

PEOPLE Nation

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and Brophy



A History of the United States
Brief Edition Fourth Edition

Volume A

To 1877

A People and a Nation

A HISTORY OF THE UNITED STATES

Brief Edition ♦ Volume A: To 1877 ♦ Fourth Edition

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H O U G H T O N M I F F L I N C O M P A N Y

Boston Toronto

Geneva, Illinois Palo Alto Princeton, New Jersey

Senior Sponsoring Editor: Sean W. Wakely
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Cover designed by Minko Dimov.

Text photographs researched by Pembroke Herbert and
Sandi Rygiel/Picture Research Consultants.

Cover image: "Quilting Time," 1985. Courtesy Estate
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Houghton Mifflin Company, 222 Berkeley Street,
Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Catalog Card Number: 95-76996

ISBN: 0-395-74159-9

123456789-VH-99 98 97 96 95

Preface to the Brief Fourth Edition

This text is a condensation and updating of the highly successful Fourth Edition of *A People and a Nation*. We have preserved all the strengths of the full-length edition—its readability, scholarship, comprehensiveness, and, most important, its dynamic blend of social, political, foreign-relations, and economic history—in a form approximately half as long. This condensation of the whole story of American history is ideally suited for short courses or courses in which additional readings are assigned.

The brief edition is available in both one-volume and two-volume formats. The two-volume format divides as follows: Volume A contains Chapters 1–16, beginning with a discussion of three cultures—Native American, African, and European—that intersected during the exploration and colonization of the New World and ending with a discussion of the Reconstruction era; Volume B contains Chapters 16–34, beginning its coverage at Reconstruction and extending to the present. The chapter on Reconstruction appears in both volumes to provide greater flexibility in matching a volume to the historical span covered by a specific course.

This brief edition is not a simple revision of the previous brief version: we have ensured that it reflects changes in content and organization incorporated into the full-length Fourth Edition (see the preface to the full-length edition, which follows). William J. Brophy, who prepared the condensation, collaborated closely with the six authors of the full-length edition to make all deletions with great care. Rather than simply cut entire sections, we took a line-by-line approach to the removal of

material, paring down detail. Where two examples were given in the full-length edition, we deleted one; where many statistics were presented, we used a few. Although we abridged or deleted some excerpts from diaries and letters, we have retained many quotations and many individual accounts of everyday life.

One of the major changes in *A People and a Nation* is the addition of considerable new material at the beginning of the book. Mary Beth Norton,

Major Changes in this Edition

who had primary responsibility for Chapters 1–8, wrote the new first chapter with expanded treatment of American peoples before Columbus, voyages of exploration and discovery, colonization of the Atlantic islands, the origins of slavery, and the development of fishing in the New World. The recast second chapter more fully covers the Caribbean islands and the sugar industry, New France, and New Netherland. This chapter also includes a revised discussion of the introduction of slavery into the mainland English colonies. Her other chapters reflect recent scholarly works.

David M. Katzman, who had primary responsibility for Chapters 9, 10, 12, and 13, integrated new literature on western expansion and the impact of settlement and manufacturing on the environment, wrote a new and more focused assessment of the War of 1812, gave greater emphasis to population changes, social diversity, and education and the spread of literacy, and added a fuller explanation of the banking system.

Paul D. Escott, who had primary responsibility for Chapters 11, 14, and 15–16, expanded coverage of Supreme Court cases. He also explored in

greater detail aspects of military history—strategy, tactics, technology, and the experience of soldiers.

Howard P. Chudacoff, who had primary responsibility for Chapters 17–21 and 24, like others introduced new material on the environment, especially water issues. He has redistributed the material of the previous edition's Chapter 19 (Everyday Life and Culture, 1877–1920) to two other chapters, Chapter 18 on the Machine Age and the dawn of consumerism and the current Chapter 19 on cities in the late nineteenth and early twentieth centuries. This change provides a greater chronological flow in these chapters. Also, the discussion of bosses and reformers in Chapter 19 has been substantially revised and reorganized to take into account new perspectives on urban politics.

Thomas G. Paterson, who served as the coordinating author for this book and who prepared the Appendix, had primary responsibility for Chapters 22–23, 26, 29, 31, and the new Chapter 34 on the Bush-Clinton years. With the end of the Cold War came the opportunity to rethink post-1945 foreign-relations history and to reorganize it into two chapters that address the two most prominent characteristics of the period—the Soviet-American confrontation of the Cold War and the rise of the Third World through decolonization, revolution, and war. The declassification of documents—such as those on the Cuban missile crisis—has permitted the recasting of many events. He also expanded discussion of cultural relations, military events, and U.S.-Puerto Rican affairs.

William M. Tuttle, Jr., who had primary responsibility for Chapters 25, 27, 28, 30, and 32–33, expanded treatment of the impact of government policies and economic growth on the environment, the domestic impact of war, the baby boom, child care issues, women's employment, the rise of the sunbelt, technological change (including home computers), the Watergate scandal, and immigration. He also reorganized post-1945 domestic history to coordinate it with the new foreign-relations chapters.

This edition also includes a new feature introduced in the full-length edition, *How Do Historians Know?* It is designed to help students understand

how historians go about using evidence to arrive at conclusions. This innovative feature appears in every chapter. A brief highlighted paragraph, coupled with an illustration, explains how historians have drawn generalizations from particular kinds of sources—census data, political cartoons, letters, maps, autobiographies, artifacts, labor records, government documents. This feature also helps us to understand how scholars can claim knowledge about particular historical events or trends.

The Brief Edition is also updated to contain material on Clinton's healthcare and welfare proposals, the 1994 Congressional elections, North Korean nuclear weapons production, and the Republican Contract with America. In addition, we have also used the occasion of a new edition to update the end-of-chapter bibliographies.

Many instructors and students who have used this book in their courses have found its many learning and teaching aids very useful.

The *Study Guide*, prepared by George Warren and Cynthia Ricketson of Central Piedmont Community College, includes an introductory chapter on studying history that focuses on interpreting historical facts, test-taking hints, and critical analysis. The guide also includes learning objectives, a thematic guide, lists of terms, multiple-choice and essay questions for each chapter, as well as map exercises and sections on organizing information for some chapters. An answer key alerts students to the correct response and also explains why the other choices are wrong.

A *Computerized Study Guide* is also available for students. It provides approximately 15 multiple-choice questions for each chapter and functions as a tutorial that gives students information on incorrect as well as correct answers. The computerized guide is available in IBM and IBM-compatible formats.

"Places in Time" Map Software, an animated map program, consists of four computer sessions, each focusing on a specific time period (1763, 1860, 1920, and 1980), in which the themes of population, territory, and economic development are ex-

plored. Available in Macintosh and IBM-PC compatible formats.

"Places in Time" Map Workbook, a printed version of the computer program, is available for students in workbook format and can be used independently of the computer program.

A new *Instructor's Resource Manual with Test Items*, prepared by Donald Frazier, Marvin Schultz, and Bruce Winders of Texas Christian University; Robert Pace of Longwood College; and George Warren of Central Piedmont Community College, contains ten chronological resource units in addition to teaching ideas for each chapter of the text. Each chronological resource unit includes sections on geography, technology, physical and material culture (artifacts), historical sites, documentary films, popular films, and music. The manual also includes for each text chapter an overview of material in the chapter, a brief list of learning objectives, a comprehensive chapter outline, ideas for classroom activities, discussion questions, and ideas for paper topics. There are also more than 1,000 new multiple-choice questions, identification terms, and essay questions.

A *Computerized Test Item File* is available to adopters for IBM and Macintosh computers. This computerized version of the printed *Test Items* file allows professors to create customized tests by editing and adding questions.

There is also a set of 50 *Map Transparencies* available on adoption. All of these maps appear in *A People and a Nation*, Brief Edition.

A variety of *videos*, documentaries and documentaries by major film producers, are available for use with *A People and a Nation*, including "The American Revolution: The Cause of Liberty," "Views of a Vanishing Frontier," "The Civil War: 1861: The Cause," "The Indomitable Teddy Roosevelt," "The Home Front," and "Awakenings" (from *Eyes on the Prize*).

Finally, we want to thank the many people who have contributed their thoughts and labors to this work, including the talented staff at Houghton Mifflin Company.

W. J. B.

Preface to the Full-Length Fourth Edition

When the authors of *A People and a Nation* began work on this fourth edition, we set several goals for ourselves. We wanted to preserve those features of the third edition that students and faculty have found attractive: our basic approach to American history as the story of all the people, our spirited narrative based upon letters, diaries, oral histories, and other sources that reveal the pulse of human experience, and our effort to challenge readers to think about the meaning of American history, not just to memorize it. We have appreciated hearing, too, that we have presented our interpretations openly and fairly and with a welcoming style that invites debate.

The authors set out to write a thorough revision. We reexamined every paragraph, interpretation, map, illustration, chart, caption, bibliography, and each part of the appendix. We scrutinized the form of each chapter—opening vignette, introduction, chronology, conclusion, suggested readings. We rewrote throughout, condensing wherever possible. One-half of the opening vignettes are new. The concluding paragraphs of each chapter have been revised to become more explicit summaries. We reorganized chapters, and we added new ones at the beginning and end to account for advances in scholarship and for momentous changes in international relations. Finally, we have added a new critical thinking feature to the fourth edition. These many revisions are described in detail later.

Given the urgency of issues surrounding the natural environment and technology and the increasing availability of outstanding scholarship on

these topics, the authors determined to expand coverage of these subjects. We immersed ourselves in the literature and sought expert advice from historians who have researched and explored these subjects. Throughout the book, then, readers will discover a greater integration of environmental and technological questions and their intersection with the experiences of the American people.

Eager to help students understand how historians go about using evidence to arrive at conclusions, the authors have introduced a new feature in each chapter: *How Do Historians Know?* A brief highlighted paragraph, coupled with an illustration, explains how historians have drawn generalizations from particular kinds of sources—census data, political cartoons, letters, maps, autobiographies, artifacts, labor records, government documents. This feature also helps us to understand how scholars can claim knowledge about particular historical events or trends.

Certain that one of the strengths of the book has been its incorporation of the very latest scholarship, the authors have drawn upon their own recent scholarly research and activities (see the biographical sketches of the authors) and the innovative work of other scholars. Changes in emphasis and interpretation mark every chapter. The Suggestions for Further Reading have been revised to present the new literature.

Determined to improve every aspect of the book, the authors and the Houghton Mifflin editors also developed a new design to make *A People and a Nation* more accessible. The graphs and charts have been redrawn, captions have been added to them and to the maps, the link between illustrative material and text has been defined more sharply, and a

contemporary new look throughout reflects the freshness of this thoroughly revised edition.

In preparing this new edition, the authors maintained their tradition of enviable cooperation: They met in frank and friendly planning sessions, wrote critiques of each other's chapters, responded to many reports from instructors, and worked closely with Houghton Mifflin's talented staff to consider and reconsider every detail. We strove to give this multiauthored text a seamless quality.

As teachers and students we are always recreating our past, restructuring our memory, rediscovering the personalities and events that have shaped us, inspired us, and be-
Our View of American History
 —

devised us. This book is our rediscovery of America's past—its people and the nation they founded and have sustained. This history is sometimes comforting, sometimes disturbing. As with our own personal experiences, it is both triumphant and tragic, filled with both injury and healing. As memory, history is the way we identify ourselves. As this book reveals, there are many different Americans and many competing memories. We have sought to present all of them, in both triumph and tragedy.

A People and a Nation is a comprehensive book in its treatment of major subject areas—social, political, diplomatic, economic, military, environmental, intellectual, and more. Issues of gender, class, religion, race, work, sexual orientation, medicine, ecology, region, and ethnicity appear throughout, as does the friction that often arises from such a diverse people.

We emphasize the everyday life of the American people, from the ordinary to the exceptional—the factory worker, the slave, the immigrant, the sales clerk, the baseball player, the small-town merchant, the urban entrepreneur, the small farmer, the film celebrity, the scientist, the army general, the senator, the president. We pay particular attention to lifestyles, diet and dress, family life and structure, gender roles, workplace conditions, and childbearing and childrearing. We ask how Americans have entertained themselves through

sports, music, the graphic arts, reading, theater, film, radio, and television. We account for demographic change, geographic and social mobility, and peoples' adaptation to new environments.

Because the private sphere of everyday life intersects with public policies of government and the influential trends of a world economy, we explore the interactions of these different spheres. We also delve into Americans' expectations of their governments and the practices and impact of local, state, and federal institutions. We study not only politics, but also the culture of politics. We identify the mood and mentality of an era, searching for what Americans thought about themselves and others. We seek to understand why and how America goes to war and why diplomacy often fails. The sources of American expansion and empire abroad are plumbed throughout the book.

One of the major changes in *A People and a Nation* is the addition of considerable new material at the beginning of the book. Mary Beth Norton, who had primary responsibility for Chapters 1–8, wrote the new first chapter with expanded treatment of American peoples before Columbus, voyages of exploration and discovery, colonization of the Atlantic islands, the origins of slavery, and the development of fishing in the New World. The recast second chapter more fully covers the Caribbean islands and the sugar industry, New France, and New Netherland. This chapter also includes a revised discussion of the introduction of slavery into the mainland English colonies. Her other chapters reflect recent scholarly works.

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At each stage of this project, historians read drafts of our chapters. Their suggestions, corrections, and pleas helped guide us through our revisions. We could not include all of their recommendations, but the book is better for our having heeded most of their advice. We heartily thank:

Acknowledgments

Harriett Alonso, *Fitchburg State College*
 Michael Bellesiles, *Emory University*
 John D. Buenker, *University of Wisconsin, Parkside*
 Ruth Schwartz Cowan, *State University of New York, Stony Brook*
 Linda Ford, *Keene State College*
 Duane Gage, *Tarrant County Junior College*

Roger Grant, *University of Akron*
 Deborah E. Gray, *Worcester State College*
 Barbara Green, *Wright State University*
 David Hamilton, *University of Kentucky*
 Theresa McGinley, *North Harris College*
 Peter C. Mancall, *Kansas State University*
 Martin Melosi, *University of Houston*
 Eric Monkkonen, *University of California,*

Los Angeles

Margaret Newell, *Ohio State University*
 Stephen Norwood, *University of Oklahoma*
 Magne Olson, *Chicago State University*
 Barbara Posadas, *Northern Illinois University*
 Louis Potts, *University of Missouri, Kansas City*
 Henry Sage, *Northern Virginia Community College*
 Richard Stott, *George Washington University*
 Robert M. Weir, *University of South Carolina*
 Marie Wiener, *University of Maine, Orono*

We are also pleased to thank others who helped us in various ways: Jan D. Emerson, Kathryn Nemeth Kretschmer, Brian Murphy, Gary Y. Okihiro, Noah Schwartz, Glenn Sheffield, and Samuel Watkins Tuttle. Finally, the fourth edition of this book received careful handling from several Houghton Mifflin people who have always set high standards and thrived on excellence: Jean Woy, Editor-in-Chief; Sean Wakely, Senior Sponsoring Editor; Ann Goodsell, Development Editor; Charleen Akullian, Project Editor; and Pat Mah-tani, Art Editor. We thank them very much.

For the Authors, THOMAS G. PATERSON

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The Meeting of Old World and New, 1492–1600

AT BIRTH, SHE WAS called Malinalli. The Spaniards christened her Doña Marina. History knows her as Malinche, a name formed by adding the Aztec suffix *che* to her original name. She has been both celebrated as the symbolic mother of the modern Mexican people and maligned as a traitor to that nation's ancient residents.

Born sometime between 1502 and 1505, Malinalli was the daughter of a village chief within the Aztec empire. Her father died while she was young, and her mother soon remarried. To protect the inheritance of the son born to that second marriage, the mother sold her daughter into slavery. Eventually, Malinalli came to live with Mayan-speaking people.

In 1519, she was presented as a gift to Hernán Cortés, the Spanish conquistador. Cortés, who first arrived in the Spanish West Indies in 1504, embarked for the mainland in search of wealthy cities rumored to exist there. Little did he know that the young woman whom the Spaniards baptized Doña Marina would be a key to his conquest of Mexico.

Doña Marina, who spoke both Nahuatl (the language of her birth and of the Aztecs) and Mayan (the language

of her masters), and who soon learned Spanish, became Cortés's translator and mistress. She bore him a son, Martín—the first *mestizo*, or mixed-blood Mexican. Accompanying Cortés throughout his travels in Mexico, she did more than simply interpret words for him: she explained the meanings behind the language, opening the Aztec world to the Spaniards.

On one occasion, Doña Marina saved the Spaniards from an ambush. The European invaders had halted in a village en route to Tenochtitlán, the Aztec capital. Doña Marina learned that the villagers intended to attack the invaders as they departed. Forewarned, Cortés ordered all the local chiefs killed. The Aztecs and subsequent Mexican historians blame Malinché for betraying her people. But who were her people? The Aztecs, in whose empire she had been born and who had sold her as a slave? The Mayas, among whom she was raised? Or the Europeans, who relied on her translations?

Malinche's life history, and her dual image as betrayer of ancient Mexico and symbolic mother of the modern mixed-race nation, encapsulate many ambiguities of the initial encounter between

Europeans and Americans. Sold into slavery by her Aztec-connected family, she owed that people little loyalty, whereas the Spaniards gave her respect. Yet she did not become Spanish; Cortés never married her.

Until she died around 1540, Malinche was caught between two worlds, part of both and of neither. Many people from both sides of the Atlantic were to meet the same fate as they attempted to cope with the rapidly changing world of the fifteenth and sixteenth centuries.

As European explorers and colonizers sought to exploit the resources of the rest of the globe, peoples from different races and cultural traditions came into regular contact for the first time. All were profoundly changed by the resulting interaction. By the time Spanish troops invaded Mexico in 1519, the age of European expansion and colonization was already well under way. During the next 350 years, Europeans would spread their influence around the globe. The history of the tiny colonies in North America that became the first members of the United States must be seen in this broad context of European exploration and exploitation.

The continents that European sailors reached in the late fifteenth century had their own history, which the invaders largely ignored. The residents of the Americas were the world's most skillful plant breeders; they had developed vegetable crops more nutritious and productive than those grown in Europe, Asia, or Africa. They had invented systems of writing and mathematics and had created calendars fully as accurate as those used on the other side of the Atlantic. In the Americas, as in Europe, states rose and fell as leaders succeeded or failed at the goal of expanding their political and economic power. The Europeans' arrival in their world immeasurably altered the Americans' struggles with each other.

After 1400, European nations tried to improve their positions relative to neighboring countries, not only by waging wars on their own continent but also by acquiring valuable colonies and trading posts elsewhere. In response, nations in Asia, Africa, and the Americas attempted to use the alien intruders to their own advantage or, failing that, to adapt successfully to the Europeans' presence in their midst. All participants in the resulting interaction of divergent cultures were indelibly affected by the process.

The contest among Europeans for control of the Americas and Africa changed the course of history on four continents. Although in the end the Europeans emerged politically dominant, they by no means controlled all aspects of the interaction.

AMERICAN SOCIETIES

Human beings probably originated on the continent of Africa, where humanlike remains about three million years old have been found in what is now Ethiopia. Over many millennia, the growing human population slowly dispersed to the other continents. Some people crossed a now-submerged stretch of land that joined Asia and North America at the site of the Bering Strait.

The forerunners of the American population are known as *Paleo-Indians*. The earliest confirmed evidence of their presence in the Americas dates to

approximately twenty-eight thousand years ago. The Paleo-Indians were nomadic hunters of game and gatherers of wild plants. They spread throughout North and South America, probably moving as extended families or bands. (Tribes were composed of allied bands.) By about 11,500 years ago, the Paleo-Indians were making fine stone projectile points, which they attached to wooden spears and used to kill and butcher the large mammals then living in the Americas. But as the Ice Age ended and the human population increased, all the large American mammals except the bison (buffalo) disappeared. Scholars cannot agree whether their demise was caused by overhunting or by a change in climate. In either case, deprived of their primary source of meat, the Paleo-Indians had to find new ways to survive.

The most significant innovation was the development of agriculture. By approximately seven thousand years ago, the residents of what is now central Mexico began to cultivate food crops, especially maize (corn), squash, beans, and peppers. Centuries before, people living in the Andes Mountains of South America had started to grow potatoes. As knowledge of agricultural techniques improved and spread through the Americas, vegetables and maize proved more reliable sources of food than hunting