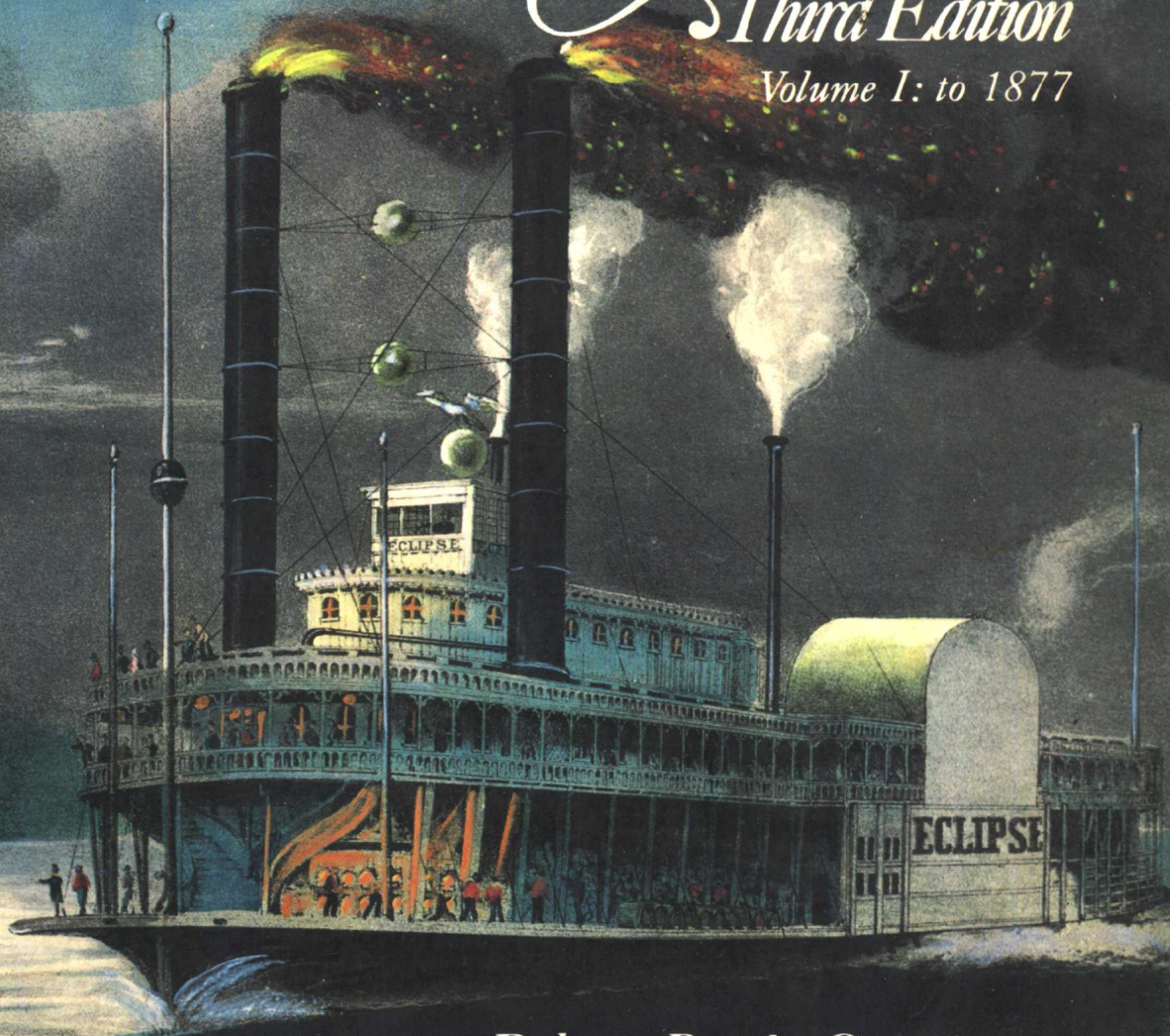


# *An American History*

*Third Edition*

*Volume I: to 1877*



*Rebecca Brooks Gruber*

---

# *An American History*

*Third Edition*  
Volume I to 1877

*Rebecca Brooks Gruber*

Hunter College of the City University of New York  
and

The Institute for Research in History, New York City



ADDISON-WESLEY PUBLISHING COMPANY

Reading, Massachusetts ★ Menlo Park, California ★ London  
Amsterdam ★ Don Mills, Ontario ★ Sydney

Sponsoring Editor: Stuart W. Johnson  
Development Editor: Kathe G. Rhoades  
Production Editor: Barbara H. Pendergast  
Designer: Robert A. Rose  
Illustrator: Kristin Kramer  
Cover Design: Robert A. Rose  
Cover Lithograph: The Harry T. Peters Collection,  
Museum of the City of New York

#### Library of Congress Cataloging in Publication Data

Gruver, Rebecca Brooks.

An American history.

Includes bibliographies and index.

CONTENTS: v. 1. To 1877.—v. 2. 1865 to present.

1. United States—History. I. Title.

E178.1.C9 1981 973 80-22806

ISBN 0-201-05052-8 (v. 1)

ISBN 0-201-05053-6 (v. 2)

Copyright © 1981, 1976, 1972 by Addison-Wesley Publishing Company, Inc. Philippines copyright 1981, 1976, 1972 by Addison-Wesley Publishing Company, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States of America. Published simultaneously in Canada. Library of Congress Catalog Card No. 80-22806.

ISBN 0-201-05052-8

ABCDEFGHIJ-DO-89876543210



TO MY PARENTS  
AND  
TO MY MENTOR  
ARMIN RAPPAPORT



# Preface

---

The narration of America's often complex and chaotic past is a fascinating but demanding task. The many months spent in the preparation of the third edition of *An American History* have given me renewed respect for my predecessors and colleagues who have put their hand to a similar undertaking.

Like most historians who have written such a survey, I have looked for patterns of thought and belief which have lasted or recurred throughout the tumultuous course and sometimes startling changes of direction our history has taken. As a result, this volume, like the second edition, includes references to what I believe are the most important and enduring themes of the nation's past: the desire for individual freedom and equality of opportunity and a humanitarian concern for the less fortunate in society who have not shared equally in that opportunity to create a better life for themselves. These ideals have not been expressed with equal vigor at all times, nor have they always been in harmony. Nevertheless, American history does demonstrate the uneven efforts of a diverse population to maintain and give expression to their ideals as well as to come to terms with the discrepancy between those ideals and reality.

Of course, one of the main purposes of revising any textbook is to bring it up to date. This edition includes three chapters on the dramatic and often disquieting events of the 1960s and 1970s. The political, economic, and cultural events of the administrations of Kennedy, Johnson, Nixon, and Ford have been covered thoroughly; and I have added a completely new chapter which includes an analysis of recent social and cultural trends, a description of the efforts of women and various minorities to obtain a position of equality in American life, and coverage of the domestic and foreign policies of the Carter administration to date.

In response to criticisms and suggestions from fellow historians, I have revised the narrative in numerous places, eliminated material which seemed extraneous, and enlarged the coverage of certain topics which needed greater explanation. For exam-

ple, Chapters 8 and 9 of the second edition have been combined in an effort to make the political, economic, and constitutional events of the period 1816–1828 easier to comprehend. The cultural history previously covered in those chapters has been integrated into Chapter 11 which treats American religious and cultural history before the Civil War. Because of its importance in explaining subsequent American political and economic history, I have expanded the discussion of the Progressive Era from one to two chapters. Chapter 22 covers the development of progressivism and the presidency of Theodore Roosevelt. Chapter 23 covers the administrations of Taft and Wilson. Chapter 24 on World War I has been altered slightly by including the debate over American neutrality during Wilson's first term in Chapter 23. The result, I hope, is a clearer presentation in Chapter 24 of American participation in World War I and the American debate over the Versailles Treaty and the League of Nations.

Every effort has been made to bring the text into line with the latest research in the field of American history. For example, the coverage of the history of women and minorities (particularly Indians, blacks, and Hispanics) has been enlarged and updated throughout the book. At the same time I have attempted to show how their role in the nation's past relates to the development of American society as a whole. I have expanded and revised the discussion of such controversial topics as the history of slavery, Reconstruction, and the causes of the Vietnam War. New chapter titles, introductions, and conclusions have been added where it seemed necessary to sharpen the focus of a chapter, clarify the outcome of a controversial period, or interpret a set of events. I am especially indebted to political scientists and the "new" political historians on two counts: for their discovery of the important role played by the ethno-cultural background of voters in the ever-changing course of American politics and for their finding that to date the United States has had five recognizable party systems. I have used their insights on these topics throughout the book.

The bibliographies at the end of each chapter have been brought up to date and a new bibliography accompanies the last chapter.

Finally, this edition includes some brand-new material. There are new feature articles: biographies of John Smith, Margaret Fuller, Susan B. Anthony, and Babe Ruth; and articles on some of the more numerically important ethno-cultural groups which made their way to America: the Irish and German immigrants in the early nineteenth century, and the Italian, Polish, and Jewish immi-

grants in the late nineteenth and early twentieth centuries. Two short articles have been added discussing the shifting interpretations of populism (Chapter 20) and the cold war (Chapter 28). A list of significant events and dates has been added at the beginning of each chapter as a special aid to students. And several portfolios of photographs have been included at appropriate places to help the student obtain a better feel for a particular period or series of events.

## Supplements

The supplementary teaching aids that accompanied the second edition have been thoroughly revised for the new edition of the text. To help instructors in

preparing for lectures and discussions, there is an Instructor's Manual with Test Items. A Study Guide is available for student use.

## Acknowledgments

I owe a debt of gratitude to Kathe Rhoades, development editor for the third edition, for her efforts to achieve a narrative of the highest standard of accuracy, clarity, and gracefulness of expression. I also appreciate very much the diligence and good advice of Meredith Nightingale, who selected photographs and assisted in the preparation of feature articles.

Special thanks go to the following people for their aid on aspects of the work for this edition: David Smith, who served as project editor during the beginning stages of the work; Barbara Pendergast, who copyedited the final manuscript; LaWanda Cox, Professor Emeritus, Hunter College, CUNY, whose expert advice on the chapter on Reconstruction was invaluable (any errors in my discussion of that thorny topic are, of course, my own); and Jason Berger, whose thorough research in providing new material on American social history has been very useful to me in revising the whole manuscript.

In addition, I would like to thank the following people for their perceptive comments on the manuscript at various stages:

Hugh T. Atkinson, Gainesville Junior College  
Francisco A. Balmaseda, San Antonio College  
Delmar L. Beene, Glendale Community College  
Victor Dahl, Portland State University  
Marvin Downing, University of Tennessee at Martin

Melvin W. Ecke, Georgia State University  
Mark Gardner, Glendale Community College  
Claude H. Hall, Texas A & M  
Linda Hastings  
Clifford W. Haury, Piedmont Virginia Community College  
Donald Higgins  
Richard Hunt  
Harvey H. Jackson, Clayton Junior College  
William B. McCash, Middle Tennessee State University  
Roger L. Nichols, University of Arizona  
May O'Neal, San Antonio College  
James Pohl, Southwest Texas State University  
Patricia Presnall, El Paso County Community College  
Martha Swain, Texas Women's University  
Felix Tejera, El Paso Community College  
John Trickel, Richland College  
Patricia Wesson Wingo, Jacksonville State University

Finally, I wish to thank my husband, Phil Goodman, for his patience and good humor during the many months of work on this project. He has always had a way of keeping me from taking either myself or my work more seriously than I should.

New York  
September 1980

R.B.G.

# To the Student

---

## Study of History

From time to time, Americans are reminded by newspaper quizzes and public-opinion polls that they have a rather limited knowledge of the events that have shaped the nation's past. Some people may not care and others may wonder what difference it makes. But most of us feel a little guilty if we are unable to recall basic information about the history of our own country.

Yet is the knowledge of factual information about the past really a good test of knowing history? Most historians believe that history is much more than a precise recording of facts and dates. While some of us may study the past because it is interesting in itself, most of us also want to know if it can tell us something useful about human experience. We want to know why people did certain things and what the results of their actions were. We want to probe the motives of individuals and groups in earlier times in an effort to comprehend their connection with subsequent history. We wonder what we might have done if we had been confronted with an identical situation.

Can a study of the past tell us anything about ourselves and the nature of our society in general? Have human beings reacted consistently to similar sets of conditions, or are there factors in the historical process that have made them respond differently at different times? What role do economic, ideological, ethnic, and cultural forces play? Is it even possible to isolate the factors that determine how the historical process unfolds? These are some of the questions historians have asked themselves as they examine the record that remains from the past. Often the answers to these questions are contradictory; seldom are they definitive. The lack of a well-defined answer as to what the past means and what it can tell us about ourselves presents historians with an enduring challenge.

Some historians feel that the very complexity of human life prevents us from ever understanding all we can about the past. Others believe that the failure to arrive at a satisfactory solution to the historical puzzle is the result of the fragmentary record that remains to be pieced together. Whereas for many past events (especially those in the recent past) there are voluminous records, for others the information is sparse.

Every good historian, then, must become part detective, part social scientist, part artist, and part interpreter. He or she must locate the documents that will be most useful in creating an accurate picture of a bygone era. Some of the most important primary, or original, sources are government records, including laws, reports, treaties, and diplomatic correspondence; newspapers; and the letters and diaries of the prominent individuals who have participated in events or who have observed them. Such records are invaluable in studying political, constitutional, and diplomatic history. Historians who choose to study the daily lives, working conditions, and political preferences of aggregate groups look to primary sources of a different kind: the masses of data that have been accumulated on the local or community life of the citizenry. We can learn much about various ethnic, racial, religious, or economic groups by examining census records, tax rolls, church records, and voting returns. In addition to primary sources, historians make use of secondary sources—books and articles researched by other historians.

Historical evidence, whether primary or secondary, must be evaluated critically. Historians must determine whether or not their sources are genuine; they must consider what biases or outside influences may have motivated the author of an original document; and they must determine the best

source to use when there is conflicting evidence. In addition, they must recognize that their own perceptions shape their interpretation of events.

While scientific objectivity about past human events has been impossible to achieve, many historians have applied the theories of sociologists, economists, and political scientists to their study of the past. Most, however, have not attempted to develop scientific hypotheses about social or political occurrences, for they believe such universal laws do not take into account the variability of human experience. But like the social scientists, they look for patterns of behavior which have recurred under similar circumstances at different times and in different places.

Perhaps the best historians are those who are able to combine careful research with literary artistry; they are good storytellers who can present an engaging narrative that is based on a thoughtful analysis of the motivations behind the flow of events. When they interpret history, however, they seek to convey the complexity of human experience and to render judgments only after careful examination of various sides of an issue.

Historians, like all of us, are influenced in their thinking by the interests and outlook of their own period; consequently, historians living at different times are even more likely to disagree than are con-

temporaries. For example, many scholars writing about the American past during the relatively complacent period of the 1950s stressed the unifying factors in American history—the ideals that held Americans together as a people. In the turbulent 1960s, however, revisionist historians began to view the American past from a different perspective. Where their predecessors had emphasized mutuality, they stressed the themes of social conflict and violence. The search for a “usable past,” as historian Carl Becker has called it, is illustrated by the interpretive controversies labeled “Interpreting American History,” which are highlighted throughout this book.

Thus far I have described how historians go about their task. But how can you, the reader of this text, participate in the spirit of historical investigation? Perhaps you will not be studying original documents during the course, and you may be assigned only a few detailed studies of specific events or periods. But you can try to read the text critically. Rather than simply memorizing facts, you, like the historian, can try to isolate the causes and effects of important events, such as the settlement of New England, the Civil War, or Watergate. You might also try to define for yourself the themes that seem to recur during the course of the development of the United States.

## Careers in History

Many students enjoy the study of history but question its practical usefulness as preparation for a future career. In the past, the question was easily answered for those who wanted to teach history. After obtaining a degree in the field they sought a teaching position in a high school or college. Today, however, teaching positions are difficult to find, especially at the college level, and this situation is likely to continue for some time.

Does a degree in history prepare an individual for any other kind of work? Recently, several universities have initiated programs to train students for careers in fields which make use of historical knowledge and training. One of these is employment as an historical archivist. Depositories of historical information require efficient management, and the archivist must be adept at finding, collect-

ing, organizing, and restoring documents. In addition, he or she must be capable of directing lawyers, scholars, and journalists to the material they need.

Another career field open to historians is that of “cultural resources management,” or, more simply, historical preservation. This type of career primarily involves caring for museum collections, planning exhibits, and handling public relations. It may also include research on the development of a surrounding community and the preservation of historic buildings. Historians interested in working in this field often combine their historical background with training in a related field such as archaeology, anthropology, art history, or architecture.

Finally, a growing number of historians are being employed by corporations and consulting firms and by state, local, and national government



cies in policy planning and applied research. Here again training in related disciplines, such as political science, sociology, and economics, as well as statistics, is of significant value.

Of course only a few of you may decide to pursue a career in history. For the rest, the study of history can still have practical value. If you plunge in

enthusiastically, you can be challenged to develop techniques for logical analysis, learn to research a subject with care, and communicate the results of your investigation with clarity and precision. Such training will help provide a background that is useful for success in a variety of careers.

# Contents

## 1 The Meeting of Two Worlds

- The First New World Settlers 4
- The European Background 8
- Competition for America 18
- Readings 22

## 2 England's North American Colonies

- Beginnings on the Chesapeake 26
- Life in the Chesapeake Bay Area 33
- The Founding of New England 35
- More Proprietary Grants 41
- The Development of an Empire 46
- INTERPRETING AMERICAN HISTORY
  - Mercantilism* 48
  - Readings 50
- FEATURE ESSAY
  - Bold Voyager*  
*Captain John Smith and the Settlement of Jamestown* 52

## 3 Shaping an Identity

- The Southern Colonies 58
- The Middle Colonies 63
- The New England Colonies 66
- The Frontier 69
- Women in Colonial America 70
- Conflicts among the Colonies 72
- The Impact of Religion 75
- INTERPRETING AMERICAN HISTORY
  - Puritanism* 78
  - The Secular Mind 79
  - Readings 84

## 4 Prelude to Independence

- Eighteenth-Century Politics 88
- The Wars for Empire 90
- Britain's New Imperial Policy 96
- From Discord to Disunion 102
- The Evolution of Colonial Unity 106
- INTERPRETING AMERICAN HISTORY
  - The American Revolution* 108
  - Readings 112
- FEATURE ESSAY
  - To Live as Equals*  
*The League of the Great Peace* 114

## **5 The Emergence of a Nation**

The Revolutionary War 120  
Creating a Nation 133  
The Confederation Period 137  
Readings 144

### **FEATURE ESSAY**

*Written with a Sunbeam*  
*Women in the American Revolution* 146

## **6 Founding a New Government**

The Constitutional Convention 152  
Ratification 156  
INTERPRETING AMERICAN HISTORY  
*The Founders* 158  
The New Government 160  
The Rise of Political Parties 172  
Readings 178

## **7 The Jeffersonians in Power**

Jefferson's First Term 182  
Jefferson's Second Term 190  
Madison as President 195  
The War of 1812 200  
Readings 206

## **8 Nationalism and the Emergence of Sectional Strains**

Nationalism Triumphant 210  
The Era of Good Feelings 212  
An Expanding Economy 217  
Sectional Strains Resurface 224  
The Slavery Issue 227  
The Adams Administration 232  
Readings 234

## **9 The Rise of Jacksonian Democracy**

Jackson Takes Command 238  
Jacksonian Politics 241  
Sectional Controversy 246  
The Bank War 251  
The New Two-Party System 257  
INTERPRETING AMERICAN HISTORY  
*Jacksonianism* 258  
Readings 264

## **10 Life in America at Mid-Century**

The Growth of the West 268  
Commercial Expansion 274  
Agricultural Expansion 275  
Early Industrial Growth 283  
Readings 288

### **FEATURE ESSAY**

*Ethnic Diversity in Pre-Civil War America*  
*The Irish and the Germans* 290

## 11 Religion, Romanticism, and Reform

- The Religious and Philosophical Background 297  
 The Growth of American Literature 301  
     The Arts 305  
     Reform Movements 308  
     Readings 318  
     FEATURE ESSAY  
     *Margaret Fuller*  
     *Feminist, Romantic, and Visionary* 320

## 12 Mid-Nineteenth-Century Expansion: Manifest Destiny

- Origins of the Expansionist Movement 326  
     Annexation of Texas 329  
     Polk's Administration 333  
     Further Westward Expansion 335  
     The Mexican War 340  
     The Sectional Dispute Intensifies 344  
     Readings 348

## 13 The 1850s: The Gathering Storm

- Pierce's Presidency 353  
 Buchanan's Presidency 360  
 The Gathering Storm 363  
 INTERPRETING AMERICAN HISTORY  
*The Causes of the Civil War* 368  
 Lincoln Takes Command 373  
     Readings 376  
     FEATURE ESSAY  
     *Let My People Go*  
     *The Life of Harriet Tubman* 378

## 14 The Civil War

- The Two Sides Take Shape 384  
 Factors in the War Effort 387  
 Strategy and Conduct of the War 393  
 The Emancipation Proclamation 399  
 1863-1865: The War Grinds to an End 401  
     Readings 408

## 15 Reconstructing the Union

- Presidential Reconstruction Plans 412  
 Congressional Reconstruction Plans 417  
 INTERPRETING AMERICAN HISTORY  
*Reconstruction* 425  
     Grant's Presidency 426  
     Readings 434  
     FEATURE ESSAY  
     *The First Civil Rights Movement*  
     *Reconstruction and Education* 436

### Appendix

- A-1  
     Further Readings A-2  
     The Declaration of Independence A-9  
     The Constitution of the United States A-11  
     Presidential Elections A-20  
     Date of Statehood A-24  
     Population of the United States A-25  
     Chief Justices of the United States Supreme  
     Court A-25  
 Presidents, Vice-Presidents, and Cabinet Members  
     A-26  
  
 Photo Credits  
     A-39  
 Index  
     I-1

### Maps and Charts

North American Indian Tribes	6
Religious Groups—Sixteenth-Century Europe	11
Voyages of Discovery	14
Early Colonial Land Grants—1606 to 1639	28
The Thirteen Colonies—1775	46
Colonial Economy	61
Total Population—1630–1780	62
Colonial Settlement by Nationalities—1770	65
Colonial Overseas Trade	69
French and Indian War	92
North America—1713	95
North America—1763	95
Military Campaigns of the Revolution	124
North America—1783	132
Northwest Ordinance of 1787	141
Louisiana Purchase and Western Exploration—1803 to 1819	186
War of 1812—Northern Campaigns	199
War of 1812—Southern Campaigns	202
United States—1822	216
Canals and Roads—1820 to 1850	223
Missouri Compromise—1820	230
Election of 1824	231
Election of 1828	240
Indian Land Cessions and Migrations—1820 to 1840	244

Election of 1832	255
United States—1854	270
Agriculture—1860	276
Top Price of Slaves and Price of Cotton per Pound—1800–1860	278
Slavery and the Underground Railroad—1840 to 1860	282
Total Population—1790–1850	288
Webster-Ashburton Treaty—1842	329
Oregon Controversy—1818 to 1846	335
Trails to the Far West	336
Mexican War—1846 to 1848	342
Compromise of 1850	348
Kansas-Nebraska Act—1854	356
Election of 1860	367
The United States on the Eve of the Civil War	375
Major Battles of the Civil War	394
Peninsular Campaigns—1862	398
Battles at Fredericksburg, Chancellorsville, Gettysburg	403
Grant's Vicksburg Campaign	404
Sherman's Campaigns	405
Election of 1864	407
Reconstruction of the South—1865 to 1877	420
Election of 1868	426
Election of 1876	430

### *American Scrapbook:*

#### The Way They Lived

1790–1830	following page	174
1840–1870	following page	334

*An  
American  
History*  
*Third Edition*  
Volume I to 1877



# 1

## The Meeting of Two Worlds



---

Thursday, October 11, 1492: After sunset steered their original course W. and sailed twelve miles an hour till two hours after midnight, going ninety miles, which are twenty-two leagues and a half; and as the *Pinta* was the swiftest sailor, and kept ahead of the Admiral, she discovered land and made the signals which had been ordered . . .

Presently they descried people, naked, and the Admiral landed in the boat, which was armed . . . The Admiral called upon the two Captains, and the rest of the crew who landed . . . to bear witness that he before all others took possession (as in fact he did) of that island for the King and Queen his sovereigns . . .

*Journal of First Voyage to America*  
by Christopher Columbus

## Significant Events

Leif Ericson explores coasts of Labrador  
and Nova Scotia [1000 A.D.]

Crusades [1096-1270]

Magna Charta [1215]

Iroquois League of the Great Peace [c. 1400-1500]

Four Voyages of Christopher Columbus  
to New World [1492-1504]

Treaty of Tordesillas [1494]

Amerigo Vespucci explores coast of northern South  
America and the Caribbean [1498]

Protestant Reformation [1500s]

Vasco Núñez de Balboa discovers Pacific Ocean  
[1513]

Hernando Cortes conquers Mexico [1519-1521]

Ferdinand Magellan sails around the world [1521]

Francisco Pizarro conquers Peru [1530s]

English navy defeats Spanish Armada [1588]

French settlement at Quebec [1608]

Petition of Right [1628]



## The First New World Settlers

Americans today are aware that Europeans who arrived in America during the period of Columbus found great numbers of “native” Americans already living in the New World. What is less widely known is that people had been migrating from Asia to the Americas since long before the dawn of recorded history. Estimates of the first arrivals vary from thirteen thousand to thirty-five thousand years ago.

Most experts agree that the first immigrants came across the Bering Strait, probably traveling on foot across a land bridge connecting Siberia and Alaska. According to current theories, this land bridge was submerged at the end of the last Ice Age and all overland passage came to a halt.

Some anthropologists believe that later travelers sailed to the Americas across the Pacific. One group may have come from present-day Japan to the coast of Ecuador in about 3000 B.C. Still later, some of the first Asians who sailed to the Polynesian islands may have come farther east, arriving in the Western Hemisphere between A.D. 500 and 1000.

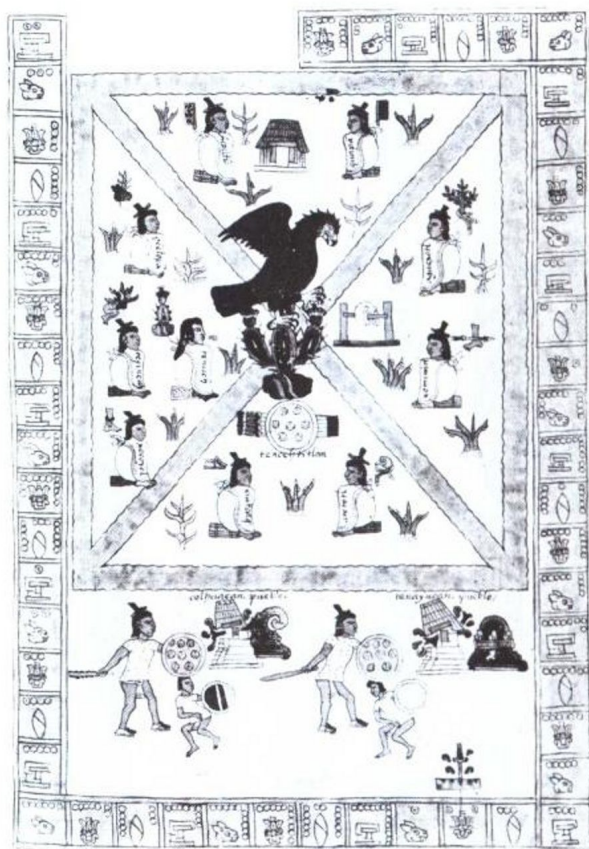
By the fifteenth century millions of Indian peoples were living in the Americas, organized into many different political units or tribes. Some of these civilizations were among the most advanced cultures in the world.

### The Aztecs and the Incas

One of the most highly developed Indian cultures was that of the Aztecs who had established a flourishing civilization of over five million people in central Mexico in the fifteenth century. Their society, highly stratified into classes, was ruled by a single leader who governed both civil and religious activities. Although he had advisers, he was treated almost like a deity.

The Aztecs possessed a system of hieroglyphic writing and a knowledge of astronomy so precise that their priests were able to predict eclipses and devise an accurate calendar. They were advanced in mathematics, pottery-making, sculpture, and architecture and developed sophisticated agricultural techniques, including irrigation and terracing. Surely these skills did much to make possible the existence of a capital city, Tenochtitlán, with a population of sixty thousand. Yet, it is strange that in spite of their achievements, neither the Aztecs nor any of the other tribes who inhabited the New World discovered the wheel.

Another advanced Indian civilization—the Incas—flourished in the area of present-day Peru. The



AZTEC DRAWING SHOWING THE LEGENDARY FOUNDING OF THE CAPITAL CITY, TENOCHTITLÁN (ABOVE). ACCORDING TO AZTEC HISTORY, THEIR GOD, HUITZILOPOCHTLI, TOLD HIS PEOPLE TO WANDER UNTIL THEY CAME TO A CACTUS GROWING FROM A ROCK, UPON WHICH AN EAGLE WOULD BE PERCHED. THE DRAWINGS BELOW REPRESENT THE SUBJUGATION OF NEIGHBORING CITIES.