

NASH · JEFFREY
HOWE · FREDERICK · DAVIS · WINKLER

THE AMERICAN PEOPLE

Creating a Nation and a Society



VOLUME TWO · SINCE 1865

THE AMERICAN PEOPLE

Creating a Nation and a Society

VOLUME TWO • SINCE 1865

GENERAL EDITORS

GARY B. NASH

University of California, Los Angeles

IULIE ROY JEFFREY

Goucher College

JOHN R. HOWE

University of Minnesota

PETER J. FREDERICK

Wabash College

ALLEN F. DAVIS

Temple University

ALLAN M. WINKLER

University of Oregon

Allen Yarnell, Administrative Editor

HARPER & ROW, PUBLISHERS, New York

Cambridge, Philadelphia, San Francisco,
London, Mexico City, São Paulo, Singapore, Sydney

Sponsoring Editor: Marianne J. Russell
Development Editor: Johnna G. Barto
Project Editor: Jo-Ann Goldfarb
Text and Cover Design: Robert Bull/Design
Text Art: Vantage Art, Inc.
Cartographer: David Lindroth
Photo Research: Elsa Peterson
Production: Willie Lane
Compositor: Black Dot, Inc.
Printer and Binder: Arcata Graphics/Kingsport

Cover Illustration: John Sloan, *Sixth Avenue Elevated at Third Street*, 1928.
Whitney Museum of American Art, New York.

THE AMERICAN PEOPLE: Creating a Nation and a Society, Volume Two, Since 1865

Copyright © 1986 by Harper & Row, Publishers, Inc.

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address Harper & Row, Publishers, Inc., 10 East 53d Street, New York, NY 10022.

Library of Congress Cataloging-in-Publication Data

Main entry under title:

The American People.

Also issued as one-volume ed.

Includes bibliographies and index.

Contents: v. 1. To 1877—v. 2. Since 1865.

1. United States—History. I. Nash, Gary B.

II. Jeffrey, Julie Roy. III.—

E178.1.A49355 1986b 973 85-24898

ISBN 0-06-047335-5 (pbk. : v. 1)

ISBN 0-06-047336-3 (pbk. : v. 2)

PREFACE

The Teton Sioux have a saying that “a people without history is like wind upon the buffalo grass.” The Sioux mean by this that the wind will always blow and the grass always grow, but people cannot understand who they are and where they are going without an understanding of the past—where they have been. That is why the Sioux storytellers hand down the history of the tribe from generation to generation.

When we speak of the “people” of American history, we are immediately confronting an extraordinarily complex mixture of human beings. This country’s written history began with a convergence of Native Americans, Europeans, and Africans. The United States has always been a nation of immigrants—a magnificent mosaic of cultural backgrounds, religions, and skin shades. This book explores how American society, as it exists today, came to assume its present shape and develop its present forms of government; how as a nation we conduct our foreign affairs and manage our economy; how as a society we live, work, love, marry, raise families, sing, read, study, vote, argue, protest, and struggle—individually and collectively—for fulfillment.

Several special emphases distinguish this book from most textbooks written in the last 20 years. The coverage of presidential elections, diplomatic treaties, and economic legislation is integrated with the human story that underlays these more public aspects of American history. Within a strong chronological framework we have woven together our history as a nation and our history as a people and a society. When a national political event is discussed, for example, we analyze its impact on social and economic life, on life at the state and local level. Wars are described on the battlefield and in the salons of diplomats; but, as history’s greatest motors of social change, wars are also discussed on the home front. The interaction of ordinary Americans with extraordinary events runs as a theme throughout the book.

Throughout, we have tried to illuminate the humanness of our history. The authors have often used the words of ordinary Americans and presented their participation in and responses to

epic events such as war, industrialization, and reform movements. We have portrayed their material circumstances and woven the experiences of some of them through several chapters. At certain points we have focused on particular communities, describing not only their political, economic, and social contours but also their physical appearances and the rhythm of their everyday life.

GOALS AND THEMES OF THE BOOK

One of our major goals is to provide students with a rich, balanced, and thought-provoking treatment of the American past. By rich and balanced we mean a history that treats the lives and experiences of Americans of all national origins and cultural backgrounds, at all levels of society, and in all regions of the country. By thought-provoking we mean a history that seeks connections between the multiple factors—political, economic, social, religious, intellectual, and biological—that have operated to mold and remold American society over a period of four centuries. By thought-provoking, we mean also a history that encourages students to consider how we are all legatees of a complicated, achievement-filled, and problem-strewn past. The only history befitting a democratic society and nation is one that inspires students to initiate a frank and searching dialogue with their past. We hope to stimulate such a dialogue here.

We also hope to promote discussion about the major themes we identify running through our history:

- ★ the struggle for national unity and identity amidst cultural diversity and conflict;
- ★ the powerful reform impulse in American society, present from the beginning, that for the last two centuries has worked to fulfill the democratic creed in racial, gender, and social relations;
- ★ the competing claims of liberty and authority—in the family, the school, the workplace, the community, and the nation.

STRUCTURE OF THE BOOK

Part Organization The chapters of this book are grouped into six parts to reflect major periods in the development of the nation and society. Each part begins with an *introductory essay* that outlines the significant themes and problems explored in the subsequent chapters. Following this introduction is a two-page display of *parallel events* that occurred during that particular period in history. Not only do these chronologies serve as a preview of the section, but they show what was happening simultaneously, in the political, the social and economic, as well as the cultural and technological spheres. They also help give the reader an integrated picture of how these various events converged to make American history.

Chapter Structure Every chapter begins with a *vignette* recalling the experience of an ordinary American. Chapter 1, for example, is introduced with the tragic story of Opechancanough, a Powhatan tribesman whose entire life of nearly 90 years was consumed by a struggle against the land hunger and alien values brought by Spanish and English newcomers. This brief anecdote serves several purposes. First, it introduces the overarching themes and major concepts of the chapter: the clash of three worlds—red, white, and black—in the North American wilderness, each with different cultural values, life styles, and aspirations. Second, the anecdote launches the chapter in a way which facilitates learning—beginning with the student's engagement with a human story. Lastly, the anecdote suggests that history was shaped by and affected ordinary as well as extraordinary Americans. At the end of the vignette, an *overview* relates the particular facts and ideas to the period under review and spells out the major themes of the chapter.

We aim to facilitate the learning process for the students. Every chapter ends with pedagogical features to reinforce and expand the presentation. A *conclusion* briefly summarizes the main concepts of the chapter and serves as a bridge to the following chapter. An annotated list of *recommended readings* provides supplementary sources for further study or research;

novels contemporary to the period are often included. A *time line* reviews the major events and developments covered in the chapter.

SPECIAL FEATURES

A distinctive feature of this book is the two-page *Recovering the Past* presentation in each chapter. These RTPs, as the authors affectionately call them, introduce students to the fascinating variety of evidence—ranging from tax lists, folk tales, and diaries to tombstones, advertising, and house designs—historians have learned to employ in reconstructing the past. Each RTP gives basic information about the source, its use by historians, and then raises questions for students to consider as they study the example reproduced for their inspection.

In addition to the RTPs we have provided other elements that will enable the instructor to use the text as a basis for class discussion or assignments. The program of *color illustrations*—paintings, cartoons, photographs, maps, and charts—amplifies important themes while presenting visual evidence for student reflection and analysis. Each major part of the text includes a *portfolio* on American cultural life. They begin with an essay discussing trends and themes in the art and artifacts of the period and elaborating on the color illustrations displayed.

SUPPLEMENTAL TEACHING AND LEARNING AIDS

Several companion volumes for both teachers and students have been prepared to enhance this comprehensive presentation of American history.

- * Gary B. Nash has selected and edited a two-volume set of readings, entitled *Retracing the Past*, to complement the text. Each reader contains around 25 selections covering political, social, and economic aspects of American history; Volume One focuses on the period until 1877, and Volume Two covers 1865 to the present.

Authors Julie Roy Jeffrey and Peter J. Frederick, both experienced instructional trainers, have written the *Study Guide* and *Instructor's Manual* to accompany the text. Tied closely to

the text, both supplements provide a useful basis for reflection and discussion.

- * The **Study Guide** (in two volumes) includes chapter outlines, significant themes and highlights, learning goals, list of important dates and names to know, glossary of important terms, learning enrichment ideas, and sample test questions. In addition, the authors provide helpful study hints such as how to underline a chapter.
- * For those students who have access to personal computers, the study guide is available on diskettes. **Study-Aid**, a computer program for the Apple II series and the IBM-PC, is keyed directly to the text for learning ease.
- * **Teaching the American People** is not merely a file of exam questions for the instructor. It is intended to serve as a resource book for new teachers *and* for busy and tired veterans as well. This manual contains ideas on ways to use the text to enliven the classroom; suggestions for generating class discussion and involving students in an active learning experience; and a list of resources such as films, slides, and photo collections, records and audio-cassettes.

- * A separate **Test Bank** of approximately 1500 items has been prepared by Carol Brown of Houston Community College. Multiple choice, true-false, and essay questions are included to test students' recall and understanding of the text presentation. The *Test Bank* is also available in computerized form (**Microtest**) for both Apple II and IBM-PC.
- * To help you improve your students' geographical and analytical skills, we have also produced a set of color **Transparencies**. For maps showing detailed areas of the country, we have included an inset of the present-day United States with the area under study shaded in. The transparencies also include key charts from the text.

Our aim has been to write a balanced and vivid history of the development of the American nation and its society. We have also tried to provide the support materials to make the teaching and the learning experience enjoyable and rewarding. The reader will be the judge of our success. The authors and Harper & Row welcome your comments.

GBN
JRJ

ACKNOWLEDGMENTS

During the years that this text was being developed, many of our academic colleagues read and criticized the various drafts of the manuscript. For their thoughtful evaluation and constructive suggestions, the authors wish to extend their gratitude to the following reviewers:

Terry Alford, *Northern Virginia Community College*
 Paul Bowers, *Ohio State University*
 R. J. Bromert, *Southwestern Oklahoma State University*
 Robin Brooks, *San Jose State University*
 Carol Brown, *Houston Community College*
 Jon Butler, *University of Illinois at Chicago*
 Clayborne Carson, *Stanford University*
 Lester Cohen, *Purdue University*
 Kathleen Neils Conzen, *University of Chicago*
 Lewis H. Croce, *Mankato State University*
 William Ezzell, *DeKalb Community College*
 William Freehling, *Johns Hopkins University*

William Geise, *San Antonio College*
 Herbert Gutman, *City University of New York*
 Carole Haber, *University of North Carolina at Charlotte*
 Mitchell Hall, *University of Kentucky*
 Susan Hartmann, *University of Missouri, St. Louis*
 Richard J. Hopkins, *Ohio State University*
 Richard A. Hunt, *Nassau Community College*
 Joseph Illick III, *San Francisco State University*
 Frederic Jaher, *University of Illinois, Urbana*
 George Juergens, *Indiana University*
 Richard Liebermann, *LaGuardia Community College*

Paul R. Lucas, *Indiana University*
 Archie P. McDonald, *Stephen F. Austin State University*
 Howard Miller, *University of Texas at Austin*
 Herbert Parmet, *Queensborough Community College*
 Mary Rothschild, *Arizona State University*
 Richard T. Ruetten, *San Diego State University*
 Ronald E. Shaw, *Miami University*

Richard Sorrell, *Brookdale Community College*
 C. James Taylor, *University of South Carolina*
 Martin Towey, *St. Louis University*
 John Trickel, *Richland College*
 Eldon Turner, *University of Florida*
 Ronald Walters, *Johns Hopkins University*
 Allen Yarnell, *University of California, Los Angeles*
 Don Zelman, *Tarleton State University*

ABOUT THE AUTHORS

GARY B. NASH is a graduate of Princeton University (B.A., 1955; Ph.D., 1964), where he taught for three years. In 1966 he moved to the University of California, Los Angeles, where he teaches colonial and revolutionary American history. Among the books Nash has authored are: *Quakers and Politics: Pennsylvania, 1681–1726* (1968); *Class and Society in Early America* (1970); *Red, White, and Black: The Peoples of Early America* (1974, 1982); *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution* (1979); *Race, Class, and Politics: Essays on Colonial and Revolutionary Society* (1985); and *Forging Freedom: The Black Urban Experience in Philadelphia, 1720–1820* (forthcoming). Nash is a recipient of Guggenheim and American Council of Learned Societies fellowships. His scholarship is especially concerned with the role of common people in the making of history. He served as a general editor of this book.

JULIE ROY JEFFREY received her B.A. degree in history and literature from Radcliffe College in 1962 and taught secondary school for several years. She earned her Ph.D. in history from Rice University in 1972, receiving the award for the best American history dissertation. Since 1972 she has taught at Goucher College, offering the American history survey and historic preservation courses. Jeffrey's major publications include: *Education for Children of the Poor: A Study of the Origins and Implementation of the Elementary and Secondary Education Act of 1965* (1978); *Frontier Women: The Trans-Mississippi West, 1840–1880* (1979); and many articles and papers on the lives and perceptions

of nineteenth-century women. She is the recipient of fellowships from the NDEA, Rice, Southwest Center for Urban Research, and the Newberry Library. Honored as an outstanding teacher, Jeffrey has been involved in faculty development activities and curriculum evaluation. Her research interest has focused on the relationship of domestic space and family life and the use of buildings as primary sources. She acted as a general editor of this book.

JOHN R. HOWE received his B.A. (1957) from Otterbein College, and his M.A. (1959) and Ph.D. (1962) degrees from Yale University. From 1961 to 1965 he taught at Princeton University; since then he has been on the faculty of the University of Minnesota. His major publications include *The Changing Political Thought of John Adams* (1966), *The Role of Ideology in the American Revolution* (1970), and *From the Revolution Through the Age of Jackson* (1973). Howe has held a Woodrow Wilson fellowship, a faculty research fellowship from the Charles Warren Center at Harvard University, a Guggenheim fellowship, and a Bush Foundation fellowship. His major research currently involves a manuscript entitled "The Transformation of Public Life in Revolutionary America." His special teaching interests include early American politics up to the Civil War, and Indian-white relations in early America.

PETER J. FREDERICK received his B.A. in history from Harvard in 1959, his M.A. in American culture from the University of Michigan in 1960, and his Ph.D. in history from the University of California at Berkeley in 1966. A commit-

ted teacher, he began his career as a teaching assistant at Berkeley in 1960; he has taught at San Francisco State and California State College at Hayward, and since 1970 at Wabash College. Frederick's book, *Knights of the Golden Rule: The Intellectual as Christian Social Reformer in the 1890s*, was a runner-up in the Frederick Jackson Turner Award competition in 1974; other writing includes articles on social activism of intellectuals and educational reform. The recipient of several National Endowment for the Humanities fellowships, he held a Fulbright Lectureship in American culture at the University of Vienna in 1982–1983. Frederick has been recognized with several distinguished teaching awards and has conducted teaching workshops around the country. Areas of special research interest include nineteenth-century American social and intellectual history, black history, and biographies. He coordinated and edited all the *Recovering the Past* sections in this book.

ALLEN F. DAVIS is a professor at Temple University where he is the co-director of the Center for Public History and a specialist in American cultural history. He studied at Dartmouth College (A.B., 1953) and the University of Rochester (M.A., 1954) before earning a Ph. D. at the University of Wisconsin (1959). He has also taught at Wayne State University, at the University of Missouri, and as a visiting professor at the University of Texas at Austin. Davis is the author, co-author, or editor of ten books, including *Spearheads for Reform: The Social Settlements and the Progressive Movement*; *American Heroine: The Life and Legend of Jane Addams*; *Conflict and Consensus in American History*; and *Generations: Your Family in Mod-*

ern American History. Formerly the Executive Director of the American Studies Association, he has lectured widely in the United States and Europe. He has received fellowships from the American Council of Learned Societies, the National Endowment for the Humanities, and the American Philosophical Society. Davis has been honored for his writing by the Friends of Literature, The Society of American Historians, and The Christopher Society. He compiled the six art portfolios and acted as an illustration coordinator for this book.

ALLAN M. WINKLER holds a B.A. degree from Harvard (1966), an M.A. from Columbia (1967), and a Ph.D. from Yale (1974). He was a history faculty member at Yale from 1973 to 1978. He served as Bicentennial Professor of American Studies at Helsinki University before joining the faculty of the University of Oregon in 1979. Winkler was the first recipient of the John Adams Chair in American Civilization at the University of Amsterdam in 1984–1985. He is the author of *The Politics of Propaganda: The Office of War Information, 1942–1945* (1978) and *Modern America: The United States from the Second World War to the Present* (1985). Winkler has received grants from the National Endowment for the Humanities, the Fulbright Commission, the American Council for Learned Societies, and the American Philosophical Society; he has been a Mellon Fellow at the Aspen Institute for Humanistic Studies. Formerly a Peace Corps Volunteer, he is most interested in the connections between public policy and popular mood in the recent past. He is currently studying American atomic energy policy.

CHAPTER 17

RECONSTRUCTING AMERICA



CONTENTS IN BRIEF

CHAPTER 17	Reconstructing America	530
------------	------------------------	-----

PART FOUR AN INDUSTRIALIZING PEOPLE, 1865–1900

CHAPTER 18	The Farmer's World	562
CHAPTER 19	The Rise of Smokestack America	594
CHAPTER 20	Politics and Protest	626
CHAPTER 21	The United States Becomes a World Power	658

PORTFOLIO FOUR THE ART OF AN INDUSTRIALIZING PEOPLE *after page 689*

PART FIVE A MODERNIZING PEOPLE, 1900–1945

CHAPTER 22	The Progressives Confront Industrial America	690
------------	--	-----

CHAPTER 23	America in the Great War	724
CHAPTER 24	Affluence and Anxiety	754
CHAPTER 25	The Great Depression and the New Deal	786
CHAPTER 26	The American People and World War II	820

PORTFOLIO FIVE THE ART OF A MODERNIZING PEOPLE *after page 851*

PART SIX AN ENDURING PEOPLE, 1945–1985

CHAPTER 27	Chills and Fever During the Cold War	852
CHAPTER 28	The Dreams of Postwar America	882
CHAPTER 29	From Self-confidence to Self-doubt	912
CHAPTER 30	Illusion and Disillusionment	944
CHAPTER 31	Austerity and the American Dream: The United States Since 1976	972

PORTFOLIO SIX THE ART OF AN ENDURING PEOPLE *after page 999*

CONTENTS

Recovering the Past	ix
Maps	ix
Charts	x
Preface	xi

CHAPTER 17 **RECONSTRUCTING AMERICA** 530

The Bittersweet Aftermath of War	532
National Reconstruction	539
Life After Slavery	545
Reconstruction in the States	552
RECOVERING THE PAST / NOVELS 555a	
Conclusion: The Price of Peace	559

PART FOUR **AN INDUSTRIALIZING PEOPLE** **1865–1900**

CHAPTER 18 **THE FARMER'S WORLD** 562

The Modernization of Agriculture	564
The Second Great Removal	574
RECOVERING THE PAST / MAGAZINES 577a	
The New South	578
Protesting Farmers	586
Conclusion: The Reality of Agricultural America	592

CHAPTER 19 **THE RISE OF SMOKESTACK AMERICA** 594

The Character of Industrial Progress	596
Urban Expansion in the Industrial Age	601
Industrial Work	608
Conflict Between Capital and Labor	614

Conclusion: The Complexity of Industrial Capitalism	623
---	-----

CHAPTER 20 **POLITICS AND PROTEST**

626

Politics in the Gilded Age	628
The Life of the Middle Class	639

RECOVERING THE PAST / MATERIAL CULTURE 639a

Middle-Class Reform	647
The Election of 1896	652
Conclusion: Looking Forward	655

CHAPTER 21 **THE UNITED STATES BECOMES A WORLD POWER**

658

Steps Toward Empire	659
Expansionist Motives in the 1890s	665
Cuba and the Philippines	670
Roosevelt's Energetic Diplomacy	678

RECOVERING THE PAST / POLITICAL CARTOONS 679a

Conclusion: The Responsibilities of Power	687
---	-----

PORTFOLIO FOUR: THE ART OF AN INDUSTRIALIZING PEOPLE, 1865–1900 *after page 689*

PART FIVE **A MODERNIZING PEOPLE** **1900–1945**

CHAPTER 22 **THE PROGRESSIVES CONFRONT INDUSTRIAL AMERICA**

690

The Social Justice Movement	692
-----------------------------	-----

RECOVERING THE PAST / DOCUMENTARY PHOTOGRAPHS 697a

The Worker in the Progressive Era	699
Reform in the Cities and States	705

Theodore Roosevelt and the Square Deal	709
Woodrow Wilson and the New Freedom	718
Conclusion: The Limits of Progressivism	721

CHAPTER 23

AMERICA IN THE GREAT WAR

724

The Early Years of the War	726
The United States Enters the War	734
The Military Experience	739
RECOVERING THE PAST / FILM AS PROPAGANDA 741a	
Domestic Impact of the War	744
Planning for Peace	749
Conclusion: The Divided Legacy of the Great War	752

CHAPTER 24

AFFLUENCE AND ANXIETY

754

Postwar Problems	756
The Benefits of Prosperity	760
Hopes Raised, Promises Deferred	766
RECOVERING THE PAST / ADVERTISING 767a	
The Business of Politics	776
Conclusion: A New Era of Prosperity and Problems	784

CHAPTER 25

THE GREAT DEPRESSION AND THE NEW DEAL

786

The Great Depression	788
Roosevelt and the First New Deal	793
One Hundred Days	795
The Second New Deal	801
The End of the New Deal	810
The Other Side of the Thirties	814
RECOVERING THE PAST / RECREATION: FAIRS 817a	
Conclusion: The Ambivalent Character of the Great Depression	818

CHAPTER 26
THE AMERICAN PEOPLE AND WORLD WAR II
820

The Twisting Road to War	822
The Home Front During the War	829
Social Impact of the War	836

RECOVERING THE PAST / ORAL HISTORY 839a

A War of Diplomats and Generals	841
Conclusion: Peace, Prosperity, and International Responsibilities	850

PORTFOLIO FIVE: THE ART OF A MODERNIZING PEOPLE, 1900–1945
after page 851

PART SIX
AN ENDURING PEOPLE
1945–1985

CHAPTER 27
CHILLS AND FEVER DURING THE COLD WAR
852

Origins of the Soviet-American Confrontation	854
The Beginning of the Cold War	857

RECOVERING THE PAST / PUBLIC OPINION POLLS 857a

Containing the Soviet Threat	859
American Policy in Asia, the Middle East, and Latin America	864
Atomic Weapons and the Cold War	871
The Cold War at Home	874
Conclusion: The Cold War in Perspective	880

CHAPTER 28
THE DREAMS OF POSTWAR AMERICA
882

Demobilization and Economic Boom	885
Consensus and Conformity	894
Domestic Policy under Truman and Eisenhower	899

RECOVERING THE PAST / POPULAR MUSIC 899a

The Other America	903
Conclusion: Qualms amid Affluence	910

CHAPTER 29
FROM SELF-CONFIDENCE TO SELF-DOUBT
912

The Presidency in the Sixties	914
The New Frontier and Social Reform	917
The Great Society	922
The Rising Call for Reform	929
Intensification of the Cold War	933
Upheaval at Home	937
RECOVERING THE PAST / TELEVISION	937a
Conclusion: The Unraveling of the Affluent Society	942

CHAPTER 30
ILLUSION AND DISILLUSIONMENT
944

Republican Leadership	946
Republican Foreign Policy	949
Searching for Stability	953
RECOVERING THE PAST / CARTOON HUMOR	961a
The Climax of Social Reform	963
Conclusion: The Struggle for Stability	970

CHAPTER 31
**AUSTERITY AND THE AMERICAN DREAM: THE
UNITED STATES SINCE 1976**
972

The Disordered Economy	974
The Demographic Transformation	979
RECOVERING THE PAST / AUTOBIOGRAPHY	981a
The Continuing Struggle for Equality	983
The New Reformers	988
The Carter and Reagan Presidencies	992
Conclusion: The Recent Past in Perspective	998

PORTFOLIO SIX: THE ART OF AN ENDURING PEOPLE, 1945–1985
after page 999

APPENDIX

Declaration of Independence	A-1
Constitution of the United States of America	A-3
States of the United States	A-13
Territorial Expansion of the United States	A-14
Presidential Elections	A-15
Vice-Presidents, Cabinet Members, and Justices of the Supreme Court	A-18
Population of the United States	A-26
Demographic Contours of the American People	A-27
National Origins of U.S. Immigrants, 1821–1980	A-28
Characteristics of the American Work Force	A-29
 Credits	 C-1
Index	I-1

RECOVERING THE PAST

Novels 555 <i>a</i>	Recreation: Fairs 817 <i>a</i>
Magazines 577 <i>a</i>	Oral History 839 <i>a</i>
Congressional Hearings 615 <i>a</i>	Public Opinion Polls 857 <i>a</i>
Material Culture 639 <i>a</i>	Popular Music 899 <i>a</i>
Political Cartoons 679 <i>a</i>	Television 937 <i>a</i>
Documentary Photographs 697 <i>a</i>	Cartoon Humor 961 <i>a</i>
Film As Propaganda 741 <i>a</i>	Autobiography 981 <i>a</i>
Advertising 767 <i>a</i>	

MAPS

Changes on the Barrow Plantation, 1860–1881	548	The Western Front of the Great War in 1918	742
Sharecropping in the South, 1880	549	The Presidential Election of 1932	794
Return to the Union During Reconstruction	554	The Tennessee Valley Authority	799
Agriculture in the 1880s	565	World War II: Pacific Theater	843
Election of 1896	654	World War II: European and North African Theaters	848
United States Territorial Expansion	662	Cold War in Europe in 1950	863
The Spanish-American War	673	The Korean War	866
United States Involvement in Asia, 1898–1909	685	The Middle East in 1949	870
Major Parties in the Presidential Election of 1912	717	Population Shifts, 1940 to 1950	
European Alignments in 1914	727	The Confusing 1960 Presidential Election	915
United States Involvement in the Caribbean	733	The Vietnam War	936
		Population Shifts, 1970 to 1980	980

CHARTS

Conflicting Goals During Reconstruction	533	Presidential Elections, 1920–1928	783
The United States in 1865: Crisis at the End of the Civil War	535	Unemployment Rate, 1929–1940	797
Reconstruction Amendments	544	Distribution of Income, 1935–1936	802
Average Farm Acreage, 1860–1900	565	FDR's Successful Presidential Campaigns, 1932–1944	810
Agricultural Productivity, 1800–1900	567	Key New Deal Legislation	813
Price of Wheat Flour, 1865–1900	568	Household Appliance Production, 1929–1939	815
Percentage of Farms Operated by Tenants, 1880–1900	570	Military Expenditures and the National Debt, 1940–1945	830
Population and Economic Growth, 1855–1919	596	Gross National Product and Unemployment, 1940–1945	831
Increase in Size of Industries, 1860–1900	600	Defense Expenditures, 1945–1960	862
Ten Largest Cities in the United States, 1850 and 1890	601	Major Events of the Cold War	879
Immigration: Source and Volume, 1870–1900	603	Weekly Earnings of Manufacturing Workers	887
Labor Force Distribution, 1870–1900	609	Birth and Population Rates, 1900–1960	888
Unemployment Rates, 1870–1899	611	Growth of Sun Belt Cities, 1920–1980	889
Status of Young People (12–20) by Ethnicity in Detroit in 1900	611	Shifts in Population Distribution, 1940–1960	891
Two Nineteenth-Century Budgets	622	Occupational Distribution, 1940–1960	892
Presidential Elections, 1872–1892	630	Households Owning Radios and Televisions, 1940–1960	894
Major Legislative Activity of the Gilded Age	637	Presidential Elections, 1948–1956	902
Growth of Women in the Labor Force, 1870–1900	641	The Struggle for Equal Rights	921
Increase in Higher Education, 1870–1900	641	Federal Aid to Education in the 1960s	925
Growth of American Foreign Trade, 1870–1914	667	Major Great Society Programs	926
Presidential Elections, 1896–1900	677	Women Working Outside the Home, 1890–1970	932
Union Membership, 1900–1920	702	U.S. Troops in Vietnam, 1965–1973	937
Immigration to the United States, 1900–1920	706	College Enrollment, 1940–1980	938
Business Mergers, 1895–1905	712	Rate of Inflation, 1947–1977	953
Presidential Elections of the Progressive Era	720	Oil Imports and Gasoline Prices, 1973–1980	954
Key Progressive Era Legislation	721	Unemployment Rate, 1940–1982	954
Motor Vehicle Registration and Sales, 1900–1930	762	Presidential Elections, 1968 and 1972	961
Ten Largest Cities, 1900–1930	764	Women College Graduates, 1940–1980	964
Telephones in Use, 1900–1930	765	Married Women in the Work Force, 1950–1980	965
Women in the Labor Force, 1900–1930	773	Share of Total Manufacturing Output of Four Industrial Countries, 1950–1977	975
		Union Membership, 1950–1980	976
		Farm Indebtedness, 1950–1982	977
		Immigration: Volume and Sources, 1941–1980	980
		Changes in Female Employment, 1940–1980	984
		Black Occupational Progress, 1940–1980	986
		Federal Budget Surplus or Deficit as Percentage of GNP	997
		Presidential Elections, 1976–1984	998