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THE AMERICAN PROMISE

A HISTORY OF THE UNITED STATES TO 1877

VOLUME I



THE AMERICAN PROMISE

A HISTORY OF THE UNITED STATES

Volume I: To 1877

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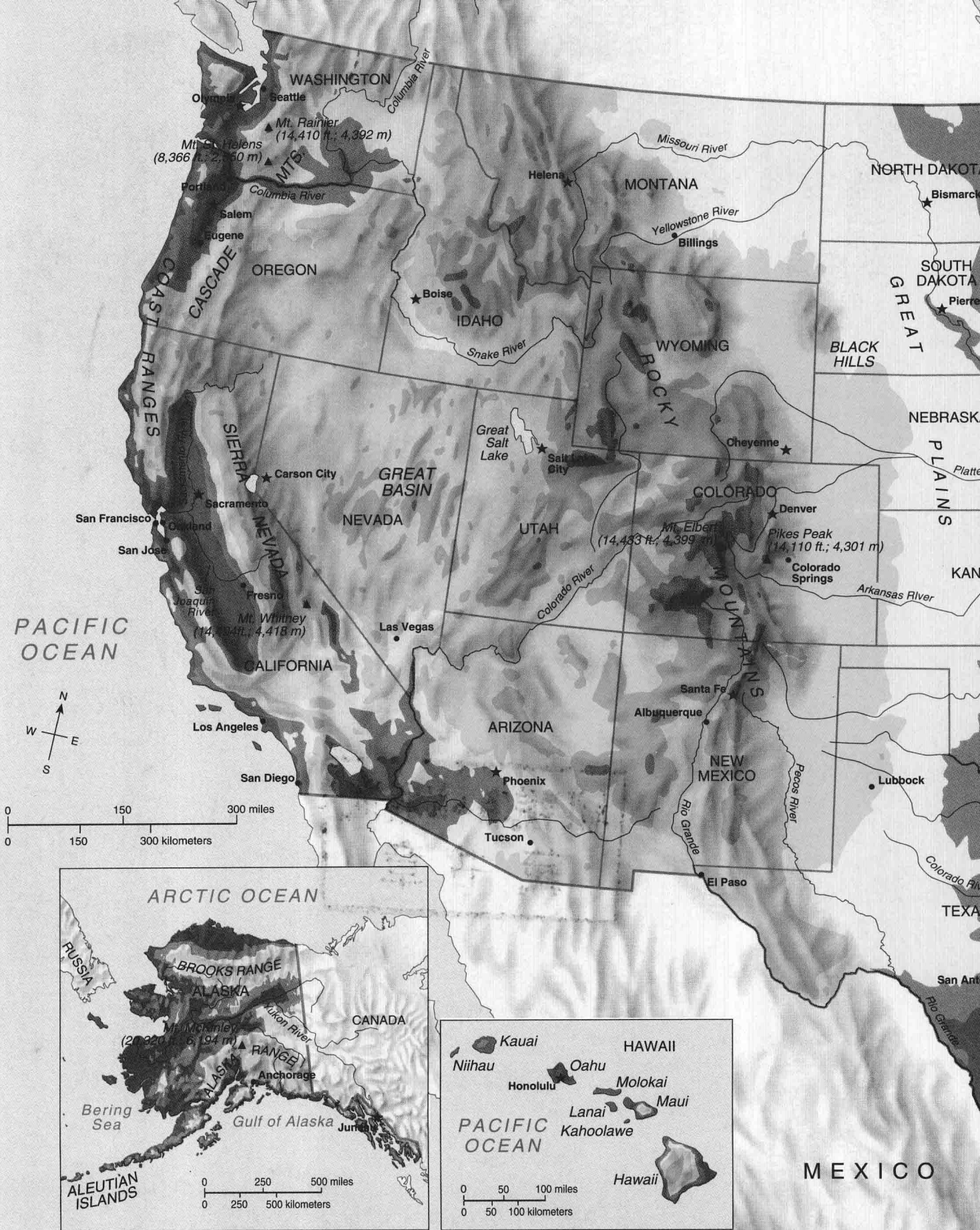
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Cover art: Painted ceremonial hat, about 1850, of the Mount Airy, Pennsylvania, Fire Company. The hat, worn in dress parades, shows Liberty wearing the Stars and Stripes, holding a shield and the Liberty Cap and pole. The date on the back of the hat, 1804, refers to the founding of the company.

THE
AMERICAN
PROMISE

A HISTORY OF THE UNITED STATES



CANADA



THE UNITED STATES OF AMERICA

Elevation	
Feet	Meters
Over 13,001	Over 3,001
6,561-13,000	2,001-3,000
3,281-6,560	1,001-2,000
1,641-3,280	501-1,000
661-1,640	201-500
0-660	0-200
Below sea level	Below sea level

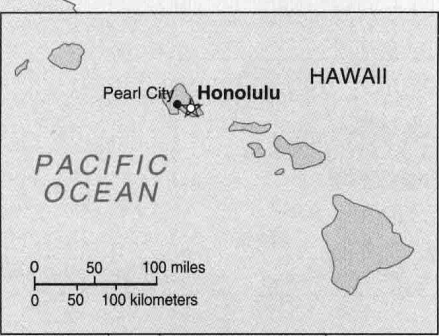
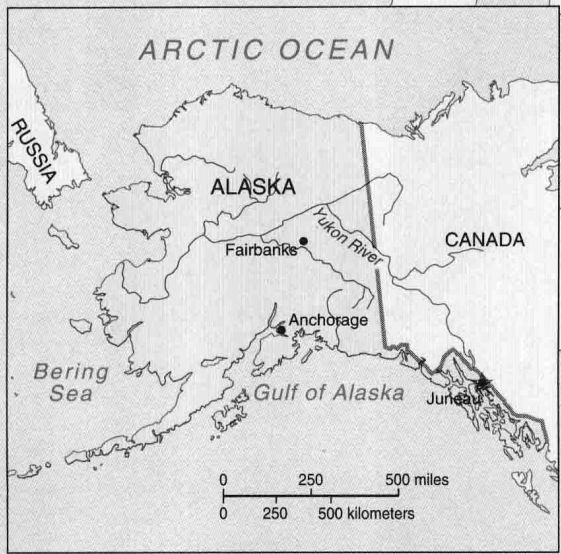
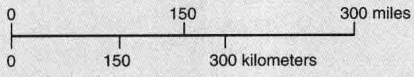
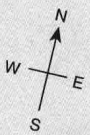
ATLANTIC OCEAN VIRGIN ISLANDS
 San Juan
 PUERTO RICO
 Caribbean Sea

0 50 100 miles
 0 50 100 kilometers

CUBA



PACIFIC OCEAN



MEXICO

CANADA

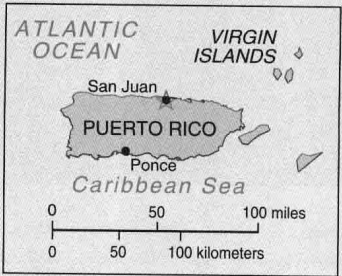


THE UNITED STATES OF AMERICA

U.S. Cities

- Major metropolitan areas* over 5,000,000
- Major metropolitan areas 1,000,000 to 5,000,000
- Major metropolitan areas 500,000 to 1,000,000
- Cities under 500,000
- ☆ State capitals

*Metropolitan areas include outlying areas and suburbs.



A NOTE FROM THE PUBLISHER PRESENTING *THE AMERICAN PROMISE*

YOU ARE HOLDING IN YOUR HANDS an innovative new text for the American history survey course. Carefully developed with the needs of students foremost in mind, *The American Promise* deftly wraps the inherently interesting but loose strands of social history around the more formal structure of political history. It is born of two convictions: (1) faced with an overwhelming amount of information, students need help determining what's important and (2) students won't get anything out of a textbook unless it's interesting and enjoyable. The design and art program represents an attempt to rethink the "look" of a textbook, fashioning every element from running-heads to captions to serve a pedagogical function or to further the narrative.

The next few pages offer an overview of the book and introduce its student-focused features. We urge you to take a few minutes to see how we've tried to improve on what has come before us. When you're finished, we hope you'll agree with us that *The American Promise* does more for students than any other survey of American history.

EASY-TO-FOLLOW CHAPTER STRUCTURE

The authors have sought to avoid an encyclopedic approach to American history in favor of building understanding through extensive examination of only the most important events and developments. The architecture of individual chapters is carefully designed to present information in a logical and ordered fashion that emphasizes major themes in history while incorporating individual accounts to maintain students' interest. Common to each chapter is a set of features—vignette, call-outs, conclusion, chronology, and bibliography—that provide useful guides to the narrative.

RECONSTRUCTION,

1863-1877

16

Opening vignettes

Every chapter begins with an engaging anecdote that eases readers into its major themes while immersing them in a specific historical moment.

(The complete example is found on page 605.)

WHEN THE WAR WAS OVER, swarms of northern journalists and government officials rushed to the South to see what four years of fighting had accomplished. Ugly stories of stiff-necked defiance toward Yankees and brutal violence toward ex-slaves had drifted northward. Andrew Johnson, Abraham Lincoln's successor in the White House, asked General Carl Schurz to undertake a special fact-finding tour to assess conditions in the ex-Confederate states. Schurz, a leading antislavery lecturer and Union general, arrived in Charleston, South Carolina, the "Queen City of the South," in July 1865.

Charleston greeted the visitor with an empty harbor, rotting wharves, and gutted buildings. The city looked, Schurz observed, as if it had been struck with "the sudden and irresistible force of a thunderbolt." Cattle grazed in its weed-filled streets. Schurz met former cotton kings and rice barons who could not afford to buy breakfast. Ex-slaves, now Union soldiers, patrolled the city's streets. Schools overflowed with African American children whom it was formerly considered a crime to educate. The Citadel, the state's military school, where once "the chivalric youth of South Carolina was educated for the task of perpetuating slavery by force of arms" now housed the Fifty-fourth Massachusetts Colored Regiment.

Two-tiered running heads

Double bars at the top of every page let students know where they are in the book, and where they are in the chronology of American history.

606 CHAPTER 16 • RECONSTRUCTION

1863-1877

WARTIME RECONSTRUCTION 607

1863-1877

While northern resolve to defend black freedom withered, southern commitment to white supremacy intensified.

Call-outs

Throughout each chapter, occasional brief passages have been pulled from the main text to highlight important points, focus readers' attention, and convey the liveliness of the narrative.

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 639.)

Chronologies

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

(For the complete chronology, see pages 640–641.)

Bibliographies

Each chapter includes an up-to-date list of recommended works of scholarship. These bibliographies begin with general references for the period with the remainder of the titles organized under subheadings that closely correspond to the chapter's major sections.

(For the complete bibliography, turn to page 641.)

Conclusion: "A Revolution but Half-Accomplished"

In 1865, when General Carl Schurz visited the South at President Andrew Johnson's behest, he discovered "a revolution but half-accomplished." Defeat had not prepared the South for an easy transition from slavery to free labor, from white racial despotism to equal justice, and from white political monopoly to biracial democracy. The old elite wanted to get "things back as near to slavery as possible," while ex-slaves and whites who had lacked power in the slave regime were eager to exploit the revolutionary implications of defeat and emancipation.

CHRONOLOGY

- | | |
|--|--|
| <p>1863 December. Lincoln issues Proclamation of Amnesty and Reconstruction.</p> <p>1864 July. Congress offers more stringent plan for reconstruction, Wade-Davis bill.</p> <p>1865 January. General William T. Sherman sets aside land in South Carolina for black settlement.</p> <p>March 4. Lincoln sworn in for second term as president of United States.</p> <p>March. Congress establishes Freed-</p> | <p>April 14. Lincoln is succeeded by Andrew Johnson.</p> <p>Fall. Southern states enact discriminatory laws.</p> <p>December. Thirteenth Amendment abolishes slavery in U.S. Constitution.</p> <p>1866 April. Congress passes Reconstruction Act, which requires southern states to accept the Fourteenth Amendment to be readmitted to the Union.</p> |
|--|--|

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WARTIME RECONSTRUCTION

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- Louis S. Gerteis, *From Slavery to Freedom: A History of Negro Americans, Volume 4: Slavery, Emancipation, and Reconstruction* (1963).
- Peyton McCrary, *Abraham Lincoln and the Louisiana Experiment* (1965).

STRIKING VISUAL FEATURES

Beautifully designed and illustrated, *The American Promise* is replete with visual elements that expand upon—rather than merely decorate—the narrative. Every image has been chosen for its ability to enhance an understanding of the past.

Comprehensive illustration program with extensive captions

Hundreds of fresh images (many of them published in a survey text for the first time) dramatize and extend the story in the text. Unusually full captions—many of which include quotations, questions, or comparisons with other images—draw readers into active engagement with this visual material.

(This illustration is found on page 87.)



TOBACCO ADVERTISEMENT

This ad for “Kositzky’s Best Virginia” tobacco illustrates a colonial planter and tobacco merchant examining the quality of a sample of leaves from an open cask waiting to be shipped to London, while an onlooker samples the leaves more thoroughly by smoking. To smooth the transaction, an African slave

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 clothing, books, musical instruments, or political emblems. Informative captions provide background information and invite readers to consider the artifact’s historical implications.

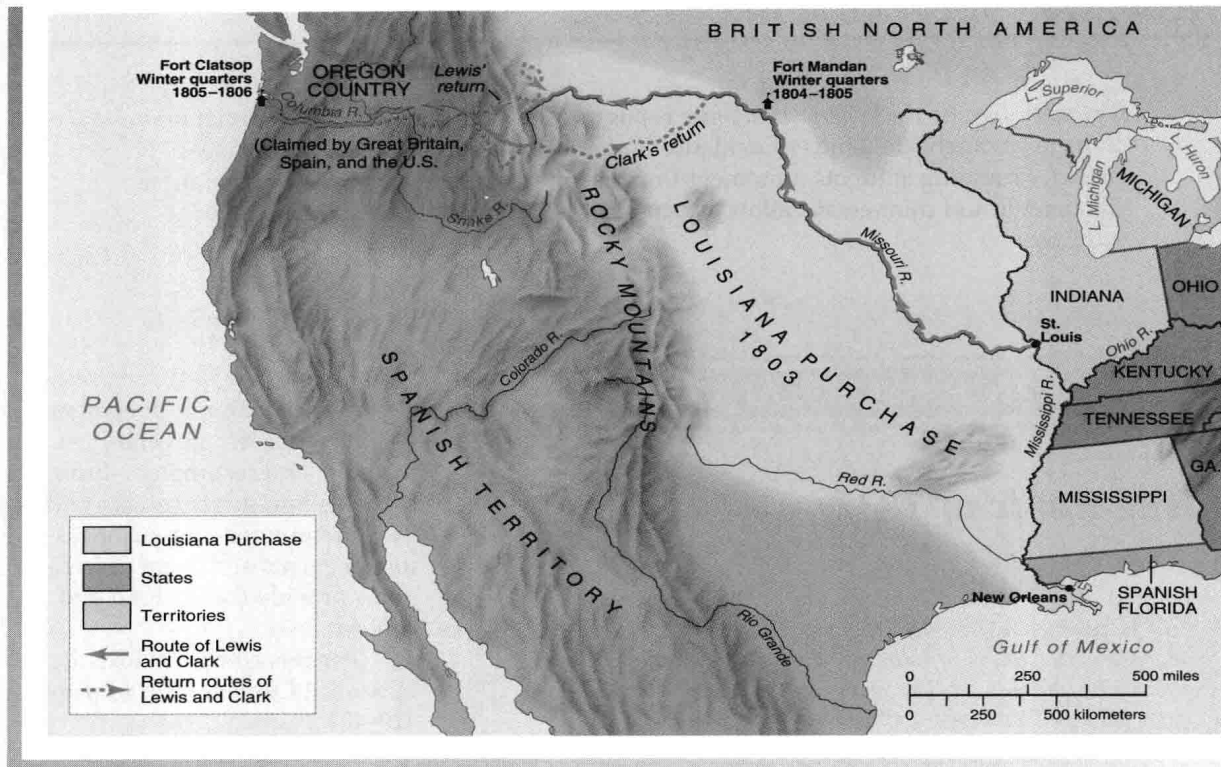
(This chapter-opening artifact is found on page 238.)



PAINTED DRUM

Drums were essential military equipment in eighteenth-century wars. Small to carry but loud in use, they provided a percussive beat that penetrated the din of the battlefield to signal troop advances, retreats, or other field movements. Drummers often stood right behind soldiers in firing formation, regulating the timing of each volley of shots. The eagle painted on this Revolutionary-era drum from Fort Ticonderoga in New York holds a banner inscribed “Sons of Liberty,” a name adopted in 1765 to distinguish protesters of British policies toward the colonies.

Fort Ticonderoga Museum.



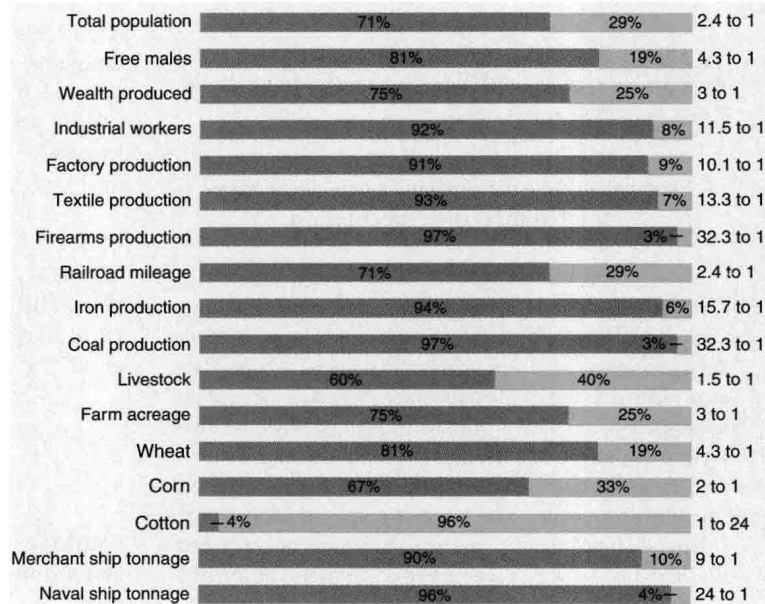
Lewis and Clark and the Louisiana Purchase

Extensive map and graphics program

The *American Promise* includes numerous four-color maps that provide a visual representation of historical data. Attractively designed tables, charts, and graphs throughout the book reinforce and expand on information in the text. An accompanying workbook — available free of charge with copies of the text — provides additional opportunities to expand on themes relating to the historical significance of geography using maps from the textbook.

(This map is found on page 354. Turn to page 567 for this graph.)

Resources of the Union and the Confederacy



Union Confederacy

ENGAGING SPECIAL FEATURES

The narrative in *The American Promise* is augmented with three kinds of special features to highlight the kinds of evidence and issues that fascinate even the casual reader. Providing students a moment to pause in the great sweep of coverage, these documents and mini-essays allow a focus that is not possible within the main narrative.

TEXTS IN HISTORICAL CONTEXT

The Panic of 1837

The panic of 1837 brought fright and hysteria to city after city. Crowds of hundreds thronged the banks during the spring to get their money out. Business came to a standstill and many merchants appeared to be ruined overnight. Whig leaders were certain that the crisis could be traced to President Jackson's antibank and hard money policies, but others blamed it on what they saw as an immoral frenzy of greed and speculation that had gripped the nation for the preceding few years.

Harriet Martineau traveled throughout the United States and described booming land sales in the infant city of Chicago in 1836.

DOCUMENT 1. An English Visitor Describes the "Mania" for Speculation

I never saw a busier place than Chicago was at the time of our arrival. The streets were crowded with land speculators, hurrying from one sale to another. A negro, dressed up in scarlet, bearing a scarlet flag, and riding a white horse with housings of scarlet, announced the times of sale. At every street-corner where he stopped, the crowd flocked round him; and it seemed as if some prevalent mania infected the whole people. The rage for speculation might fairly be so regarded. As the gentlemen of our party walked the streets, store-keepers hailed them from their doors, and offered them all sorts of farms, and all man-

some reason of the lots risks from from other profits, or within so would serve of purchases on the bank was selling improved, Mohawk, is already amount of be the sufficient no one very unfortunat delusion, spirited, but simple set knaves.

Philip H. Rensselaer failed in New York term.

Saturday, son's administration

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 provide background and context.

(For this complete Texts in Historical Context, turn to pages 420–421.)

Historical Question

These interpretive essays address specific historical questions likely to be of intrinsic interest to students. Among the topics discussed are: How Could a Vice President Get Away With Murder?, and Why Did the Allies Refuse to Bomb the Death Camps? Historical Questions single out issues of ongoing interest, providing answers in greater detail than possible in the narrative.

(For this complete Historical Question, turn to pages 594–595.)

HISTORICAL QUESTION

Why Did So Many Soldiers Die?

FROM 1861 TO 1865, Americans killed Americans on a scale that had never before been seen. Not until the First World War, a half century later, would the world match (and surpass) the killing fields at Shiloh, Antietam, and Gettysburg. Why were the totals so appallingly large? Why did 260,000 rebel soldiers and 373,000 Union soldiers die in the Civil War?

The balance between the ability to kill and the ability to save lives had tipped disastrously toward death. The sheer size of the armies — some battles involved more than 200,000 soldiers — ensured that battlefields would turn red with blood. Moreover, armies fought with antiquated strategy. In the

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Technology in America

Recognizing that the impact of technologies is of particular interest and relevance today, these brief (150–300 words) illustrated essays examine the ramifications — positive and negative — of specific technological changes.

(For this complete Technology in America, turn to page 186.)

TECHNOLOGY IN AMERICA The Printing Press



In the eighteenth century, colonial printers began to publish newspapers. Since the 1630s, printers had used presses much like the one shown here to churn out

in 1704 with the appearance of the *Bos* usually printed on both sides of a sing smaller than conventional typing paper *News-Letter* contained reprints of artic peared in English newspapers along w of local news such as deaths, fires, stor rivals. For years, the audience for such remained small; the editor complained i could not sell three hundred copies of Nonetheless, a competing newspaper, *Gazette*, began publication in that year. by James Franklin on his press, shown had brought from England. Both the *C News-Letter* submitted their copy to the official approval before the newspaper Frustrated by this official scrutiny, Fra new paper, the *New England Courant*, v thumb its nose at officialdom, both go religious. The *Courant* pledged “to ent with the most comical and diverting I mane Life” and to “expose the Vice ar sons of all Ranks and Degrees.” Frank broadcast to the reading public dissen that previously one had to hear (or ov vate conversations. When the old tech ing was used in fresh ways to publish all kinds of information and ideas beg more readily beyond official channels public opinion. Eighteenth-century ne bined old printing technology with th

INNOVATIVE APPENDICES

A three-part appendix serves as a convenient repository of important documents, historical data, and research resources. As with every other part of *The American Promise*, we have endeavored to enhance the usefulness of this critical material in new ways.

Documents

In addition to the complete texts of the Declaration of Independence and the Constitution, this section features unique annotations that provide appropriate background to the twenty-seven constitutional amendments—plus six that didn't make it into the final document.

(The annotated amendments are on pages A-10–A-23.)

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

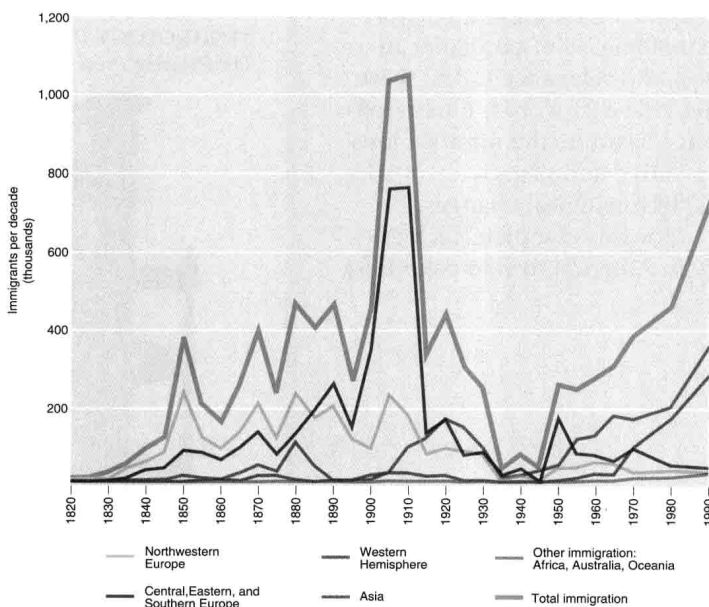


In the years before the Revolution, the houses, barns, stores, and warehouses of American colonists were ransacked by British authorities under "writs of assistance" or general warrants. The British, thus empowered, searched for seditious material or smuggled goods that could then be used as evidence against colonists who were charged with a crime only after the items were found.

Facts and Figures

This uniquely abundant collection of political, economic, and demographic information supplements the statistical data in the text on everything from population to education. It also includes summaries of twenty-four significant Supreme Court cases.

(For Facts and Figures, see pages A-24–A-26.)



Research Resources in U.S. History

Located on pages A-67–A-69, this annotated list of reference materials and Internet offerings provides a handy starting point for research papers, with extensive suggestions for locating many kinds of primary and secondary sources.

American Memory: Historical Collection from the National Digital Library Program. <<http://rs6.loc.gov/amhome.html>> An Internet site that features digitized primary source materials from the Library of Congress, among them African American pamphlets, civil war photographs, documents from the Continental Congress and the Constitutional Convention of 1774–1790, materials on woman suffrage, and oral histories.

Directory of Scholarly and Professional Electronic Conferences. <<http://n2h2.com/KOVAKS/>>. A good place to find out what electronic conversations are going on in a scholarly discipline. Includes a good search facility and instructions on how to connect to e-mail discussion lists, newsgroups, and interactive chat sites with academic content. Once identified, these conferences are good places to raise questions and find out what controversies are current.

User-friendly Index

Knowing that students use indexes primarily as study aids, the index in *The American Promise* is designed to make people, events, topics, and concepts as easy to locate as possible. Page numbers for a topic's main coverage are indicated in boldface; entries for significant people and events include dates; listings of important images, maps, and graphics are provided; and cross-references highlight related subjects.

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NOTE TO INSTRUCTORS

The American Promise is accompanied by an unusually full complement of ancillaries. Available for student purchase are a documents reader, a study guide, and titles from the Bedford Series in History and Culture. For teachers, we offer an instructor's manual, a testbank, a guide for teaching assistants, and a large transparency set that includes images not found in the text and a guide with teaching suggestions. Also available to be packaged free with the textbook is a two-volume map workbook with exercises based on maps drawn from every chapter in the text. For complete descriptions of each of these ancillaries, please refer to the Preface for Instructors.