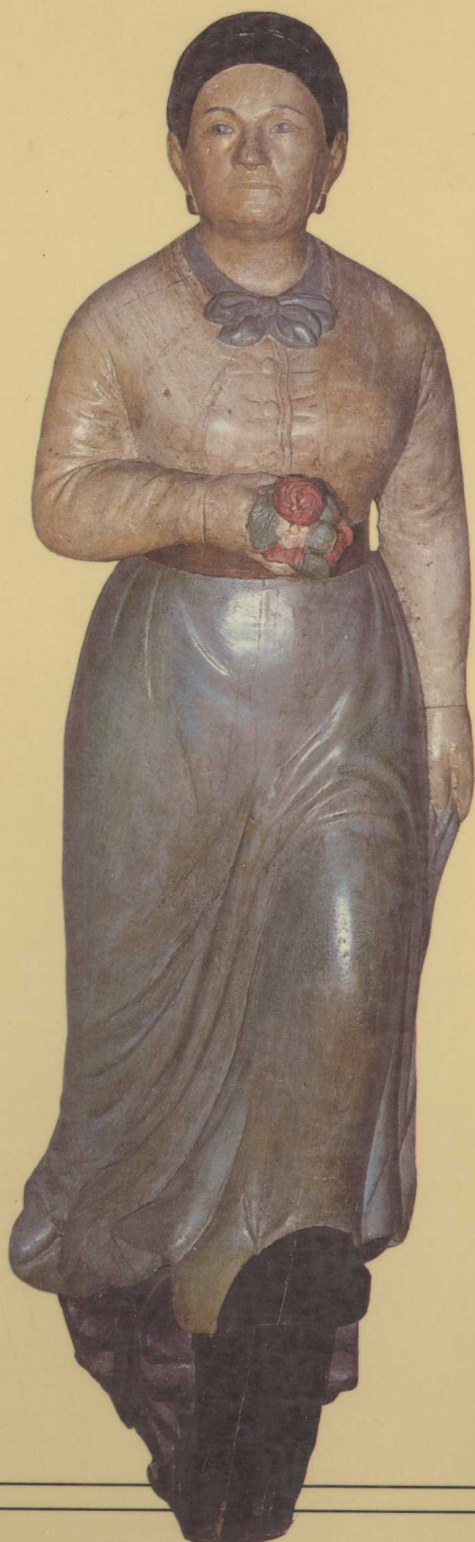


# A PEOPLE AND A NATION

## A HISTORY OF THE UNITED STATES



*Second Edition*

VOLUME II: SINCE 1865

Norton

Katzman

Escott

Chudacoff

Paterson

Tuttle

# AND A NATION

## *History of the United States*

*Second Edition Volume II: Since 1865*

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## ABOUT THE COVER

*Woman with Roses.* This full-length figurehead was called “Belva Lockwood” by a previous owner, although no evidence has been found to link her with a vessel of that name. Belva Lockwood (1830–1917) was a lawyer, leader in the women’s suffrage movement, and twice a candidate for president. Photographs of her in the 1880s look remarkably like the Woman with Roses. The figurehead can now be seen at the Mystic Seaport Museum in Connecticut.

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# PREFACE

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

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

From the ordinary to the exceptional—the factory worker, the slave, the office secretary, the local merchant, the small farmer, the plantation owner, the ward politician, the president's wife, the film star, the scientist, the army general—Americans have had personal stories that have intersected with the public policies of their government. Whether victors or vic-

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

Several questions guided our telling of this narrative. On the official, or public, side of American history, we emphasize Americans' expectations of their gov-

## Major Themes

ernments and the everyday practice of those local, state, and federal institutions. We identify the mood and mentality of an era, in which Americans reveal what they think about themselves and their public officials. And in our discussion of foreign policy we particularly probe its domestic sources.

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

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

Students and instructors have liked our use of clear, concrete language, and have commented on how enjoyable the book is to read. They have also told us that we challenged them to think about the meaning of American history, not just to memorize it; to confront our own interpretations and at the same time to understand and respect the views of others; and to show how an historian's mind works to ask

questions and to tease conclusions out of a mass of information.

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

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

**Changes in the Second Edition** period. All of the material on the Second World War—domestic and foreign—is now in Chapter 28. The

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

(all historically accurate because they are contemporaneous with a chapter's period) truer prints of their originals.

As in the first edition, each chapter opens with the story of an American, ordinary or exceptional, whose experience was representative of the times or whose commentary facilitates our understanding of the chapter themes, which immediately follow this vignette. To help students study and review, we use bold-typed notes—like the one here—to highlight key personalities, events, concepts, and trends. Significant concepts and words are defined and italicized; important events are listed in a chart near the end of most chapters; and suggested readings for further study close each chapter. The Appendix, updated and expanded, is a unique compendium providing a historical overview of the American people and their nation.

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

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RECONSTRUCTION BY  
TRIAL AND ERROR  
1865–1877

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