

1: What It's Worth

In the light of Seward's westward expansion across the Pacific must be seen the American position towards two of the more prominent Pacific island groups, the Hawaiian and Samoan Islands.

Early in the morning of April 9, Gordon attacked, aiming to break through Federal lines at the Battle of Appomattox Court House, but failed, and the Confederate Army was then surrounded. Grant to discuss surrendering the Army of Northern Virginia. Grant sat at the simple wooden table on the right, while Robert E. Lee sat at the more ornate marble-topped table on the left. Surrender of General St. In the course of the battle, Brigadier General St. John Richardson Liddell was captured and surrendered his men. Out of 4, soldiers originally, Liddell lost 3, that were captured in this battle. About were killed and only some men escaped. The successful Union assault can be attributed in large part to African-American forces. On April 16, the Battle of Columbus, Georgia was fought. This battle "erroneously" has been argued to be the "last battle of the Civil War" and equally erroneously asserted to be "widely regarded" as such. Confederate Colonel John Stith Pemberton, the inventor of Coca-Cola, was wounded in this battle which resulted in his obsession with pain-killing formulas, ultimately ending in the recipe for his celebrated drink. Under the command of General Robert E. Mosby practiced psychological and guerrilla warfare techniques to disrupt the Union stronghold. I have summoned you together for the last time. The vision we have cherished of a free and independent country, has vanished, and that country is now the spoil of a conqueror. I disband your organization in preference to surrendering it to our enemies. I am no longer your commander. After association of more than two eventful years, I part from you with a just pride, in the fame of your achievements, and grateful recollections of your generous kindness to myself. And now at this moment of bidding you a final adieu accept the assurance of my unchanging confidence and regard. Johnston and his departments and armies surrendered Main article: Johnston and his armies to Major General William T. Grant at Raleigh, North Carolina. The son of former U. Chenoweth surrendered the Department to Union officer Col. Taylor agreed to meet with Major General Edward R. Taylor agreed to a surrender after this time elapsed, which he did on May 4 at Citronelle, Alabama. The terms stated that Taylor could retain control of the railway and river steamers to be able to get his men as near as possible to their homes. Taylor stayed in Meridian, Mississippi, until the last man was sent on his way. He was paroled May 13 and then went to Mobile to join Canby. Canby took him to his home in New Orleans by boat. Dabney Herndon Maury Main article: He declared Mobile, Alabama, an open city after these battles. Maury went to Meridian, Mississippi, with his remaining men. He wanted to join the remains of the Army of Tennessee in North Carolina. Persons found aboard such vessels would no longer be given immunity from prosecution of their crimes. Wilson, captured Confederate President Jefferson Davis after he fled Richmond, Virginia, following its evacuation in the early part of April. At that time, the Confederate government was declared dissolved. The military unit of several battalions was commanded by Lieutenant Colonel Benjamin D. On May 7, he was given orders to join many other units searching for the Confederate president. After a meeting between the two colonels, Harnden and his men headed off towards Irwinville, some twenty miles south of their position. Since there were two roads to Irwindale, one of which had been taken by Harnden and his men, Pritchard decided to take the other, to see if he could capture Davis. He took with him about a hundred and forty men and their horses, while the balance of the Michiganders stayed on the Ocmulgee River near Abbeville. Some seven hours later, at 1 A. Not knowing whether this was Davis and his group or the 1st Wisconsin Cavalry, he approached cautiously. At first dawn, Pritchard charged the camp, which was so surprised and overwhelmed that it offered no resistance and yielded immediately. He left Davis and the captured men in the hands of his year-old adjutant. Once he had approached the gunfire, he realized it was the 4th Michigan and the 1st Wisconsin shooting at each other with Spencer repeating carbines, neither realizing who they were shooting at. Pritchard immediately ordered his men to stop and shouted to the 1st Wisconsin to identify the parties. In the five-minute skirmish, the 1st Wisconsin Cavalry had suffered eight men wounded, while the 4th Michigan Cavalry had lost two men killed and one wounded. The adjutant allowed this, and walked away from their tent. Davis and a person dressed as an old woman then left the tent

to go for the water. His primary orders were to guard the coastal areas of these states and to destroy Union gunboats. He also destroyed all the machinery and sawmills that would be beneficial to the Union armies. There, Jones headquartered the District of Florida. In military action east of the Mississippi River, the city of Tallahassee was the only Confederate state capital not captured during the Civil War. Jeff Thompson Wittsburg, Arkansas the county seat of Cross County from through , would witness one of the final acts in the American Civil War. This happened after the collapse of Confederate forces east of the Mississippi. Major General Grenville M. Dodge sent Lieutenant Colonel Charles W. Davis of the 51st Illinois Infantry on April 30, , to Arkansas to seek the surrender of Confederate Brigadier General "Jeff" Meriwether Thompson , commander of Confederate troops in the northeast portion of Arkansas. Francis River , sent communications to Thompson asking that they have a conference. These two officers met on May 9 to negotiate a surrender. The Confederates under the command of Thompson agreed to surrender all the troops in the area on May Ultimately Thompson surrendered about seventy-five hundred men all total that were under his command consisting of 1, enlisted men with officers paroled at Wittsburg in May and 4, enlisted men with officers paroled at Jacksonport on June 6, Wofford and Henry M. Judah on May 12, There were several letters between the various generals involved in the negotiation of this surrender, including Wofford, Judah, William D. Whipple and Robert S. It further explains that the Confederate soldiers were given rations after their release. The Confederates held the city of Brownsville in the early part of On March 11 Wallace had a meeting with the two major Confederate commanders of the region, Brigadier General James Slaughter and Colonel John "Rip" Ford , under the premise that the official purpose was the "rendition of criminals. Slaughter and Ford, at this point in time, occupied Fort Brown near Brownsville. Barrett was in temporary command of Union troops at Brazos Santiago Island. He had little military field experience and desired, it is surmised, "to establish for himself some notoriety before the war closed. In spite of these known facts Barrett decided anyway to go ahead with his plans. Of the original Union troops that fought at Palmito Ranch, they lost over one third, mostly to capture with a few killed or seriously injured. Surrender of Kirby Smith May 26 [edit] Main article: This was not practicable due to the Union naval control of the Mississippi River and the unwillingness of western troops to be transferred east of the river. Smith instead dispatched Major General Sterling Price and his cavalry on an invasion of Missouri that was ultimately not successful. Thereafter the war west of the Mississippi River was principally one of small raids. With this ended all organized Southern military resistance to the Union forces. Smith signed the surrender papers on June 2 on board the U. Fort Jackson just outside Galveston Harbor. Yearly, Federal troops all over the western United States hunted for Watie, but they never captured him. A Scottish-built merchant ship originally called the Sea King, it was secretly purchased by Confederate agents in September Captain James Waddell renamed the ship Shenandoah after she was converted to a warship off the coast of Spain on October 19, shortly after leaving England. Waddell took aim at a fleeing whaler, Sophia Thornton, and at his signal, the gunner jerked a wrist strap and fired the last two shots of the American Civil War. Wadell then steered Shenandoah south, intending to raid the port of San Francisco which he believed to be poorly defended. The long log entry of the Shenandoah for August 2, , begins "The darkest day of my life. Surrendering in an American port carried the certainty of facing a court with a Union point of view and the very real risk of a trial for piracy, for which he and the crew could be hanged. And I do further proclaim that the said insurrection is at an end and that peace, order, tranquillity, and civil authority now exist in and throughout the whole of the United States of America.

2: American Indians of the Pacific Northwest Collection

Ten essays on specific tribal groups and on cross-cultural topics were commissioned from anthropologists, historians, and teachers who have studied the rich heritage of Pacific Northwest Native Americans. These essays are intended to provide some context for K students and teachers in using the primary sources found in the collection.

Introduction The goal of Indian education from the s through the s was to assimilate Indian people into the melting pot of America by placing them in institutions where traditional ways could be replaced by those sanctioned by the government. Federal Indian policy called for the removal of children from their families and in many cases enrollment in a government run boarding school. In this way, the policy makers believed, young people would be immersed in the values and practical knowledge of the dominant American society while also being kept away from any influences imparted by their traditionally-minded relatives. Indian Boarding School Movement The Indian boarding school movement began in the post Civil War era when idealistic reformers turned their attention to the plight of Indian people. Whereas before many Americans regarded the native people with either fear or loathing, the reformers believed that with the proper education and treatment Indians could become just like other citizens. They convinced the leaders of Congress that education could change at least some of the Indian population into patriotic and productive members of society. Pratt was a leading proponent of the assimilation through education policy. Believing that Indian ways were inferior to those of whites, he subscribed to the principle, "kill the Indian and save the man. Photographs taken at the school illustrate how they looked "before" and "after". The dramatic contrast between traditional clothing and hairstyles and Victorian styles of dress helped convince the public that through boarding school education Indians could become completely "civilized". Following the model of Carlisle, additional off reservation boarding schools were established in other parts of the country, including Forest Grove, Oregon later known as Chemawa. Reservation boarding schools had the advantage of being closer to Indian communities and as a result had lower transportation costs. Contact between students and their families was somewhat restricted as students remained at the school for eight to nine months of the year. Relatives could visit briefly at prescribed times. School administrators worked constantly to keep the students at school and eradicate all vestiges of their tribal cultures. Day schools, which were the most economical, usually provided only a minimal education. They worked with the boarding schools by transferring students for more advanced studies. In the Pacific Northwest, treaties negotiated with the Indians during the s included promises of educational support for the tribes. For example, Article 10 of the Medicine Creek Treaty signed by members of the Nisqually, Squaxin, Puyallup and Steilacoom Tribes on December 26, called for the establishment of an agricultural and industrial school "to be free to the children of said tribes for a period of 20 years. A similar clause appears in the Treaty of Point Elliott, signed by representatives of tribes living in the central and northern Puget Sound region. The promised schools did not come into existence for several years. In the s and s a few small reservation boarding schools were established on the Chehalis, Skokomish and Makah Reservations. These institutions, which had fewer than 50 students, were all closed by and replaced by day schools. In Tacoma, a one-room shack served as a day school for young Puyallup Indians beginning in By students had begun boarding at the school and during the s enrollment increased to pupils. At the turn of the century, Cushman Indian School had become a large industrial boarding school, drawing over students from around the Northwest and Alaska. The Report of Superintendent of Indian Schools praised Cushman for being well equipped for industrial training and photographs show a modern machine shop. Cushman remained one of the largest on reservation boarding schools in the region until it closed in Indian Training School boys activities Meanwhile, on many reservations missionaries operated schools that combined religious with academic training. Chirouse opened a school in for six boys and five girls. By he had 15 pupils and the school continued to grow under the auspices of the Sisters of Providence. At these missionary run schools, traditional religious and cultural practices were strongly discouraged while instruction in the Christian doctrines took place utilizing pictures, statues, hymns, prayers and storytelling. Some missionary schools received federal support, particularly at times when Congress felt less inclined to provide the large sums of money needed to establish

government schools. The Tulalip Mission School became the first contract Indian school, an arrangement whereby the government provided annual funds to maintain the buildings while the Church furnished books, clothing, housing and medical care. In Congress drastically reduced the funding for mission schools and eventually, in the winter of , the Tulalip school became a federal facility. The old school buildings were destroyed by fire in . On January 23, , exactly fifty years after the signing of the Point Elliott Treaty, a new and larger school opened along the shores of Tulalip Bay. The children ranged in age from 6 to 18 years and came from many different reservations as well as some off reservation communities. It was not uncommon for teachers at day schools to recommend certain students for the boarding school. Because Tulalip offered a maximum of eighth grade education, some students transferred to Chemawa for more advanced training. Fort Spokane Boarding School opened in with an enrollment of 83 pupils and grew to by . It operated only until after which time the children attended day schools closer to their homes. Similarly, the military facility at Fort Simcoe became a school for the Yakama and their neighbors. The national system of Indian education, including both off reservation boarding schools, reservation boarding schools and day schools, continued to expand at the turn of the century. In the Pacific Northwest, Chemawa Indian School became the largest off reservation boarding school and drew pupils from throughout the region and Alaska. Chemawa had originally been located at Forest Grove, Oregon, but was moved to Salem in after officials determined that the original site lacked adequate agricultural land. By Chemawa enrolled students from 90 different tribes, nearly a third coming from Alaska. All federal boarding schools, whether on or off reservation, shared certain characteristics. The Bureau of Indian Affairs issued directives that were followed by superintendents throughout the nation. Even the architecture and landscaping appeared similar from one institution to the next. Common features included a military style regimen, a strict adherence to English language only, an emphasis on farming, and a schedule that equally split academic and vocational training. By reading the Reports of the Commissioner of Indian Affairs and other documents you can compare the official reports submitted by various schools. A Typical Daily Schedule A typical daily schedule at a boarding school began with an early wake-up call followed by a series of tasks punctuated by the ringing of bells. Students were required to march from one activity to the next. Regular inspections and drills took place outdoors with platoons organized according to age and rank. Competitions were held to see which group could achieve the finest marching formation. A triangle would ring in the morning and we would all run, line up, march in, get our little quota of tooth powder, wash our teeth, brush our hair, wash our hands and faces, and then we all lined up and marched outside. We went from the tallest to the littlest, all the way down in companies. We had A, B, C, D companies. They had all kinds of demerits for those people. Helma Ward, Makah, Tulalip Indian School, from interview with Carolyn Marr The foremost requirement for assimilation into American society, authorities felt, was mastery of the English language. Commissioner of Indian Affairs T. Morgan described English as "the language of the greatest, most powerful and enterprising nationalities beneath the sun. Students were prohibited from speaking their native languages and those caught "speaking Indian" were severely punished. Later, many former students regretted that they lost the ability to speak their native language fluently because of the years they spent in boarding school. Another important component of the government policy for "civilizing" the Indians was to teach farming techniques. Although few reservations in the Pacific Northwest had either fertile land or a climate conducive to agriculture, nonetheless it was felt that farming was the proper occupation for American citizens. So boys learned how to milk cows, grow vegetables, repair tools, etc. The academic curriculum included courses in U. Music and drama were offered at most schools. Young women spent either the morning or the afternoon doing laundry, sewing, cooking, cleaning and other household tasks. Older girls might study nursing or office work. The young men acquired skills in carpentry, blacksmithing, animal husbandry, baking and shop. They chopped firewood to keep the steam boilers operating. The work performed by students was essential to the operation of the institution. The meat, vegetables and milk served in the dining room came from livestock and gardens kept by the students. The girls made and repaired uniforms, sheets, and curtains and helped to prepare the meals. A standardized curriculum for Indian schools emphasized vocational training. Estelle Reel, who served as Superintendent of Indian Education from to , was a strong advocate of this curriculum which gave primary importance to learning manual skills. No amount of

book learning, she felt, could result in economic independence for Indian people. Others would claim that by limiting education to manual training the educators were condemning Indian people to permanent inequality. A former student at the Fort Spokane boarding school described typical work done by the boys: Some of the boys were detailed to the garden. There was a large barn on the place, and the boys learned a lot about farming on a small scale. But for boys who had ambitions for becoming something else, Fort Spokane was far from being adequate. The Indian Boarding School Experience, at Eastern Washington Historical Museum

Mandatory education for Indian children became law in and thereafter agents on the reservations received instructions on how to enforce the federal regulation. If parents refused to send their children to school the authorities could withhold annuities or rations or send them to jail. Some parents were uncomfortable having their children sent far away from home. The educators had quotas to fill, however, and considerable pressure was exerted on Indian families to send their youngsters to boarding schools beginning when the child was six years old. Fear and loneliness caused by this early separation from family is a common experience shared by all former students. Once their children were enrolled in a distant school, parents lost control over decisions that affected them. For example, requests for holiday leave could be denied by the superintendent for almost any reason.

Negatives and Positives For some students, the desire for freedom and the pull of their family combined with strong discontent caused them to run away. At Chemawa, for example, there were 46 "desertions" recorded in , followed by 70 in . Punishment of runaways was usually harsh, as the offenders became examples held up before their fellow students: Two of our girls ran away Helma Ward, Makah, interview with Carolyn Marr

Illness was another serious problem at the boarding schools. Crowded conditions and only the basic medical care no doubt contributed to the spread of diseases such as measles, influenza and tuberculosis. Tuberculosis was especially feared and at the Tulalip Indian School the dormitories were kept cold by leaving the windows open at night.

3: The American Revolution | THE AMERICAN YAWP

1. In , this War launched an age of American imperialism in the Caribbean and the Pacific. 2. Cuba revolts from Spain in (after yrs) [Cause].

Britain ranks among those, but the U. It can claim the title of first true democracy, giving both men and women, blacks and whites, the right to vote. Having noted these points, however, we find that an American trait in recognizing history is to celebrate the positive times and gloss over the darker periods. Almost as though the incredible power America wields today had been preordained or handed down by some miracle of sorts, many Americans do still perceive their imperialist past as something worth ignoring, even going so far as to say that America never was an imperialist nation. The truth, as we will see, is that America always was imperialist, though unlike Britain, France, or Germany, it needed little overseas territory, as it could have its colonies in the expanses of its western hinterland. The term Imperialism, nonetheless, is generally used to refer to the period of to , during which three decades the industrialized nations, with few exceptions, sought out new grounds to occupy, quickly filling the maps with their flags, establishing their control over African and Asian countries in order to gain the most advantageous position in their dealings with other powers. In trying to keep the size of this essay small, or better, compact, it will not deal with the various American schemes to take Latin American, Caribbean or Canadian lands; nor with African adventures. It will focus on the Pacific and directly relevant items, such as the Panama Canal. Roots of "Manifest Destiny" Having established that no history exists in a vacuum, we should venture to explore the origins of what has become the primary term to describe, and sometimes to justify, American expansionism. Given a reasonable approach, it is not very difficult to see how this theme came about. It literally arrived with the first white men, the Puritans who established their colonies along the shores of New England. As it was, all the details of American expansion had extended colonial and economic gains, beyond the mere mundane enlargement of territory. Going west, the Americans expected bases for trade with the Far East on the West Coast; when conflict with Great Britain was accepted over the Oregon Territory, the trade opportunities were foremost in American minds. It appeared all the more natural the more one thought about it: Had not Athens given way to Rome, and Rome to London? Washington could easily be perceived as the next step, and if so, then no doubt it would be the final. Words like these characterize the American ideals of Manifest Destiny, guiding the spirits of American politicians in their quest to come to grips with the conflicting requirements of modern foreign policy, including trade issues, and the dogmatic suggestions left by the Founding Fathers, warning of entangling alliances. The Monroe Doctrine gave the necessary protection to American aggrandizement in the Americas, and the future markets of China, though bitterly contested, were not yet as major a concern to the United States as to make a commitment beyond mere trade. That an imperialistic American foreign policy did not materialize until after the Civil War may surprise, and in fact, what changed in the years after was not so much the mental appreciation of the concept of aggressiveness it may be noted that there were numerous plans for the annexation of Canada even outside of the War of , but the decision that it was senseless to remain a bystander to international affairs. A strong feeling of nationalism which the war, quite unlike it was intended, fostered was beginning to be felt, and with it came a sense of expansion, and more importantly, a legitimization for such expansion. Having established that leading figures in the government were part of the growing movement towards overseas empires, we need to discover that structural changes were having a grave impact on the perceived importance of foreign relations in the post-Civil War period. The North, untouched by the war but booming from the industrialization and increase in production that the war produced, relatively unhindered by the costs of Reconstruction in the South, was already producing a surplus by the end of And with the incredible revolution in communications, both rail and river based, the entire United States soon became a hothouse of industrial growth. Seeking out new markets, then, was a natural reaction to the situation, even though the verdict of history would suggest that the need was not so great as it was thought to be. Seward prepared his nation for the role he perceived for it by purchasing Alaska from the Russians in and making steps towards expansion into the Pacific, such as annexing Midway Island, westernmost atoll of the Hawaiian

Chain. Although the Johnson government did not proceed with the enlargement of American control of the Pacific, the Grant administration found itself confronted with a dilemma. Much as it wished to possess harbors and bases in the Pacific, the Senate was fundamentally opposed to such action. At the same time, a U. Still, American interest in the Samoans had triggered the British into action. As a precautionary measure, they declared Fiji a crown colony. Samoa, nonetheless, could never be the starting point for American interests in Asia; too remote was its location from China, and too contested were the islands by other nations, notably Britain and Germany. And while the three powers quarreled over Samoa, for America, a much closer target for expansion seemed promising. Hawaii, or the Sandwich Islands, as it was known for most of the 19th century, lay astride the seaways from California to China, was not controlled by any foreign power, and had been incorporated into the American sphere of influence ever since the concept of a sphere of influence had been part of American policy. In 1821, the King of Hawaii signed a treaty of friendship with President John Quincy Adams; and American investments and settlements, profiting from the agricultural opportunities on the islands, soon created a small, unofficial American colony in the middle of the Pacific Ocean. American desires to control the islands grew with the decades, finally culminating in 1898, when Secretary of State Marcy offered the Hawaiian Islands a treaty of annexation. With this failure, and the following period of domestic problems, American attention was drawn from Hawaii until after the Civil War. Even then, however, attempts to bind Hawaii to the United States economically failed. In 1875, a new U. Grant renewed its interest in Hawaii, exploring the uses of Pearl Harbor on Oahu and seeking new trade treaties with the kingdom. Economical problems made the Hawaiians agree to a treaty of trade; in 1875, it was signed, giving the United States exclusive rights to Hawaiian sugar. The treaty was concluded for a period of seven years, which did not exactly solve the problem, rather, delayed its solution. The debates that erupted in both in Congress and around it did not serve to once and for all decide the problem. Under Presidents James Garfield and Chester Arthur, no solution was found, the trade treaty not renewed. Revolution in fact seemed a possible threat to American control over the islands. Though the rich U. So little control did the Americans leave in the hands of the nominally governing monarchy that they could, in 1894, establish a parliamentary body and tie the monarchy to a constitution that granted much support to the upper class whites. In 1895, a rebellion against this influence was beaten down by U. Before the treaty of annexation that Harrison laid before the Senate could be ratified, the second Cleveland Administration took office, withdrawing the annexation treaty from consideration and replacing it with the traditional trade treaties. Thus the situation might have remained, had it not been for that violent end of strictly economic imperialism in the Spanish-American War.

4: ## Survival Skill Conclusion - (Step By Step) - Survival Skill Conclusion

In the South Pacific, the American navy negotiated with awestruck natives for the rights to build bases on the islands of Midway and Samoa. The Hawaiian Islands, which lie closest to the American mainland, had long been an important stop for the Pacific fleet.

Time and again, foreigners forced China to make humiliating concessions. Foreign regiments, armed with modern weapons, consistently defeated entire imperial armies. They were dividing China into "spheres of influence. By acquiring the Philippines, the United States became an Asian power too. The foreign spheres of influence, however, threatened their ambitions. So while the empress was hoping to close China to foreigners, Americans were looking for a way in. John Hay, now Secretary of State, had an idea. Since public opinion, strained by the Philippines war, would never support the use of force, he decided to negotiate. He sent letters to all the foreign powers and suggested an "Open Door" policy in China. This policy would guarantee equal trading rights for all and prevent one nation from discriminating against another within its sphere. The nations replied that they liked the concept of the Open Door, but that they could not support or enforce it. Nevertheless Hay announced that since all of the powers had accepted the Open Door in principle, the United States considered their agreement "final and definitive. Empress Dowager Tsu Hsi The present situation is becoming daily more difficult. The various Powers cast upon us looks of tiger-like voracity, hustling each other to be first to seize our innermost territories. Should the strong enemies become aggressive and press us to consent to things we can never accept, we have no alternative but to rely upon the justice of our cause. Let us not think about making peace. In northern Shandong province, a devastating drought was pushing people to the edge of starvation. Few people there were thinking about making peace. A secret society, known as the Fists of Righteous Harmony, attracted thousands of followers. Foreigners called members of this society "Boxers" because they practiced martial arts. The Boxers also believed that they had a magical power, and that foreign bullets could not harm them. Millions of "spirit soldiers," they said, would soon rise from the dead and join their cause. The crafty empress, however, saw a way to use the Boxers. Through her ministers, she began to encourage the Boxers. In the early months of , thousands of Boxers roamed the countryside. They attacked Christian missions, slaughtering foreign missionaries and Chinese converts. Then they moved toward the cities, attracting more and more followers as they came. Nervous foreign ministers insisted that the Chinese government stop the Boxers. From inside the Forbidden City, the empress told the diplomats that her troops would soon crush the "rebellion. Working together, they threw up hasty defenses, and with a small force of military personnel, they faced the Boxer onslaught. One American described the scene as 20, Boxers advanced in a solid mass and carried standards of red and white cloth. Their yells were deafening, while the roar of gongs, drums and horns sounded like thunder. They waved their swords and stamped on the ground with their feet. They wore red turbans, sashes, and garters over blue cloth.

5: Pacific Rivals: The United States' Pacific Expansion to

Although few reservations in the Pacific Northwest had either fertile land or a climate conducive to agriculture, nonetheless it was felt that farming was the proper occupation for American citizens. So boys learned how to milk cows, grow vegetables, repair tools, etc. and even had lessons on the various types of plows.

All signs of a nation willing to compromise and mostly definitely not a provocation of war. The United States was left unprepared, surprised by Japanese aggression and expansionism. Ultimately, the Americans were left to fight a war that they bitterly did not want to fight. Now today, ladies and gentlemen, the opposition will have you believe that the vulnerable Japanese were victims of American aggression and imperialism. My first speaker concentrated much of his substantive matter on addressing the militaristic and imperialistic ideologies that drove the foreign policies of Japan. The Japanese were held by the firm belief that they were entitled to conquer foreign lands on behalf of their empire. Now obviously the affirmative would dispute this belief, but whether they choose to believe it or not, the evidence stands clear. However, there was a problem. The Americans retained a powerful naval presence in Hawaii. Put simply, the Americans blocked the path of Japanese conquest. The United States was not ready for a war with Japan. However, perhaps more importantly, the Americans did not want a war with Japan. During the 1930s, the combination of having experienced the full effect of the Great Depression and having seen first-hand the tragedy and chaos carried by World War 1, public opinion and policy pushed strictly towards isolationism. What isolationism meant was to cease American involvement in international politics and in turn, prevent being entangled in foreign affairs. American isolationism affected every citizen. The American government refused to sell arms and weaponry to other nation states. American industries even refused to export natural resources to other nations. US citizens were even restricted from travelling on foreign vessels for the fear that mortalities would be reason enough to drag America into conflict. Clearly, the US did not want to participate in another war, and certainly not one with the Japanese. To structure the historical narrative of this debate. Manchuria, Nanking and the Dutch East Indies. The Americans had time and time again, given warning after warning against Japanese aggression. Despite being strictly isolationist, US recognised increasing Japanese expansion into Northeast China and specifically, Manchuria as a complete violation of international agreements. It meant that as a world power, America had no choice but to denounce Japan. American chose not to involve themselves, and I emphasise chose, not to involve themselves with conflicts occurring in foreign lands. If what the affirmative is trying to tell you is true, that the Americans wanted to fight, then Manchuria would have been a perfect opportunity for them to intervene but history shows us they had not, an example of how they stuck closely to their isolationist policies.

6: CENTRAL PACIFIC TRANSCONTINENTAL RAILROAD, HISTORIC AMERICAN ENGINEERING RECORD

Impact of the Mexican-American War. The Mexican-American War had a significant impact on the United States and Mexico. The war was primarily a territorial dispute caused by the United States' policy of manifest destiny.

President Polk and the American citizens wanted to expand their nation by acquiring all of the land on the North American continent regardless of the native people already residing on the land. Some southerners wished to acquire more slave states in order to strengthen slavery as an institution. In addition, the United States wished to obtain the Pacific ports and natural resources in the Mexican territories. However, by focusing only on the struggle between the two nations, individuals often disregard the indigenous people residing in the disputed territories. As a result of the war, the Tejanos, Nuevo Mexicanos, and Californians lost their homeland. Since neither nation would accept these individuals as full citizens, they were forced to assimilate into either culture by essentially erasing their own traditions. In this way they became second-class citizens. Therefore, the Mexican-American War was certainly unjust. Both nations, especially Mexico, endured hardships following the two year war. The Treaty of Guadalupe Hidalgo granted the United States half a million miles of territory which led to the discovery of gold and silver in California and significantly contributed to the national economy and westward expansion. However, the war further divided the United States between slave owners and abolitionists. The new territories disturbed the balance of power between free and slave states. In addition, the Americans suffered an additional 11, casualties after the war from disease alone. Finally, the financial cost of the war was approximately 75 million dollars. In contrast to the United States, Mexico suffered more severely from the war. The government was forced to enact a levy or conscription, which resulted in the deaths of many peasants; there were more than 25, military and civilian casualties. Additionally, since the war was fought on Mexican territory, many buildings, roads, and ports were destroyed. The Treaty of Guadalupe Hidalgo created an artificial political border, which inadvertently divided families. The Mexicans residing in the former Mexican territories were forced to assimilate into American culture and were regarded as inferior individuals by the United States. The war resulted in political and economic chaos as well. Mexico experienced many different Presidents during the war; however, the federal republic was finally re-established in 1847. The draft weakened the national agrarian economy since most farmers were required to serve in the war. During the war, the daily paper, "El Republicano" stated, "No one had any doubts about the intentions the Washington cabinet has had now for some time with respect to Mexico One fights in the name of usurpation; the other defends justice A government that starts a war without a legitimate motive is responsible for all its evils and horrors. The bloodshed, the grief of families, the pillaging, the destruction, the violence, and its works and its crimes Government, for having initiated the unjust war it is waging against us today. In addition, the United States only resorted to military action in self-defense after American troops were attacked in Texas. On the flip side, Mexico engaged in war to protect its national autonomy and territorial integrity. However, I believe that the Mexican-American War was unjust since it deviates from the just-war principles in many aspects. Although, Mexico used force to protect its territorial integrity, the United States only engaged in the war to expand its territory. Though one may assert that the United States acted in self-defense, the Mexican government clearly stated to the American government that any action to annex Texas would be considered a declaration of war. Mexico effectively warned the United States that they would attack American troops in Texas and the attack therefore was not preemptive. Additionally, the war failed to re-establish or institute peace in any of the annexed territories; in fact, the war divided families by creating a political border along all their annexed territories. The indigenous people suffered a great deal from the war since they were forced to assimilate into the United States and become lower-class citizens with virtually no rights. In addition, both the United States and Mexico suffered many casualties from the war. While the war certainly centered on territorial acquisition, the consequences of waging such a war were more widespread. The effects of the Mexican-American War on indigenous residents and individuals in both countries clearly violated the just war principles.

7: Conclusion of the American Civil War - Wikipedia

In the and U.S. Census, the term "Native Hawaiian or other Pacific Islander" refers to people having origins in any of the original peoples of Hawaii, Guam, Tonga, Samoa, Fiji, the Marshalls or other Pacific Islands.

The British North American colonists had just helped to win a world war and most, like Rush, had never been more proud to be British. And yet, in a little over a decade, those same colonists would declare their independence and break away from the British Empire. Seen from , nothing would have seemed as improbable as the American Revolution. A revolution fought in the name of liberty allowed slavery to persist. Resistance to centralized authority tied disparate colonies ever closer together under new governments. The revolution created politicians eager to foster republican selflessness and protect the public good but also encouraged individual self-interest and personal gain. But once unleashed, these popular forces continued to shape the new nation and indeed the rest of American history. In this section, we will look broadly at some of the long-term political, intellectual, cultural, and economic developments in the eighteenth century that set the context for the crisis of the s and s. Two factors contributed to these failures. Constant war was politically consuming and economically expensive. Second, competing visions of empire divided British officials. Old Whigs and their Tory supporters envisioned an authoritarian empire, based on conquering territory and extracting resources. The radical or patriot Whigs based their imperial vision on trade and manufacturing instead of land and resources. They argued that economic growth, not raising taxes, would solve the national debt. There were occasional attempts to reform the administration of the colonies, but debate between the two sides prevented coherent reform. In , James Otis Jr. Many colonists came to see their assemblies as having the same jurisdiction over them that Parliament exercised over those in England. They interpreted British inaction as justifying their tradition of local governance. The Crown and Parliament, however, disagreed. In both Britain and the colonies, land was the key to political participation, but because land was more easily obtained in the colonies, a higher proportion of male colonists participated in politics. These ideas—generally referred to as the ideology of republicanism—stressed the corrupting nature of power and the need for those involved in self-governing to be virtuous i. Patriots would need to be ever vigilant against the rise of conspiracies, centralized control, and tyranny. Only a small fringe in Britain held these ideas, but in the colonies, they were widely accepted. Perhaps no single philosopher had a greater impact on colonial thinking than John Locke. In his *Essay Concerning Human Understanding*, Locke argued that the mind was originally a tabula rasa or blank slate and that individuals were formed primarily by their environment. The aristocracy then were wealthy or successful because they had greater access to wealth, education, and patronage and not because they were innately superior. Locke followed this essay with *Some Thoughts Concerning Education*, which introduced radical new ideas about the importance of education. Education would produce rational human beings capable of thinking for themselves and questioning authority rather than tacitly accepting tradition. These ideas slowly came to have far-reaching effects in the colonies and, later, the new nation. Between and , the Rev. George Whitefield, an enigmatic, itinerant preacher, traveled the colonies preaching Calvinist sermons to huge crowds. In his wake, new traveling preachers picked up his message and many congregations split. Both Locke and Whitefield had empowered individuals to question authority and to take their lives into their own hands. In other ways, eighteenth-century colonists were becoming more culturally similar to Britons, a process often referred to as Anglicization. As colonial economies grew, they quickly became an important market for British manufacturing exports. Colonists with disposable income and access to British markets attempted to mimic British culture. By the middle of the eighteenth century, middling-class colonists could also afford items previously thought of as luxuries like British fashions, dining wares, and more. The desire to purchase British goods meshed with the desire to enjoy British liberties. It was truly a world war, fought between multiple empires on multiple continents. At its conclusion, the British Empire had never been larger. It had also consolidated its control over India. But the realities and responsibilities of the postwar empire were daunting. War let alone victory on such a scale was costly. Britain doubled the national debt to Britain faced significant new costs required to secure and defend its far-flung empire, especially the western frontiers of the

North American colonies. These factors led Britain in the s to attempt to consolidate control over its North American colonies, which, in turn, led to resistance. They represented an authoritarian vision of empire in which colonies would be subordinate. The king forbade settlement west of the Appalachian Mountains in an attempt to limit costly wars with Native Americans. Colonists, however, protested and demanded access to the territory for which they had fought alongside the British. In , Parliament passed two more reforms. The Sugar Act sought to combat widespread smuggling of molasses in New England by cutting the duty in half but increasing enforcement. Also, smugglers would be tried by vice-admiralty courts and not juries. Parliament also passed the Currency Act, which restricted colonies from producing paper money. Hard money, such as gold and silver coins, was scarce in the colonies. In March , Parliament passed the Stamp Act. The act required that many documents be printed on paper that had been stamped to show the duty had been paid, including newspapers, pamphlets, diplomas, legal documents, and even playing cards. Parliament had never before directly taxed the colonists. This led, in part, to broader, more popular resistance. Resistance to the Stamp Act took three forms, distinguished largely by class: Colonial elites responded by passing resolutions in their assemblies. Those rights included trial by jury, which had been abridged by the Sugar Act, and the right to be taxed only by their own elected representatives. While the Stamp Act Congress deliberated, merchants in major port cities were preparing nonimportation agreements, hoping that their refusal to import British goods would lead British merchants to lobby for the repeal of the Stamp Act. Riots broke out in Boston. The following week, a crowd also set upon the home of his brother-in-law, Lieutenant Governor Thomas Hutchinson, who had publicly argued for submission to the stamp tax. In New York City, posted notices read: These tactics had the dual effect of sending a message to Parliament and discouraging colonists from accepting appointments as stamp collectors. With no one to distribute the stamps, the act became unenforceable. Violent protest by groups like the Sons of Liberty created quite a stir both in the colonies and in England itself. This print of the event was from the British perspective, picturing the Sons as brutal instigators with almost demonic smiles on their faces as they enacted this excruciating punishment on the Custom Commissioner. Pressure on Parliament grew until, in February , it repealed the Stamp Act. It could be argued that there was no moment at which colonists felt more proud to be members of the free British Empire than But Britain still needed revenue from the colonies. The acts also created and strengthened formal mechanisms to enforce compliance, including a new American Board of Customs Commissioners and more vice-admiralty courts to try smugglers. Revenues from customs seizures would be used to pay customs officers and other royal officials, including the governors, thereby incentivizing them to convict offenders. Unsurprisingly, colonists, once again, resisted. Merchants reinstated nonimportation agreements, and common colonists agreed not to consume these same products. Lists were circulated with signatories promising not to buy any British goods. These lists were often published in newspapers, bestowing recognition on those who had signed and led to pressure on those who had not. Women, too, became involved to an unprecedented degree in resistance to the Townshend Acts. They circulated subscription lists and gathered signatures. The first political commentaries in newspapers written by women appeared. Spinning clubs were formed, in which local women would gather at one of their homes and spin cloth for homespun clothing for their families and even for the community. At the same time, British goods and luxuries previously desired now became symbols of tyranny. Committees of Inspection monitored merchants and residents to make sure that no one broke the agreements. Offenders could expect to be shamed by having their names and offenses published in the newspaper and in broadsides. Nonimportation and nonconsumption helped forge colonial unity. Colonies formed Committees of Correspondence to keep each other informed of the resistance efforts throughout the colonies. Newspapers reprinted exploits of resistance, giving colonists a sense that they were part of a broader political community. Britain sent regiments to Boston in to help enforce the new acts and quell the resistance. On the evening of March 5, , a crowd gathered outside the Custom House and began hurling insults, snowballs, and perhaps more at the young sentry. After the smoke cleared, five Bostonians were dead, including one of the ringleaders, Crispus Attucks, a former slave turned free dockworker. The soldiers were tried in Boston and won acquittal, thanks, in part, to their defense attorney, John Adams. News of the Boston Massacre spread quickly through the new resistance communication

networks, aided by a famous engraving initially circulated by Paul Revere, which depicted bloodthirsty British soldiers with grins on their faces firing into a peaceful crowd. The engraving was quickly circulated and reprinted throughout the colonies, generating sympathy for Boston and anger with Britain. This iconic image of the Boston Massacre by Paul Revere sparked fury in both Americans and the British by portraying the redcoats as brutal slaughterers and the onlookers as helpless victims. The events of March 5, did not actually play out as Revere pictured them, yet his intention was not simply to recount the affair. Revere created an effective propaganda piece that lent credence to those demanding that the British authoritarian rule be stopped. Resistance again led to repeal. In March , Parliament repealed all of the new duties except the one on tea, which, like the Declaratory Act, was left, in part, to save face and assert that Parliament still retained the right to tax the colonies.

8: American Empire | THE AMERICAN YAWP

This is a timeline of the conclusion of the American Civil War which includes important battles, skirmishes, raids and other events of These led to additional Confederate surrenders, key Confederate captures, and disbandments of Confederate military units that occurred after Gen. Robert E. Lee's surrender on April 9,

Use of this Web site constitutes acceptance of the User Agreement which permits personal use web viewing only; no copying; arbitration; no warranty. The Central Pacific First Transcontinental Railroad is a segment of the western half of the first transcontinental railroad, built from Sacramento, California to Promontory Summit, Utah between and , where it joined the Union Pacific Railroad which had built west from Omaha. For the purpose of the current project, the first transcontinental railroad was found likely to be eligible for the National Register of Historic Places at the national level of significance under Criterion A for its significance in transportation history, in uniting the East and the West, and in the development of the West. Box , Sacramento CA I. Originally a single-track line with passing sidings, the line today is both single- and doubletracked, with shops, freight yards, locomotive servicing facilities, depots, and appurtenant structures, including bridges, tunnels, and snowsheds, along the route. A comprehensive inventory of all contributive elements is beyond the scope of this documentation, which is aimed at recording certain of the tunnels. Technological changes in the years since completion of the railroad have left few extant remnants from that period, chiefly the original alignment and roadbed, a few tunnels, and some stone masonry retaining walls. Early timber trestles were quickly filled over with earth wherever possible. Improvements early in the 20th century brought construction of a second track over much of the length of the line; this second track is also considered a contributive element of the historic property, and beyond the alignment and roadbed of this line, many of the extant track-related structures on both lines date from this period. Earlier semaphore-type signals had been removed by the s, and some of the single-lens searchlight signals were replaced by three-light signals following the s merger of the Southern Pacific Railroad with the Denver and Rio Grande Railroad. The present owner operates the railroad as a freight railroad, but AMTRAK provides passenger service over the line, with its California Zephyr linking Oakland, California and Chicago, Illinois. During this period railroads began to spread throughout the East. By the s they had spread into the Midwest and Mississippi River. The desire to continue the expansion and to eventually span the continent with a Pacific Railroad grew and eventually became a great public debate. As historian Robert Utley notes: The settlement of the Oregon question in , the discovery of gold in California in , and the admission of California to statehood in swelled the population of the Pacific Coast. With commerce almost wholly dependent upon the long, slow journey around Cape Horn or across the Isthmus of Panama, both East and West foresaw a large and lucrative trade speeding by rail across the continent. In addition, the outbreak of the Civil War in made it clear that the bonds between California and the Union needed to be strengthened. Also, the Trent Affair, which almost caused another war between the United States and England, revealed the defenseless condition of the Pacific Coast. Though the construction of the Suez Canal in destroyed the potential value of the U. His obsession with this project led him to write articles, lecture and talk with influential politicians. By the s most nationally prominent politicians were in favor of such a plan with a measure of federal aid. But agreement could never be reached on an eastern terminus, a problem which was compounded by the lack of information about the merits of the different possible routes that could be used. This led to a series of fairly comprehensive Pacific Railroad surveys carried out by the Army Engineers between and The results of these surveys two northern and two southern routes were politically objectionable to both the Northerners and the Southerners. Thus, the issue remained unresolved. It took the Civil War, which removed the southern objections to a northern route, strong lobbying by Theodore Judah, a California railroad engineer, and many eastern promoters to convince a beleaguered Congress to pass a bill in throwing the support of the United States government behind the effort. President Lincoln supported the effort and signed the bill into law on July 1, The initial construction efforts were pathetic. The Civil War sent supply rates soaring and limited available labor in addition to drying up capital investment potential. By February only 18 miles of rail had been laid in California and none were laid out in

Omaha until the spring of 1868. The adverse conditions of the time forced the railroads to ask for further assistance from the government, a request which was granted in the form of the Act of July 1868. The task laid before both railroads was enormous, both logistically and financially. As a result, private investment was critical for both the Union Pacific and Central Pacific railroads. Both companies devised the means to solve this dilemma by creating a number of indirectly held companies which carried out the construction work, but were not legally controlled by the federal legislation that directed the efforts of the two main railroad companies. The company faced the necessity of putting in deep fills and rock cuts, bridging deep canyons with trestles, and cutting through solid granite for 15 separate tunnels. Reno lay miles from the beginning of the track in Sacramento. The mile distance from there to Promontory Summit in northern Utah, however, was completed in less than 11 months. California Historical Landmark No. 100. While construction on Sierra tunnels delayed Central Pacific, advance forces at Truckee began building 40 miles of track east and west of Truckee, moving supplies by wagon and sled, and Summit Tunnel [Note: The line reached Truckee April 3, 1869; the Sierra was conquered. Rails reached Reno June 19, and construction advanced eastward toward the meeting with Union Pacific at the rate of one mile daily. On May 10, 1869, the rails met at Promontory Utah to complete the first transcontinental railroad. Some writers have termed the construction of the first transcontinental railroad the greatest engineering accomplishment of its era. In crossing the Sierra Nevada, the Central Pacific had built fifteen tunnels between and Strobridge established an advance construction camp at Cisco, 92 miles from Sacramento, and used this location for the next three. While crews had achieved rapid construction during the spring, summer, and fall of 1869, the winter that followed slowed progress considerably. Still, Central Pacific issued a printed report in October 1869, stating that construction was progressing on the 1,000-foot summit tunnel and another foot tunnel seven miles east of the summit. The report stated that work was underway on all other tunnels, and that crews were constructing these tunnels wide enough for the double track which the builders confidently expected to be needed within a few years. They could not know that nearly a half-century would pass before a second track would be added, by which time the original tunnels would require enlarging just to continue to service a single track. Crews completed both by September. Tunnel 1, completed during the summer, was one mile west of Blue Canyon and 77 miles east of Sacramento. As-built it was 1,000 feet long, 10 feet of which were limber lined. Tunnel 2, just east of Emigrant Gap and 84 miles from Sacramento, was completed in September 1869, and was 1,000 feet long and completely lined in timber. At the Summit Tunnel originally Tunnel 6 time was of the essence and so crews used heavier powder charges than were perhaps necessary. The resulting "frequent and heavy blasting made it very difficult to keep the work to correct lines. Crews completed a vertical shaft at the center and worked outward in both directions, while other crews worked inward at both ends. It took workers almost a year to dig the shaft deep enough and another year to complete the tunnel. Work on the summit tunnel, begun in August 1869, had to be abandoned when the winter season came. The heavy snows forced the railroad to suspend grading between Summit and Truckee during that winter, and to move the Crews east of Truckee. During the following summer, part of the work force moved back to complete the job while the rest remained east of Truckee to continue grading toward Nevada. Central Pacific had hauled steel rails and two locomotives over the snows of the summit to Truckee using ox teams and sledges, and laid track from Truckee east so that several miles of track were had been completed east of Truckee when the connection was finally made in early 1870 between the summit and Truckee. This delay of the first winter at the summit later led to round-the-clock work on the summit tunnel. By the time winter snow storms came the next year, the work was all underground. Though crews were prosecuting the work from four faces within the tunnel, the headquarters for this work was at the east end of Donner Pass, With winter at its height, men initially used Canadian webbed snow shoes to get around, later changing to the Norwegian kind--what we would know today as cross-country skis, later made famous by "Snowshoe" Thompson in delivering mail during the Sierra winters. When construction near the summit reached its apex, crews were using 100 or more kegs of black powder each day. Near Cisco the rock proved so hard that it was nearly impossible to drill a sufficient depth for blasting, resulting in many shots blown upwards out of the drill holes rather than shattering the rock. Central Pacific established a nitroglycerin factory near the summit tunnel, hauling glycerin, nitric and sulfuric acids from Cisco by teams. Crews used some nitroglycerin on the Summit

tunnel and the two tunnels to the east, but after a "disastrous explosion" Strobridge ordered a cessation to all use of the material. Interestingly, although dynamite was invented this same summer of , it was never used on the initial construction of the Central Pacific. In its December 31, edition, the Sacramento Union the completion of the Central Pacific from Sacramento to Cisco, a total of 92 miles. The newspaper noted that twelve tunnels ranging from to ft long were still under construction along the "snow belt" from the summit to Truckee river. Readers were informed that work on the tunnels was progressing 24 hours a day, with three shifts of men working eight hours each, and that the railroad expected completion by the spring of ; the sole exception was the, 1,foot summit tunnel, expected to be ready to receive track by September To open the Sierra summit, readers noted, required the construction of Tunnels 3 in the "20 mile stretch between Cisco and Lake Ridge just west of Cold Stream Valley on the eastern slope. Fully thirty-seven miles of the railroad over the Sierras were within timber snowsheds. When the California State Park Commission approved the listing of the transcontinental railroad as a State Historical Landmark in , the landmark application stated: The historical significance of the First Transcontinental Railroad can hardly be overestimated. Our nation was for the first time united with bands of steel. As a result, California and the West were developed economically, politically and socially at a pace not made possible by earlier means of transportation. The construction of the Transcontinental Railroad is one of the most written about sagas in American history. A feat of such magnitude was unimaginable at the time, but it was a vital effort needed to physically bind the still-young nation together and permanently solidify its territory. Huntington, and Charles Crocker--the so-called Big Four--little time to relax. As a group they were in debt, and the. The Big Four had built ahead of the frontier, and so reverted instead to using the railroad to open the West to settlement in order to build their own markets. Over the ensuing decades the Central Pacific both built new lines and bought already-existing lines. By the late nineteenth century the two company names were largely interchangeable, The company was finally reorganized as the Southern Pacific. Land grants received for railroad construction had left the Southern Pacific with vast tracts of land in California and other western states, and it built new towns on those lands. Using a huge public relations campaign, the Southern Pacific promoted settlement of the West in general and California in particular. The National Register nomination for a branch of the Union Pacific in Utah described how western railroads affected settlement and population growth: The influence of the railroad in encouraging settlement to the west cannot be understated [sic]. The remarkable expansion in the s is shown in the comparison of census population maps of and In the frontier was still seen in definite form, By the strips of settlement united the east with the west. Railroads also encouraged immigration. Completion of the transcontinental lines was paralleled by the building of an immense number of smaller lines and feeders in the s. Railroad mileage increased over 40, miles in the s, more than what had been in existence prior to that time. First, the extension of a rail line to an existing settlement brought population growth that expanded villages into towns and towns into cities. Production of coal, iron ore, lead, bauxite, grains, cattle, or timber increased dramatically because the railroad could ship larger volumes faster and at lower cost. Cities and towns that became rail hubs became the equivalent of inland ports.

The Big Four were the men known in building the Central Pacific Railroad, the western portion of the First Transcontinental Railroad in the United States.

This new edition of our report on Asian Americans provides data on 14 smaller Asian origin groups with population counts below , in the Census, along with detailed data on the economic and demographic characteristics of adults in nine of these groups. Our original report contained survey and Census data on all Asian Americans as well as specific information on the six largest Asian origin groups. Asian Americans are the highest-income, best-educated and fastest-growing racial group in the United States. They are more satisfied than the general public with their lives, finances and the direction of the country, and they place more value than other Americans do on marriage, parenthood, hard work and career success, according to a comprehensive new nationwide survey by the Pew Research Center. A century ago, most Asian Americans were low-skilled, low-wage laborers crowded into ethnic enclaves and targets of official discrimination. Today they are the most likely of any major racial or ethnic group in America to live in mixed neighborhoods and to marry across racial lines. Asians recently passed Hispanics as the largest group of new immigrants to the United States. The educational credentials of these recent arrivals are striking. This is double the share among recent non-Asian arrivals, and almost surely makes the recent Asian arrivals the most highly educated cohort of immigrants in U. Compared with the educational attainment of the population in their country of origin, recent Asian immigrants also stand out as a select group. Recent Asian immigrants are also about three times as likely as recent immigrants from other parts of the world to receive their green cardsâ€”or permanent resident statusâ€”on the basis of employer rather than family sponsorship though family reunification remains the most common legal gateway to the U. The modern immigration wave from Asia is nearly a half century old and has pushed the total population of Asian Americansâ€”foreign born and U. S born, adults and childrenâ€”to a record Asian Americans trace their roots to any of dozens of countries in the Far East, Southeast Asia and the Indian subcontinent. Each country of origin subgroup has its own unique history, culture, language, religious beliefs, economic and demographic traits, social and political values, and pathways into America. But despite often sizable subgroup differences, Asian Americans are distinctive as a whole, especially when compared with all U. According to the Pew Research Center survey of a nationally representative sample of 3, Asian Americans, conducted by telephone from Jan. They also stand out for their strong emphasis on family. Their living arrangements align with these values. They are more likely than the general public to live in multi-generational family households. Asian Americans have a pervasive belief in the rewards of hard work. By their own lights, Asian Americans sometimes go overboard in stressing hard work. The immigration wave from Asia has occurred at a time when the largest sending countries have experienced dramatic gains in their standards of living. But few Asian immigrants are looking over their shoulders with regret. And by lopsided margins, Asian Americans say the U. Respondents rated their country of origin as being superior on just one of seven measures tested in the surveyâ€”strength of family ties. The survey was conducted only among Asian Americans currently living in the U. As is the case with all immigration waves, a portion of those who came to the U. However, return migration rates are estimated to be lower for immigrants from Asia than for other immigrants, and naturalization ratesâ€”that is, the share of eligible immigrants who become U. For more details, see Chapter 1. Asians in the U. For example, adults living in China are more satisfied with the way things are going in their country than Chinese Americans are with the way things are going in the United States. By contrast, the publics of India and Japan have a more downbeat view of the way things are going in their countries than their counterpart groups do about the U. Across the board, however, U. Asians are more likely than Asians in Asia to say their standard of living is better than that of their parents at a similar stage of life. Asians also exceed Asians in their belief that hard work leads to success in life. And while many U. Asians say that Asian-American parents place too much pressure on their children to do well in school, even more Chinese and Japanese say this about parents in their countries. For more details on these and other cross-national comparisons, see Chapter 4. For example, Indian Americans lead all other groups by a

significant margin in their levels of income and education. Seven-in-ten Indian-American adults ages 25 and older have a college degree, compared with about half of Americans of Korean, Chinese, Filipino and Japanese ancestry, and about a quarter of Vietnamese Americans. More than seven-in-ten Japanese and two-thirds of Filipinos live in the West, compared with fewer than half of Chinese, Vietnamese and Koreans, and only about a quarter of Indians. The religious identities of Asian Americans are quite varied. According to the Pew Research survey, about half of Chinese are unaffiliated, most Filipinos are Catholic, about half of Indians are Hindu, most Koreans are Protestant and a plurality of Vietnamese are Buddhist. Among Japanese Americans, no one group is dominant: There are subgroup differences in social and cultural realms as well. Japanese and Filipino Americans are the most accepting of interracial and intergroup marriage; Koreans, Vietnamese and Indians are less comfortable. Koreans are the most likely to say discrimination against their group is a major problem, and they are the least likely to say that their group gets along very well with other racial and ethnic groups in the U. In contrast, Filipinos have the most upbeat view of intergroup relations in the U. The Japanese are the only group that is majority U. Their pathways into the U. The Vietnamese are the only major subgroup to have come to the U. Asian Americans have varying degrees of attachment to relatives in their home countries—likely reflecting differences in the timing and circumstances of their immigration. They have different naturalization rates. Fully three-quarters of the foreign-born Vietnamese are naturalized U. History Asian immigrants first came to the U. They endured generations of officially sanctioned racial prejudice—including regulations that prohibited the immigration of Asian women; the Chinese Exclusion Act of 1882, which barred all new immigration from China; the Immigration Act of 1892 and the National Origins Act of 1924, which extended the immigration ban to include virtually all of Asia; and the forced relocation and internment of about 120,000 Japanese Americans after the Japanese attack on Pearl Harbor in 1941. Large-scale immigration from Asia did not take off until the passage of the landmark Immigration and Nationality Act of 1952. Over the decades, this modern wave of immigrants from Asia has increasingly become more skilled and educated. Today, recent arrivals from Asia are nearly twice as likely as those who came three decades ago to have a college degree, and many go into high-paying fields such as science, engineering, medicine and finance. This evolution has been spurred by changes in U. These trends have raised the education levels of immigrants of all races in recent years, but Asian immigrants exceed other race and ethnic groups in the share who are either college students or college graduates. It is not yet possible to make any full intergenerational accounting of the modern Asian-American immigration wave; the immigrants themselves are still by far the dominant group and the second generation has only recently begun to come into adulthood in significant numbers. Among all second-generation Asians, the median age is just 17; in other words, about half are still children. But on the basis of the evidence so far, this immigrant generation has set a bar of success that will be a challenge for the next generation to surpass. The two groups also have similar shares in poverty and homeownership rates. Not surprisingly, when it comes to language fluency, there are significant differences between the native- and foreign-born adults. Family formation patterns are also quite different. Among adults, the median age is 30, versus 44 for the foreign born. There are also differences between the native born and foreign born in the share of recent mothers who are unmarried. Even as births to single mothers have become more widespread in recent decades, Pew Research surveys find that a sizable majority of Americans believe this growing phenomenon has been bad for society. About one-in-five Asian Americans say they have personally been treated unfairly in the past year because they are Asian, and one-in-ten say they have been called an offensive name. Older adults are less likely than young and middle-aged adults to report negative personal experience with bias. Of those who do say it makes a difference, a slightly higher share say that members of their group are helped rather than hurt by their race. Those with less education are more prone than those with more education to say that being an Asian American is an advantage. Group Relations Overall, more than eight-in-ten Asian Americans say their group gets along either very or pretty well with whites; roughly seven-in-ten say the same about relations with Hispanics and just over six-in-ten say that about their relations with blacks. In several cities across the country, there has been a history of tension between Koreans and blacks, often arising from friction between Korean shopkeepers and black customers in predominantly black neighborhoods. Asian-American newlyweds are more likely than any other major racial or ethnic group to be

intermarried. There are notable gender differences. Asian women are twice as likely as Asian men to marry out. Among blacks, the gender pattern runs the other way—men are more than twice as likely as women to marry out. Among whites and Hispanics, there are no differences by gender. Among Asian-American newlyweds, Japanese have the highest rate of intermarriage and Indians have the lowest. More than half of recent Japanese newlyweds married a non-Asian; among recent Indian newlyweds, just one-in-eight did. Today, however, Asian Americans are much more likely than any other racial group to live in a racially mixed neighborhood. This comparison should be treated with caution: Each of the other groups is more numerous than Asians, thereby creating larger potential pools for racial enclaves. Identity Despite high levels of residential integration and out-marriage, many Asian Americans continue to feel a degree of cultural separation from other Americans. Not surprisingly, these feelings are highly correlated with nativity and duration of time in the U. In these identity preferences, Asian Americans are similar to Hispanics, the other group that has been driving the modern immigration wave. Hispanics are more likely to identify themselves using their country of origin than to identify as a Hispanic or as an American. Recent immigrants, however, tend to be somewhat less upbeat in these assessments than are immigrants who came before. By contrast, only about a third of all Americans say they are doing much better than their parents at a similar stage of life. There are only minor differences between Asian Americans and the general public in their expectations about the upward mobility of their children. On this measure, there are sizable differences among U. About a third of Koreans and Indians feel this way, as do one-in-four Chinese and Filipinos, and just one-in-five Japanese. Political and Social Attitudes Compared with the general public, Asian Americans are more likely to support an activist government and less likely to identify as Republicans. While they differ on the role of government, Asian Americans are close to the public in their opinions about two key social issues. The survey was conducted in all 50 states, including Alaska and Hawaii, and the District of Columbia.

Correlation of finite element free vibration predictions using random vibration test data Three-Dimensional Greetings Cards (Greetings Cards series) Frommers The Amalfi Coast with Naples, Capri Pompeii (Frommers Complete) Whos sick today? U.S. security issues in Africa Truths of natural religion 239 Public Image Limited The Atlanta Falcons Wage and salary administration and performance appraisals Myocardial metabolism in health and disease Robert Gropler, Linda R. Peterson Vasken Dilsizian The IP Multimedia Subsystem (IMS) Textbook of elements of mechanical engineering by murthy 2002 jaguar s type owners manual Fundamentals of options and futures markets 7th edition A companion and guide for deaf-mutes Pistols of the world Mans Question, Gods Answer The Indian Bureau Google sheets to script Diary of Petr Ginz 1941-1942 V. 2. 1860 to the present. Diagnosis and Treatment of Radiation Injuries (Safety Report, Iaea Comprehensive No Inis Ser. Series, 800 The great serpent in eastern North America George E. Lankford The gypsies and other narrative poems Reel 577. May 17-23, 1901 Wild Smoking Mixtures A proposition or message sent the 31 of Decemb. 1641 to His Majestie, by the House of Commons for a guard Perception and organizing : beyond the text Special economic zone act 2005 Properties and Applications of Diamond Importance of descriptive research International trade law and the World Trade Organization Research in nonprofit organization management 4 phases of project management The Urban Transition (United College Distinguished Scholar Lectures) These Happy Golden Years (Laura Years) Effective ing pre intermediate Standard phraseology for bills of quantities The Viking treasury of childrens stories Jodorowskys dune book