Alto, California, Patricia Cline Cohen earned a B.A. at the University of Chicago in 1968 and a Ph.D. at the University of California, Berkeley in 1977. In 1976, she joined the history faculty at the University of California at Santa Barbara. Cohen has written *A Calculating People: The Spread of Numeracy in Early America* (1982) and *The Murder of Helen Jewett: The Life and Death of a Prostitute in Nineteenth-Century New York* (1998). She has also published articles on numeracy, prostitution, sexual crime, and murder in journals including the *Journal of Women's History*, *Radical History Review*, the *William and Mary Quarterly*, and the *NWSA Journal*. Her scholarly work has received assistance from the National Endowment for the Humanities, the National Humanities Center, the American Antiquarian Society, the Schlesinger Library, and the Newberry Library. She has served as chair of the Women's Studies Program and as dean of the humanities and fine arts at the University of California at Santa Barbara.

Sarah Stage

Sarah Stage was born in Davenport, Iowa, and received a B.A. from the University of Iowa in 1966 and a Ph.D. in American studies from Yale University in 1975. She has taught U.S. history for more than twenty-five years at Williams College and the University of California, Riverside. Currently she is professor of Women's Studies at Arizona State University, West, in Phoenix. Her books include *Female*

Complaints: Lydia Pinkham and the Business of Women's Medicine (1979) and *Rethinking Home Economics: Women and the History of a Profession* (1997). Among the fellowships she has received are the Rockefeller Foundation Humanities Fellowship, the American Association of University Women dissertation fellowship, a fellowship from the Charles Warren Center for the Study of History at Harvard University, and the University of California President's Fellowship in the Humanities. She is at work on a book entitled *Women and the Progressive Impulse in American Politics, 1890–1914*.

Alan Lawson

Born in Providence, Rhode Island, Alan Lawson received his B.A. from Brown University in 1955 and his Ph.D. from the University of Michigan in 1967. Since winning the Allan Nevins Prize for his dissertation, Lawson has served on the faculties of the University of California, Irvine, Smith College, and, currently, Boston College. He has written *The Failure of Independent Liberalism* (1971) and coedited *From Revolution to Republic* (1976). While completing the forthcoming *The New Deal and the Mobilization of Progressive Experience*, he has published book chapters and essays on political economy and the cultural legacy of the New Deal. He has served as editor of the *Review of Education* and the *Intellectual History Newsletter* and contributed articles to those journals as well as to the *History Education Quarterly*. He has been active in the field of American studies as director of the Boston College American studies program and as a contributor to the *American Quarterly*.

Under the auspices of the United States Information Agency, Lawson has been coordinator and lecturer for programs to instruct faculty from foreign nations in the state of American historical scholarship and teaching.

Susan M. Hartmann

Professor of history and women's studies at Ohio State University, Susan M. Hartmann received her B.A. from Washington University in 1961 and her Ph.D. from the University of Missouri in 1966. After specializing in the political economy of the post-World War II period and publishing *Truman and the 80th Congress* (1971), she expanded her interests to the field of women's history, publishing many articles and three books: *The Home Front and Beyond: American Women in the 1940s* (1982); *From Margin to Mainstream: American Women and Politics since 1960* (1989); and *The Other Feminists: Activists in the Liberal Establishment* (1998). She has won research fellowships from the Rockefeller Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies. Hartmann has taught at the University of Missouri, St. Louis, and Boston University, and she has lectured on American history in Greece, France, Austria, Germany, Australia, and New Zealand. She has served on book and article award committees of the American Historical Association, the Organization of American Historians, and the American Studies Association. At Ohio State she has served as director of women's studies, and in 1995 she won the Exemplary Faculty Award in the College of Humanities.

PREFACE FOR INSTRUCTORS

The *American Promise* began as an outgrowth of our experience as longtime teachers of the survey course. Other texts simply did not work well in our classrooms. Most survey texts emphasized either a social or political approach to history; by focusing on one, they inevitably slighted the other. To write a comprehensive, balanced account of American history, we focused on the public arena—the place where politics intersects social and cultural developments—to show how Americans confronted the major issues of their times and created far-reaching historical change.

In our effort to write the most teachable text available, we also thought hard about the concerns most frequently voiced by instructors: that students often find history boring, unfocused, and difficult. How could we help introductory students see and remember the “big picture” of America’s history, its main events and developments? We decided to explore fully the political, social, economic, and cultural changes that students need to understand and remember, at the same time avoiding unnecessary detail that threatened to daunt rather than inform them.

The American Promise, Compact Edition, represents our further attempt to provide teachers of the survey course greater options and opportunities for success. We wanted to offer a core text that teachers could assign alone with confidence or supplement easily with outside readings. To achieve our goal, we reduced the original text by one-third but retained all the color, pedagogy, and features of a full-length text. To preserve the narrative strengths of our book, all the authors revised their own chapters to make them more concise while preserving and even highlighting the qualities that have made *The American Promise* so successful in the classroom.

Abridgment allowed us to sharpen our focus on the “big picture”—the main events and themes of America’s past. Maps and pictures accompany the extended discussions of major historical developments, giving these “big picture” topics greater visibility. This Compact Edition answers even more clearly students’ perennial complaint that they have difficulty figuring out what they need to know and why they need to know it.

An abridgment risks lapsing into dense “text-book prose,” choppy, flattened writing shorn of real

people and colorful detail. As we shortened the book, we worked hard to keep the narrative lively and coherent. To maintain the strong story line and balanced coverage, we reorganized material and combined thematically related sections throughout the text. To portray the power of human agency and the diversity of the American experience, we continued to stitch into the narrative the voices of hundreds of contemporaries from all walks of life—from presidents to pipefitters—who confronted the issues of their day. Illustrated vignettes open every chapter, spotlighting people who worked for change in their day and whose efforts still affect our lives. In short, we did not make *The American Promise* briefer simply by cutting; we also reimagined, reorganized, and rewrote.

Features

To make American history as accessible as possible for students, the Compact Edition retains all the pedagogy of the full-length text. Each chapter is clearly structured to reinforce the essential people, events, and themes of the period. Innovative **call-outs**—key points pulled from the main narrative and set in larger type—help students focus and review. Two-tiered **running heads** on every page remind students where the reading falls chronologically. At the close of each chapter, **conclusions** summarize the main themes and topics and provide a bridge to the next chapter; **chronologies** provide a handy review of significant events and dates; and annotated **suggested readings** provide an up-to-date bibliography for students who want to learn more. We have largely retained the innovative **appendices** of the full-length text, expanding the section on research resources to include more information on Internet sites.

Because students learn best when they find a subject engaging, we have made a special effort to incorporate features that bring American history to life. **Chapter-opening vignettes** invite students into the narrative with a vivid account of a person or event that introduces the chapter’s main themes. To help students understand that history is both a

body of knowledge and an ongoing process of investigation, each chapter offers a two-page special feature that grows out of the narrative and prompts critical thinking. **Historical Questions** pose and investigate specific questions of continuing interest to demonstrate the depth and variety of possible answers, thereby countering the belief of many beginning students that historians simply gather facts and string them together into a chronological narrative. Our second special feature, **Texts in Historical Context**, combines three or four primary documents that dramatize the human dimension of major events and issues with interpretive commentary.

Finally, we are especially proud of our full-color design and art program. To achieve our goal of a complete text that can be assigned alone or with outside readings, we have preserved the **award-winning design** and over two-thirds of the **illustrations** that make *The American Promise* a visual feast. Over 300 images, many in full color, reinforce and extend the narrative. The images are large enough to study in detail, and they carry **comprehensive captions** that draw students into active engagement with the pictures and help them unpack the layers of meaning. Full-page **chapter-opening artifacts** combine with many in-text illustrations of artifacts to emphasize the importance of material culture in the study of the past. Over 100 full-color **maps** help students visualize the material and increase their knowledge of geography.

Our title, *The American Promise*, reflects our conviction that American history is an unfinished story. For millions, the nation held out the promise of a better life, unfettered worship, representative government, democratic politics, and other freedoms seldom found elsewhere on the globe. But none of these promises came with guarantees. And promises fulfilled for some meant promises denied to others. As we see it, much of American history is a continuing struggle over the definition and realization of the nation's promise. Abraham Lincoln, in the midst of what he termed the "fiery trial" of the Civil War, pronounced the nation "the last best hope of Earth." That hope, kept alive by countless sacrifices, has been marred by compromises, disappointments, and denials, but it lives still. Ideally, *The American Promise*, Compact Edition, will help students become aware of the legacy of hope bequeathed to them by previous generations of Americans stretching back nearly four centuries, a legacy that is theirs to preserve and to build upon.

Supplements

All the print and electronic supplements available with the full-length text are offered with the Compact Edition, to assist students and teachers alike.

For Students

Reading the American Past: Selected Historical Documents. This affordable two-volume collection of primary sources, selected and edited by text author Michael P. Johnson (Johns Hopkins University), permits students to go beyond the textbook narrative and puzzle out the meanings of historical documents. Paralleling the organization of the text, each chapter includes substantial passages from several documents—including presidential speeches, court records, estate inventories, private diaries, personal letters, and oral histories. Each document is introduced by a brief headnote and followed by questions that help students understand the document and its historical significance.

Making the Most of THE AMERICAN PROMISE: A Study Guide. This essential supplement for students, prepared by John Moretta and David Wilcox (both of Houston Community College), provides practice opportunities to reinforce the main themes and ideas of the text. For each chapter in *The American Promise*, Compact Edition, a corresponding chapter in the study guide includes learning objectives, a brief summary, a timeline with questions on important dates, a glossary of terms, map exercises, multiple-choice questions, and essay questions. An answer key allows students to test themselves.

Mapping THE AMERICAN PROMISE: Historical Geography Workbook. Prepared by Mark Newman (University of Illinois, Chicago), this stand-alone supplement provides additional exercises using maps drawn from *The American Promise*. Each exercise asks students to label landmarks on the American continent and then analyze the significance of geography in the unfolding of historical events. Working to suggest the implications of geography for history, these exercises also reinforce basic place names in a way that helps students remember them and understand why they should.

The Bedford Series in History and Culture. Any of the volumes from this highly acclaimed series of brief, inexpensive, document-based supplements

PREFACE FOR INSTRUCTORS

can be packaged with *The American Promise*, Compact Edition, at a reduced price. More than forty titles include *The Sovereignty and Goodness of God*, *The Interesting Narrative of Olaudah Equiano*, *The Autobiography of Benjamin Franklin*, *Narrative of the Life of Frederick Douglass*, *The Souls of Black Folk*, *Plunkitt of Tammany Hall*, and many more.

The Bedford/St. Martin's History Web Site. Developed by a group of scholars and Ph.D. candidates from Columbia University and New York University, the Bedford History Site allows students both to crystallize their knowledge of the "big picture" of American history and to develop their own critical-thinking skills through a technological medium. Interactive chapter quizzes, map exercises, and primary-source research modules give students a means of reviewing what they have learned in *The American Promise*, Compact Edition, and of making meaningful connections between individual events in American history and larger trends. A prominently placed Research Room provides students with a collection of important documents from American history; an organized and annotated set of links to major libraries, history research centers, and U.S. history sites; and a tutorial to help students read historical sources critically for content and reliability. An online version of Scott Hovey's *Using the Bedford Series in History and Culture in the United States History Survey* can also help instructors integrate primary documents into their course syllabi, lectures, and class discussions.

For Instructors

Teaching THE AMERICAN PROMISE, COMPACT EDITION: A Hands-On Guide for Instructors. Written by Sarah E. Gardner (Mercer University), this practical two-volume guide provides myriad suggestions and resources for teaching *The American Promise*, Compact Edition. Each chapter includes an outline of the text's narrative in question form, three lecture strategies, and multiple-choice questions, while suggested essay questions help tie together material from several chapters. A section called "Lecture Supplements and Classroom Activities" offers suggestions for classroom debates and activities, thought-provoking questions about historical contingencies, and suggestions for using both documentary and popular films in the classroom. For the first-time teacher, the manual offers a set of sample syllabi and anticipates common misconceptions that undergraduates bring to each chapter's topics.

Finally, a set of blank maps allows for easy photocopying for quizzes and tests.

Testbank to Accompany THE AMERICAN PROMISE. Written by two longtime teachers of the American history survey, John Moretta and David Wilcox (both of Houston Community College), this set provides 70–80 multiple-choice, true/false, short-answer, identification, and essay questions for each of the thirty-two chapters in *The American Promise*. The testbank is available either on disk (Macintosh and Windows), with a function that allows users to customize the exams, or in booklet form.

Discussing THE AMERICAN PROMISE: A Survival Guide for First-Time Teaching Assistants. This unique resource provides a wealth of practical suggestions to help first-time teaching assistants develop their skills and succeed in the classroom. Written by experienced TA adviser Michael A. Bellesiles (Emory University), this brief supplement offers concrete advice on teaching from *The American Promise*, working with professors, dealing with difficult students, running discussion sections, designing assignments, grading tests and papers, relating research to classroom experience, and more.

Transparencies to Accompany THE AMERICAN PROMISE (with Teaching Suggestions). More than 150 images are available as full-color acetates to adopters of *The American Promise*, including all the maps that appear in the textbook, the textbook's chapter-opening artifacts, and many of its striking illustrations. To assist instructors in presenting these images, a guide provides background and elaborates on teaching possibilities.

CD-ROM for The American Promise, with Presentation Manager Pro. This new CD-ROM for instructors offers full-color illustrations from *The American Promise*, Compact Edition, in an electronic format to enhance class presentations. Included as well are additional art and artifact images to supplement the collection in the book. Instructors can choose among the clearly labeled set of images for each chapter and can also incorporate their own images and figures from PowerPoint to design a customized visual presentation for lectures and discussions.

Using the Bedford Series in History and Culture in the United States History Survey. Recognizing that many instructors use a compact text in conjunction with an array of supplements, Bedford/St. Martin's

has made the Bedford series volumes available at a discount to adopters of *The American Promise*, Compact Edition. This short guide by Scott Hovey gives practical suggestions for using more than forty volumes from the Bedford Series in History and Culture with a core text. The guide not only supplies links between the text and the supplements, but also provides ideas for starting discussions focused on a single primary-source volume.

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It is a pleasure to thank the many instructors who offered their expert advice and assistance during preparation of *The American Promise*, Compact Edition, and its parent text:

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Presenting *The American Promise*, Compact Edition

The American Promise, Compact Edition, offers teachers and students of American history a fresh alternative: a book with all the color, pedagogy, and narrative strength of a full-length text but with fewer pages and a lower price. Condensed by the authors themselves, the Compact Edition replaces extraneous facts with full, vivid discussions of major political, social, economic, and cultural changes. This concentration on the “big picture” captures the interest of students and ensures understanding of the main events and themes of America’s past. At two-thirds the length of the original text, the Compact Edition can be used alone or supplemented with outside readings to suit the needs of a particular course. It retains the number and order of chapters in the full-length text, allowing instructors to shift easily between the two.

The next few pages offer an overview of the book and introduce its student-centered features. We urge you to take a few minutes to examine its organization and design, evaluating this unique approach to the American history textbook.

THE “BIG PICTURE” APPROACH

In shortening the book by one-third, the authors strengthened their focus on major historical events and developments, providing students with all the information they need to know in a dynamic narrative they will remember. Examples of the text’s “big picture” approach include concentration on the Chesapeake in treatment of the southern colonies; a richly detailed account of the Homestead

lockout and strike to represent the labor wars of the late nineteenth century; and focus on Cuba in discussion of U.S. involvement in Latin America and the Caribbean. In the Compact Edition, a picture or map accompanies nearly all discussions of major historical developments, to spotlight the text's "big picture" approach and to enhance student learning.

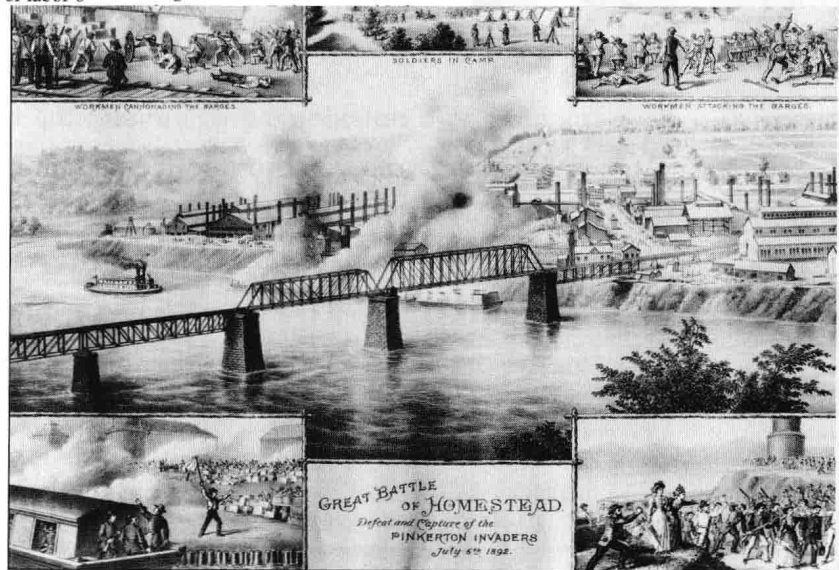
At the center of *The American Promise*, Compact Edition, are the actions of individuals: Written by social historians expert in their periods, the book makes clear how people of all classes and groups shape their own history. But as teachers with extensive experience, the authors also recognize that students need the framework a political narrative provides as well as the insights of social and cultural history. Integrating and balancing these perspectives, the Compact Edition explores major changes over time within a structure students can negotiate.

(The complete example can be found on pages 530–531.)

The Homestead Lockout and Strike

At first glance it seemed ironic that Carnegie Steel's Homestead mill became the storm center of labor's fight for the right to unionize. Andrew Carnegie was unique among industrialists as a self-styled friend of labor. In 1886 he had written, "The right of the workingmen to combine and to form trades unions is no less sacred than the right of the manufacturer to enter into associations and conferences with his fellows." Yet six years later at Homestead, Carnegie set out to crush a union in one of labor's legendary confrontations.

Carnegie cherished his profits more. Labor had worked well for him during the years he was building his empire. Labor strife at Homestead during the 1870s had enabled Carnegie to plant his mill from his competitors at cost and to lead the steel industry. And during the 1880s, strong craft unions ensured that competition could not undercut his labor costs. But by the 1890s Carnegie held nearly total control of the steel-making business. Standing in his way was the newly formed Association of Iron and Steel Workers, the largest and richest of the craft unions that



THE BATTLE AT THE HOMESTEAD STEEL MILL

This contemporary lithograph portrays scenes from the battle between workers and strikebreakers in July 1892: the workers attacking the barges, the cannonading of the barges, the surrender of the Pinkertons, the captives being led to prison, and, finally, the arrival of the militia and the soldiers in camp. The lithograph also shows (lower right) the revenge the strikers took on the hated "Pinks." Of the 316 Pinkertons, not one escaped injury as the angry crowd, armed with clubs, hoes, and brickbats, forced them to run a bloody gauntlet.

Carnegie Library, Pittsburgh.

INNOVATIVE PEDAGOGY

Common to each chapter is a set of learning aids—opening vignette, two-tiered running heads, call-outs, conclusion, chronology, and suggested readings—that provide useful guides to the narrative.

Opening vignettes

Illustrated chapter-opening vignettes invite students into the narrative with a compelling account of a person or event that embodies some of the chapter's main themes.

(See page 613 for the complete example.)

CHAPTER

FROM NEW ERA TO
GREAT DEPRESSION

23

1920–1932

ON A GRAY CHRISTMAS MORNING IN 1922, Federal Prisoner #9653 began his last day at the Atlanta penitentiary. The frail old man glanced at the crucifix on his cell wall before exchanging his jailhouse fatigues for a cheap new suit the guard had brought. For Eugene Victor Debs, the leader and five-time presidential candidate of the Socialist Party, a long ordeal was over. President Warren Harding had granted him the pardon Woodrow Wilson had bitterly refused. After three long years in prison for opposition to World War I, Debs was at last a free man.

As he neared the main prison gate, Debs remembered, he heard behind him “what seemed a rumbling of the earth as if shaken by some violent explosion.” Against every rule, the warden had allowed all 2,300 inmates out of their cells to

hard

Two-tiered running heads

Double bars at the top of every page quickly orient students to their place in the book and in the chronology of American history.

762 CHAPTER 28 • A DECADE OF REBELLION AND REFORM

1960–1968

JOHNSON AND THE GREAT SOCIETY 763

1960–1968

Call-outs

Highlighted passages in each chapter alert students to key points in the narrative, serving as a review aid while conveying the liveliness of the story.

Three unique elements of the Vietnam War denied veterans the traditional homecoming: its lack of strong support at home, its character as a guerrilla war, and its ultimate failure.

Conclusions

Each chapter ends with a brief conclusion that summarizes the narrative's main points, analyzes their significance, and discusses their consequences.

(The complete example is found on page 727.)

Chronologies

A chronology at the end of each chapter provides a streamlined review of the most important dates and events.

(For the complete chronology, see page 702)

Suggested Readings

Each chapter includes an annotated list of recommended works to guide students to further reading on the subjects covered in the chapter.

(For the complete Suggested Readings list, turn to page 441.)

Conclusion: Meeting the Challenges of the Postwar World

Dean Acheson chose to title his memoir about the Truman years *Present at the Creation*, aptly capturing the magnitude of change that marked the aftermath of World War II. More than any development in the postwar world, the cold war defined American politics and society for years to come. Truman's decision to oppose communism throughout the world marked the most momentous foreign policy initiative in the nation's history. It transformed the federal government, shifting its atten-

CHRONOLOGY

1933	Adolf Hitler becomes chancellor of Germany. United States recognizes Soviet Union.	December 7. Japanese surprise attack on Pearl Harbor. United States declares war on Japan.	
1935–1937	Congress seeks to shield America from world conflicts with neutrality acts.	1942	Japan captures Philippines. Civil rights activists form Southern Christian Leadership Conference. U.S. navy scores its first victory in Battle of Coral Sea. Midway. Roosevelt authorizes Lend-Lease Project.
1936	Nazi Germany occupies Rhineland. Mussolini's fascist Italian regime conquers Ethiopia. Civil war breaks out in Spain.		November. U.S. forces enter North Africa. Roosevelt authorizes Lend-Lease Act.
1937	Japanese troops capture Nanking. Roosevelt delivers speech urging "quarantine" against aggressor nations.		
1938	Hitler annexes Austria. British Prime Minister Chamberlain		

SUGGESTED READINGS

- Michael Les Benedict, *A Compromise of Principle: Congressional Republicans and Reconstruction* (1974). Explains the evolution of the reconstruction policies of Congress.
- Michael Les Benedict, *The Impeachment of Andrew Johnson* (1973), and Hans L. Trefousse, *Impeachment of a President: Andrew Johnson, the Blacks, and Reconstruction* (1975). Investigations of the Johnson impeachment.
- Ira Berlin, et al., eds., *Freedom: A Documentary History of Emancipation, 1861–1867* (1982–). Vividly documents the aspirations of ex-slaves.
- Dan T. Carter, *When the War Was Over: The Failure of Self Reconstruction in the South, 1865–1867* (1985). Analyzes Johnson's conservative regimes in the South.
- Eric Foner, *Reconstruction: America's Unfinished Revolution* (1988). A thoroughly researched, comprehensive interpretation that views the Africa as central to the era.
- Michael Perman, *Reunion Without and Reconstruction, 1865–1868* (1985). Examines the South's political response to Reconstruction.
- George C. Rable, *But There Was No Peace in the Politics of Reconstruction* (1989). Examines the pervasiveness of political violence.
- Brooks D. Simpson, *The Reconstruction of the South, 1865–1867* (1985). A lively examination of the reconstruction of the South.
- C. Vann Woodward, *Reunion and Reconstruction, 1865–1877* (1986). A still valuable analysis of the aftermath.

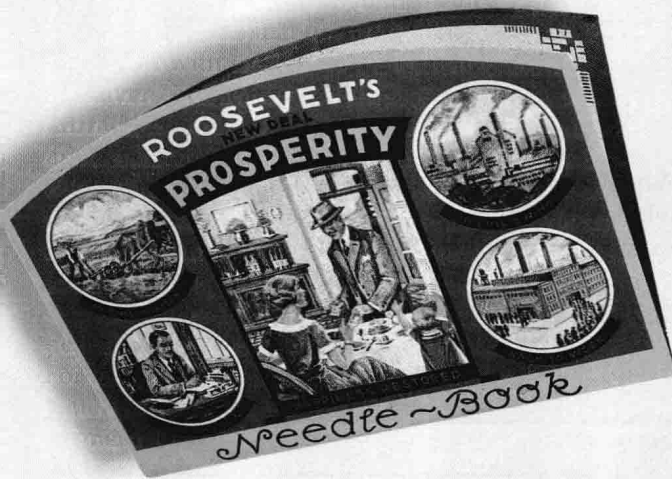
STRIKING VISUAL FEATURES

The Compact Edition of *The American Promise* retains the award-winning, full-color design of the original text and over two-thirds of its highly acclaimed illustration program. Every image has been chosen for its ability to enhance an understanding of the past.

Chapter-opening artifacts

To emphasize the importance of material culture in studying the past, each chapter opens with a full-page reproduction of a contemporary cultural artifact, such as a household object, musical instrument, book, or political emblem. Full captions provide background information and invite readers to consider the artifact's historical implications.

(For the complete example of a chapter-opening artifact, turn to page 642.)



SOUVENIR SEWING NEEDLE BOOK

Borrowing the current popular tune "Happy Days Are Here Again" as the theme song for Roosevelt's 1932 campaign was an inspired act of wishful thinking in those dark days. By 1936, conditions had improved enough that this souvenir needle book could celebrate "Happiness Restored" a bit more realistically. The major places where economic recovery was to be created—farm, factory, and office—are shown operating in full swing on the cover of this little container that held sewing needles. But in accord with the New Deal emphasis on security at home, the figure of domestic happiness looms largest in the center under the arch of prosperity.

Collection of Janice L. and David J. Frent.

Comprehensive illustration program with extensive captions

Over three hundred contemporary images, many in full color, reinforce and extend the narrative. All illustrations are reproduced large enough to study in detail, and each carries a comprehensive caption that draws students into active engagement with the picture.

(This illustration can be found on page 601.)



AVENUE OF THE ALLIES

Childe Hassam, the impressionist painter famous for his colorful portrayals of New York City, expressed his strong support of World War I through a series of paintings of flags draped along the "Avenue of the Allies" section of Fifth Avenue. This 1918 painting featuring French flags had great emotional impact on its viewers as American troops were fighting in France, helping to bring the war to a close. A French critic praised Hassam's uniquely American character: "No one had ever painted flags before; so . . . thinks of flags."



MAP 27.1

The Rise of the Sun Belt, 1940-1980

The growth of defense industries, a nonunionized labor force, and the spread of air conditioning all helped spur economic development and population growth, which made the Sun Belt the fastest-growing region of the nation between 1940 and 1980.

Extensive map program

Over one hundred full-color maps help students visualize the information presented and increase their knowledge of geography. A customized workbook that draws on maps from the text for analytical work is available at a minimal additional cost.

(This map is found on page 742.)

ENGAGING SPECIAL FEATURES

Each chapter offers a two-page special feature intended to extend the narrative, engage the student, and prompt critical thinking.

Historical Question

These interpretive essays investigate issues of ongoing debate and interest. Among the topics discussed are: What Did the War Mean to African Americans?, What Happened to Rosie the Riveter?, and Why Couldn't the United States Bomb Its Way to Victory in Vietnam?

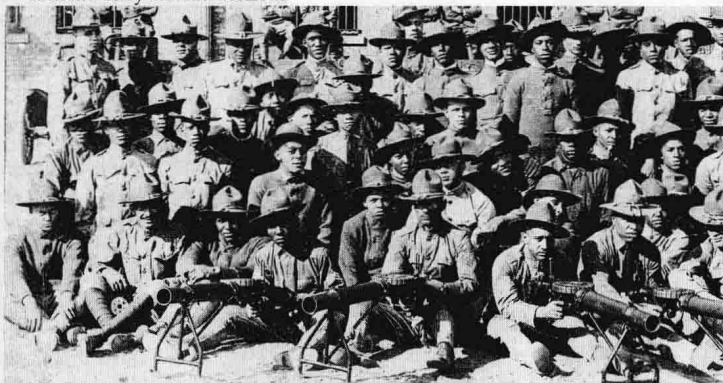
HISTORICAL QUESTION

What Did the War Mean to African Americans?

WHEN THE UNITED STATES ENTERED the First World War, some black leaders remembered the crucial role of African American soldiers in the Civil War. They rejoiced that military service would again offer blacks a chance to prove their worth. Robert Moton, president of the nation's foremost black college, Tuskegee Institute, recollected clearly when that thought had come to him. He was sitting in the midst of "dignified bankers [and] merchants gathered in the Waldorf-Astoria Hotel in New York City to promote the sale of Liberty Bonds. At that moment of patriotic inclusion, Moton "could not feel that any people had their contribution,

even facilities for bathing. On disease and exposure made conditions barely tolerable.

When black soldiers began to fight, white commanders made a point of racial distinctions. A special headquarters of the American Expeditionary Force, J. Pershing, advised the French to draw the color line threatened by the color line. They should resist the



AFRICAN AMERICAN MACHINE GUN COMPANY

This company from the 370th Regiment of the Illinois National Guard, shown early in their training, exemplifies the proud determination of black soldiers to prove their worth in battle. Once in France, the 370th encountered resistance from American commanders reluctant to use black soldiers in combat. The soldiers' determination to prove their worth in battle was a key factor in their success.

Texts in Historical Context

A variety of primary documents—letters, diaries, speeches, memoirs, and testimony—bring students into direct contact with the human impact of major historical events and issues. Headnotes link the documents and provide interpretive commentary.

(For this complete Texts in Historical Context, see pages 750–751.)

TEXTS IN HISTORICAL CONTEXT

The Brown Decision

The Brown decision alone outraged many southern whites. One hundred members of the Citizens' Council pledged resistance to the decision.

In 1954, Chief Justice Earl Warren delivered the unanimous opinion of the Supreme Court in *Brown v. Board of Education of Topeka*, declaring racial segregation in public education unconstitutional and explaining why.

DOCUMENT 1. *Brown v. Board of Education of Topeka*, May 1954

In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, if the state has undertaken to provide it, is a right that belongs to every child of every race and color.

DOCUMENT 2. *Southern Manifesto*, 1944

We regard the decision of the Supreme Court in the *Brown* cases as a clear abuse of the judicial power. It is a trend in the Federal Government to legislate . . . and to encroach on the rights of the states and the people.

The original Constitution provided for a federal government of limited powers. Neither does the Constitution nor any amendment . . . of the United States, with no legal basis, undertake to exercise the powers of the states and to substitute their own ideas for the established laws of the states.

This unwarranted exercise of power is the product of an unprecedented usurpation of authority by the Federal Government.

COMPREHENSIVE APPENDICES

A three-part appendix offers a convenient compilation of important documents, historical data, and resources for student research.

Documents

In addition to the complete texts of the Declaration of Independence and the Constitution, this section features annotations that provide historical background for the twenty-seven Constitutional amendments and for six significant amendments that were never ratified.

(The annotated amendments are on pages A-9–A-22.)

Amendment XXVII

[Adopted 1992]

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

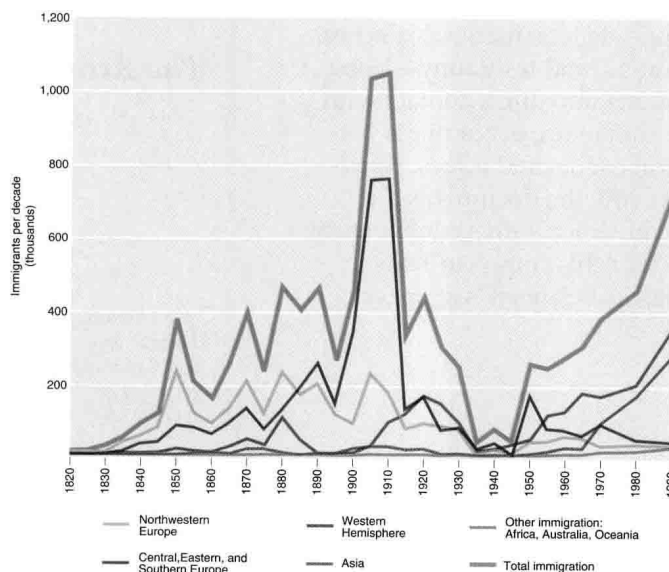
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While the Twenty-Sixth Amendment was the most rapidly ratified amendment in U.S. history, the Twenty-Seventh Amendment had the longest journey to ratification. First proposed by James Madison in 1789 as part of the package that included the Bill of Rights, this amendment had been ratified by only six states by 1791. In 1873, however, it was ratified by Ohio to protest a massive retroactive salary increase by the federal government. Unlike later proposed amendments, this one came with no time limit on ratification. In the early 1980s, Gregory D. Watson, a University of Texas economics major, discovered the "lost" amendment and began a single-handed campaign to get state legislators to introduce it for ratification. In 1983, it was accepted by Maine. In 1984, it was accepted by the Colorado legislature. Ratification trickled in

Facts and Figures

This wide-ranging collection of political, economic, and demographic information supplements the statistical data in the text on subjects ranging from presidential elections to population and immigration patterns. It also includes summaries of twenty-four significant Supreme Court cases.

(For Facts and Figures, see pages A-23–A-46.)



Source: Historical Statistics of the U.S., Colonial Times to 1970 (1975) and Statistical Abstract of the U.S., 1996 (1996).