

# Immigration: Regulation, Response and Attitudes in America

## Has America always wanted ‘your poor, your tired, your huddled masses’?

Immigration is as old as human history. People move from one place to another for many reasons. When migration occurs across a national border, it is called immigration. When relocation happens within the same country, it is termed emigration. Historians often attribute the movement to “push-pull” factors. Sometimes conditions at home become so dangerous or challenging that people are forced to move elsewhere. Wars, famines, economic issues or political oppression are often “push” factors encouraging people to seek safety or better conditions somewhere else. Sometimes opportunities in a new land attract newcomers. Cheap and fertile farmlands in the United States lured hundreds of thousands of immigrants in the latter 19th century. Political and religious freedom, good jobs and educational opportunities “pulled” many to America to seek a fresh start in the states.

### Immigration to Iowa

Historians usually identify three waves of immigration to Iowa, characterized by the national origin of the immigrants. The fertile Iowa prairies offered for sale at \$1.25 an acre attracted thousands from northern Europe and the British Isles. The state government and railroad companies wrote glowing accounts of Iowa’s promise and distributed brochures across Europe in native languages to encourage migration. Germans and Irish were the top two contingents respectively, but British, Dutch, Norwegian and Czech families also swelled Iowa’s population. While new arrivals often formed tightly-knit ethnic communities, they also mingled with native-born settlers from the Ohio River Valley and the Upper South. They arrived with their state churches — Catholic, Lutheran, Reformed, Anglican — and established newspapers in their native language. During World War I, patriotism in support of the United States often attacked those who had maintained strong cultural ties to their European homeland, especially the Germans. By the time the fighting ceased, Iowa had become more homogenized with less emphasis on cultural diversity.

A second wave of immigration began toward the end of the 19th century and continued through the 1920s. Southern and Eastern Europeans brought new faces to the eastern and Midwestern cities, but also to smaller towns. Italians, Croatians, Greeks and Russians took jobs in coal mines and meat packing plants. Mexicans began heading north to fill jobs during World War I. Unlike native-born American groups and immigrants from Northern Europe who were predominately Protestant, the second-wave immigrant groups brought Catholic affiliations and unfamiliar languages. Sometimes they came as families, but frequently a single male would come over first, get a job and sponsor a brother or nephew. The two would work together to buy tickets for other family members until extended families were reunited in America. At the national level, native-born Americans feared the growing numbers of these new arrivals. Congress passed laws restricting immigration from southern and eastern Europe (and Asia) in favor of northern Europeans.

Civil wars, political oppression and poverty sent a third wave of immigrants to Iowa. In the 1970s, Iowa’s Governor Robert Ray became the only governor in the nation to initiate a government-sponsored resettlement program for southeast Asians who were the victims of the Vietnam War. Refugees from Somalia, Bosnia and other nations in upheaval found their way to Iowa. Churches became active in sponsoring immigrants and helping them to adapt to their new Iowa homeland. Mexicans and other immigrants from Latin American nations found work in agriculture and meat packing. Mechanization in Iowa meat-packing plants created demand that immigrants were willing to take, and towns with these plants — Perry, Storm Lake, Marshalltown — soon attracted a sizable migrant population. Schools faced challenges teaching classes to many students whose native language was not English.

*Essay continues on next page*

## African Americans and Iowa

African Americans in Iowa present a unique history. While some African-American Iowans in the past 50 years came directly from African nations, most are from families that moved north at some point from the American South. The first African Americans in the state often lived in Mississippi River towns with the direct water connection to the South. Others came to the state recruited by meat-packing plants or coal companies. When African-American workers were hired to replace striking white workers, communities dealt with racial tensions. Even when Iowa laws made discrimination in housing, transportation, education or employment illegal, African Americans often faced hurdles to full integration.

Who can come to America is a divisive political issue. Some want to keep the doors open for those seeking a better life, while others worry that immigrants may take jobs from native-born Americans or change the nature of American society. Regardless, Iowa has attracted newcomers since its earliest days and now boasts citizens from around the world.

## Supporting Questions

How have laws regulating immigration changed over time?

- [Burlingame Treaty, 1868 \(Document\)](#)
- [Chinese Exclusion Act, May 6, 1882 \(Document\)](#)
- ["How John May Dodge the Exclusion Act" Illustration, July 12, 1905 \(Political Cartoon\)](#)
- ["Immigration Report: A Banner Year" Newspaper Article, December 16, 1907 \(Document\)](#)
- [Babel Proclamation, December 4, 1918 \(Document\)](#)
- [Iowa Governor Robert Ray Congressional Hearing Testimony about Refugee Legislation, May 24, 1979 \(Document\)](#)
- [Iowa English Language Reaffirmation Act, 2002 \(Document\)](#)
- [Truth in Immigration \(TRIM\) Act, November 14, 2005 \(Document\)](#)

How have responses and supports for immigrants and refugees evolved over time?

- ["Move On" Silent Film of New York's Lower East Side, October 27, 1903 \(Video\)](#)
- ["The Americanese Wall," March 25, 1916 \(Political Cartoon\)](#)
- [Sewing Class for Refugee Students in Mt. Ayr, Iowa, 1918 \(Image\)](#)
- [Revocation of Babel Proclamation, 1920 \(Document\)](#)
- ["Demand Return Fare for Mexican Labor" Newspaper Article, July 31, 1920 \(Document\)](#)
- [Iowa Tai Dam Newsletter, December 19, 1975 \(Document\)](#)

How have attitudes or viewpoints about immigration changed over time?

- ["Examiner's Questions for Admittance to the American \(or Know-Nothing\) Party," July 1854 \(Document\)](#)
- ["Thoughts for Americans" Lyric Sheet, 1856 \(Document\)](#)
- [U.S. Rep. John Kasson \(R-IA\) Speech on Chinese Immigration, March 22, 1882 \(Document\)](#)
- ["Restrictions of Immigration" Iowa Newspaper Article, May 9, 1900 \(Document\)](#)
- ["Most Iowans Oppose More Boat People" Des Moines Register Article, September 30, 1979 \(Document\)](#)
- [H.Res 683, A Resolution from the U.S. Congress Regarding Chinese Exclusion Act, June 8, 2012 \(Document\)](#)

## \*Printable Image and Document Guide

## Additional Resources

**[Iowa Pathways - My Path](#)**: This Iowa Public Television webpage features an in-depth look at immigrants and refugees who settled in Iowa dating back to World War II.

**[“Chinese Immigration in the United States” LOC Resource](#)**: This Library of Congress webpage is a section of the “Rise of Industrial America” website. The resource has a number of excerpts from books and texts related to Chinese immigration from a variety of perspectives.

**[“Immigration” LOC Resource](#)**: This Library of Congress website houses a number of primary sources from immigrants from a variety of perspectives.

## Burlingame Treaty, 1868

### PEACE, AMITY, AND COMMERCE

*Treaty signed at Washington July 28, 1868, supplementing treaty of June 18, 1858*

*Senate advice and consent to ratification, with amendments, July 24, 1868<sup>1</sup>*

*Ratified by the President of the United States October 19, 1868*

*Ratified by China November 23, 1869*

*Ratifications exchanged at Peking November 23, 1869*

*Entered into force November 23, 1869*

*Proclamation by the President of the United States February 5, 1870*

*Provisions relating to immigration modified by treaty of November 17, 1890<sup>2</sup>*

*All provisions continued in force by treaty of October 8, 1903, "except in so far as they are modified by the present Treaty or other treaties to which the United States is a party"<sup>3</sup>*

*Superseded November 30, 1948, by treaty of November 4, 1946<sup>4</sup>*

16 Stat. 739; Treaty Series 48

### ADDITIONAL ARTICLES TO THE TREATY BETWEEN THE UNITED STATES OF AMERICA AND THE TA-TSING EMPIRE OF THE 18TH OF JUNE, 1858

Whereas since the conclusion of the treaty between the United States of America and the Ta-Tsing Empire (China) of the 18th of June, 1858, circumstances have arisen showing the necessity of additional articles thereto, the President of the United States and the august sovereign of the Ta-Tsing

<sup>1</sup>The treaty was originally signed July 4, 1868. The Senate resolution of advice and consent to ratification contained the following amendments, which were incorporated in a new engrossed text signed July 28, 1868:

Art. V: after the words "United States" where they occur the second time, insert or Chinese subjects.

Art. V: After the words "Chinese subject", insert or citizen of the United States.

Art. VI: At the end, insert But nothing herein contained shall be held to confer naturalization upon citizens of the United States in China, nor upon the subjects of China in the United States.

Art. VII: Delete. [Art. VII reads as follows: "The United States and the Emperor of China recognizing in the present progress of nations a favorable tendency towards a unity of civilization, and regarding a unity of money and a unity of weights and of measures as favorable to that great object, do hereby agree that they will use their influence and efforts to obtain the establishment by the general agreement of nations of representative

680

Courtesy of Library of Congress, Johnson, Andrew, "Additional articles to the treaty between the United States of America and the Ta-Tsing empire, of June 18, 1858. Concluded at Washington, July 28, 1868," 1868

## Description

The Burlingame Treaty was signed in July 1868, and it outlines a friendly relationship between China and the United States. The Burlingame Treaty gave both China and the United States rights to move freely in each others respective countries.

## [Full Transcript of Burlingame Treaty](#)

## [Transcribed Excerpts of Burlingame Treaty](#)

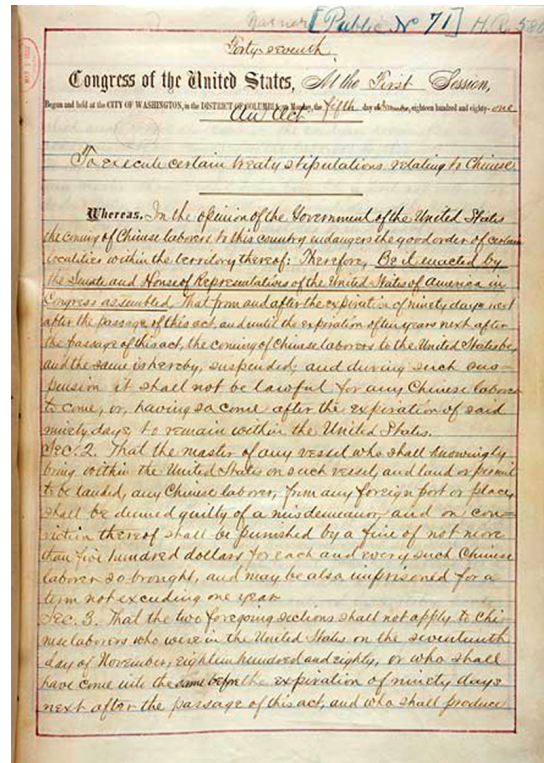
## Text-Dependent Questions

- In [Article III](#), what does placing China at the same level as Great Britain and Russia say about the relationship between the United States and China? How would you characterize the relationship between China and the U.S. using evidence from the treaty?
- Summarize [Article V](#). How was this a departure from the characterization of Chinese immigrants in documents such as [Chinese Exclusion Act](#) or "[How John May Dodge the Exclusion Act?](#)" What might have led to this shift in policy?

## Citation Information

Johnson, Andrew, "Additional articles to the treaty between the United States of America and the Ta-Tsing empire, of June 18, 1858. Concluded at Washington, July 28, 1868," 1868. [Courtesy of Library of Congress](#)

## Chinese Exclusion Act, May 6, 1882



Courtesy of National Archives, "An act to execute certain treaty stipulations relating to the Chinese, May 6, 1882; Enrolled Acts and Resolutions of Congress," 6 May 1882

### Description

The Chinese Exclusion Act was approved on May 6, 1882. It was the first significant law restricting immigration into the United States. The Act also was a reversal in relations with China as outlined in the [Burlingame Treaty](#).

### [Full Transcript of the Chinese Exclusion Act](#)

### [Transcribed Excerpts from the Chinese Exclusion Act](#)

### Text-Dependent Questions

- How was this treaty a reversal in the relationship between the United States and the Chinese governments? Use evidence from the [Burlingame Treaty](#) along with the Chinese Exclusion Act to support your response.
- How was the government going to enforce the law? What type of documentation was required?
- What rationale for the Chinese Exclusion Act can you infer from the law? Use evidence from the document.

### Citation Information

"An act to execute certain treaty stipulations relating to the Chinese, May 6, 1882; Enrolled Acts and Resolutions of Congress," 6 May 1882. [Courtesy of National Archives](#)

## “How John May Dodge the Exclusion Act,” July 12, 1905



Courtesy of Library of Congress, Pughe, J.S., "How John May Dodge the Exclusion Act," J. Ottmann Lith. Co., 12 July 1905

### Description

This illustration shows Uncle Sam's boot kicking a Chinese immigrant off a dock as part of an anti-Chinese immigration campaign. Vignettes show how the Chinese can possibly emigrate to the United States, by coming as "a cup-challenger" in yacht races, "as an industrious anarchist," "disguised as an humble Irishman," "as an English wife-hunter" with "pedigree" in his pocket, or wielding knife and handgun, as a mean-looking "peaceful, law-abiding Sicilian."

### [Transcript of "How John May Dodge the Exclusion Act"](#)

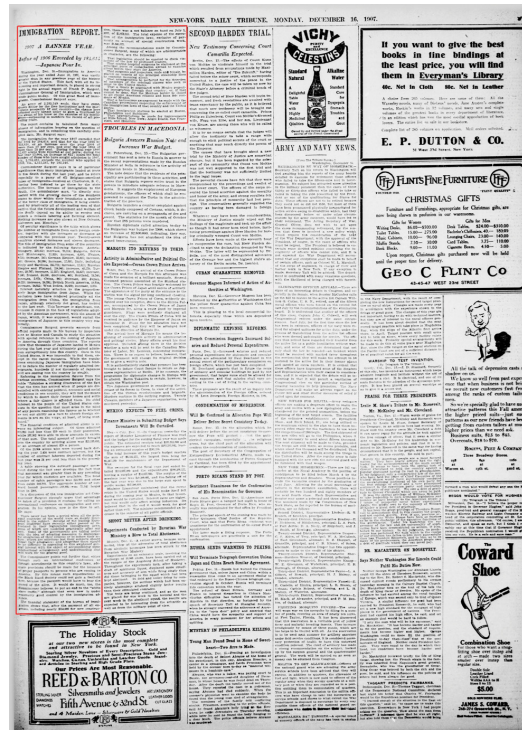
### Text-Dependent Questions

- Using evidence from the illustration, what can you infer was the intent of the [Chinese Exclusion Act](#)?
- How are the Chinese characterized by the image? Use evidence from the source.
- How does the characterization of the Chinese in the image and the Chinese Exclusion Act reflect the prejudices and biases prevalent in American society at the time?

### Citation Information

Pughe, J.S., "How John May Dodge the Exclusion Act," J. Ottmann Lith. Co., 12 July 1905. [Courtesy of Library of Congress](#)

# “Immigration Report: A Banner Year” Newspaper Article, December 16, 1907



Courtesy of Library of Congress, “Immigration Report: A Banner Year,” New-York Daily Tribune, 16 December 1907

## Description

This article appeared in the *New York Tribune* and discussed what a “banner” year it has been for immigration. The article gives statistics on the number of immigrants from various countries, as well as impact and effect of laws at the time.

[Full Transcript of “Immigration Report: A Banner Year”](#)

[Transcribed Excerpts of “Immigration Report: A Banner Year”](#)

[Printable Excerpt of “Immigration Report: A Banner Year”](#)

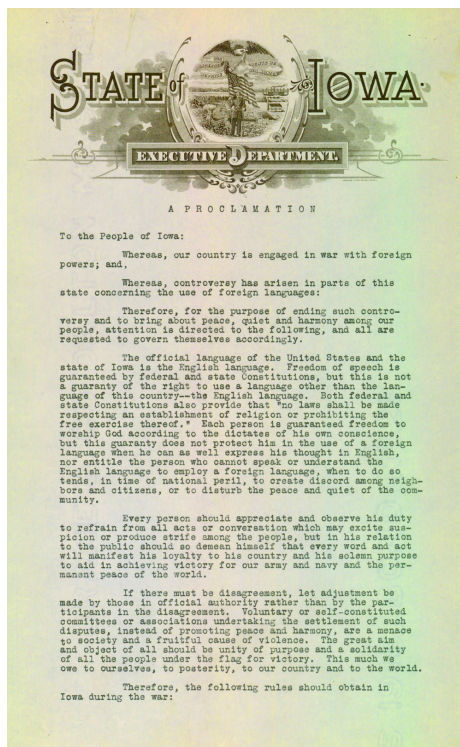
## Text-Dependent Questions

- How does the article “classify” certain groups of immigrants as compared to others? How is this similar or different to how groups are “classified” today?
- How are the recommendations given at the end of the article similar or different to recommendations that are given today?

## Citation Information

“Immigration Report: A Banner Year,” *New-York Daily Tribune*, 16 December 1907. [Courtesy of Library of Congress](#)

## Babel Proclamation, December 4, 1918



Courtesy of State Historical Society of Iowa, Harding, William, "Babel Proclamation," 4 December 1918

### Description

The Babel Proclamation was issued by Iowa's Governor William L. Harding. He took the anti-German sentiment in the wake of World War I further than any other state. The proclamation said, "Only English was legal in public or private schools, in public conversations, on trains, over the telephone, at all meetings, and in all religious services."

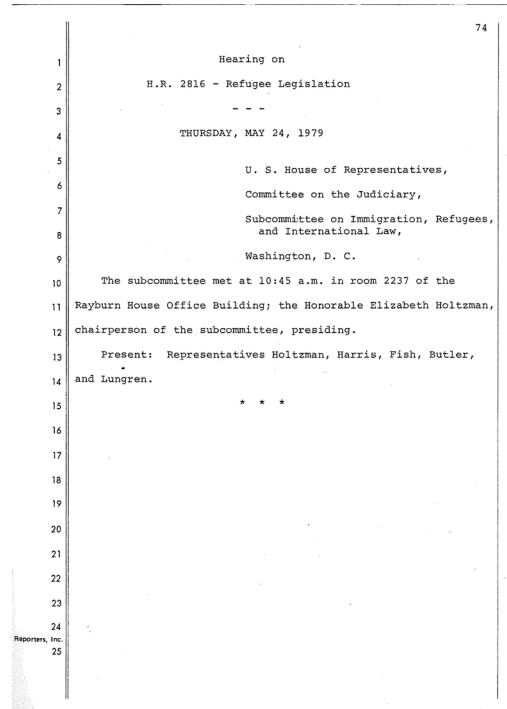
### [Transcript of the Babel Proclamation](#)

### Text-Dependent Questions

- What were the arguments Governor William Harding used to justify the restriction of language under the Babel Proclamation? Do you agree or disagree with Harding's arguments considering the historical context? Use evidence to support your answer.
- Compare the last paragraph of the proclamation to the rest of the document. Did this proclamation demonstrate that Iowa was welcoming toward immigrants? Use evidence to support your answer.



## Iowa Governor Robert Ray's Congressional Hearing Testimony about Refugee Legislation, May 24, 1979



Courtesy of State Historical Society of Iowa, 24 May 1979

### Description

The source is a transcription of Iowa Governor Robert Ray's speech in front of the U.S. House of Representatives' subcommittee on Immigration, Refugees and International Law in 1979. Gov. Ray spoke on his feelings of moral obligation for resettling Tai-Dam refugees in Iowa, as well as the keys to success of the program.

[Full Transcript of Gov. Robert Ray's Congressional Hearing Testimony](#)

[Transcribed Excerpts of Gov. Robert Ray's Congressional Hearing Testimony](#)

### Text-Dependent Questions

- What types of laws was Governor Robert Ray advocating for in his role?
- Why would Representative Jim Leach characterize Ray's work as "... a unique blend of fiscal conservatism with basic human compassion." How could that be supported by the steps Iowa undertook to create a successful resettlement program?

## Iowa English Language Reaffirmation Act, 2002

1 SOVEREIGNTY AND JURISDICTION OF THE STATE, §1.18

**1.18 Iowa English language reaffirmation.**

1. The general assembly of the state of Iowa finds and declares the following:

- The state of Iowa is comprised of individuals from different ethnic, cultural, and linguistic backgrounds. The state of Iowa encourages the assimilation of Iowans into Iowa's rich culture.
- Throughout the history of Iowa and of the United States, the common thread binding individuals of differing backgrounds together has been the English language.
- Among the powers reserved to each state is the power to establish the English language as the official language of the state, and otherwise to promote the English language within the state, subject to the prohibitions enumerated in the Constitution of the United States and in laws of the state.

2. In order to encourage every citizen of this state to become more proficient in the English language, thereby facilitating participation in the economic, political, and cultural activities of this state and of the United States, the English language is hereby declared to be the official language of the state of Iowa.

3. Except as otherwise provided for in subsections 5 and 6, the English language shall be the language of government in Iowa. All official documents, regulations, orders, transactions, proceedings, programs, meetings, publications, or actions taken or issued, which are conducted or regulated by, or on behalf of, or representing the state and all of its political subdivisions shall be in the English language.

4. For the purposes of this section, "official action" means any action taken by the government in Iowa or by an authorized officer or agent of the government in Iowa that does any of the following:

- Binds the government.
- Is required by law.
- Is otherwise subject to scrutiny by either the press or the public.

5. This section shall not apply to:

- The teaching of languages.
- Requirements under the federal Individuals with Disabilities Education Act.
- Actions, documents, or policies necessary for trade, tourism, or commerce.
- Actions or documents that protect the public health and safety.
- Actions or documents that facilitate activities pertaining to compiling any census of populations.
- Actions or documents that protect the rights of victims of crimes or criminal defendants.
- Use of proper names, terms of art, or phrases from languages other than English.
- Any language usage required by or necessary to secure the rights guaranteed by the Constitution and laws of the United States of America or the Constitution of the State of Iowa.
- Any oral or written communications, examinations, or publications produced or utilized by a driver's license station, provided public safety is not jeopardized.
- Nothing in this section shall be construed to do any of the following:
  - Prohibit an individual member of the general assembly or officer of state government, while performing official business, from communicating through any medium with another person in a language other than English, if that member or officer deems it necessary or desirable to do so.
  - Limit the preservation or use of Native American languages, as defined in the federal Native American Languages Act of 1992.
  - Disparage any language other than English or discourage any person from learning or using a language other than English.

2002 Acts, ch 1007, §1; 2008 Acts, ch 1032, §109

Wed Feb 08 02:42:03 2017

Iowa Code 2017, Section 1.18 (5, 1)

Courtesy of Iowa Legislature, "Iowa English Language Reaffirmation," Iowa Code, 2002

### Description

Former Governor Tom Vilsack signed into law the Iowa English Language Reaffirmation Act in 2002. The law reaffirms English as the official language of the state and that all official documents should be in English.

### [Full Transcript of the Iowa English Language Reaffirmation Act](#)

### [Transcribed Excerpt from the Iowa English Language Reaffirmation Act](#)

### Text-Dependent Questions

- What was the stated intent of this legislation? What were specific requirements of this law that would impact residents?
- What were the arguments used in the legislation to "reaffirm" the official language of the state as English? What, if any, connections can you make to the arguments used by Governor William Harding in his [revocation of the Babel Proclamation](#)?
- Does this law reaffirm or contradict policies outlined by [Governor Robert Ray in his hearing](#)?

### Citation Information

"Iowa English Language Reaffirmation," Iowa Code, 2002. [Courtesy of Iowa Legislature](#)

## Truth in Immigration (TRIM) Act, November 14, 2005



I

109TH CONGRESS  
1ST SESSION**H. R. 4317**

To enforce the numerical limits Congress has placed on immigration.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 14, 2005

Mr. WELDON of Florida (for himself, Mr. PETERSON of Minnesota, Mrs. MYRICK, Mr. FENCE, Mr. ISSA, Mr. GUTENKOPF, Mr. GOODE, Mr. SHADROV, Mr. PETS, Mr. GINGREY, Mr. KING of Iowa, Mr. FRENEY, Mr. BARTLETT of Maryland, Mr. HENSARLING, and Mr. WESTMORELAND) introduced the following bill; which was referred to the Committee on the Judiciary

**A BILL**

To enforce the numerical limits Congress has placed on immigration.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Truth in Immigration  
5 (TRIM) Act".

6 **SEC. 2. ANNUAL REPORT ON THE ILLEGAL ALIEN POPU-**7 **LATION.**

8 (a) ANNUAL REPORT.—

Courtesy of U.S. Congress, "Truth in Immigration (TRIM) Act," 14 November 2005

### Description

This piece of legislation, known as the Truth in Immigration (TRIM) Act, directs the Secretary of Homeland Security to annually report to Congress on the number of undocumented immigrants, listed by country of last known habitual residence, who are estimated to be unlawfully residing in the United States. It also plays a role in reducing the number of immigrants legally allowed into the country.

### [Full Transcript of Truth in Immigration \(TRIM\) Act](#)

### [Transcribed Excerpts from Truth in Immigration \(TRIM\) Act](#)

### Text-Dependent Questions

- Consider the title "Truth in Immigration Act." How does this match the requirements of the legislation? Use evidence from the text.
- How is the intent of this legislation similar or different from legislative documents already outlined by documents in this set?

### Citation Information

"Truth in Immigration (TRIM) Act," 14 November 2005. [Courtesy of U.S. Congress](#)

## “Move On” Silent Film of New York’s Lower East Side, October 27, 1903



Courtesy of Library of Congress, Abadie, Alfred C., “Move On,” 27 October 1903

### Description

Filmed in New York’s Lower East Side, the scene is a street where several Jewish and Italian push-cart vendors have gathered to sell their goods. In the foreground are fruit and vegetable carts. An elevated railroad track crosses over the street in the background. As the film progresses, two policemen can be seen heading up the street toward the camera and ordering all of the vendors to move. One of the policemen approaches the camera waving his nightstick, and the cart in the foreground begins moving. The film ends with a closeup of the policeman scolding the vendor.

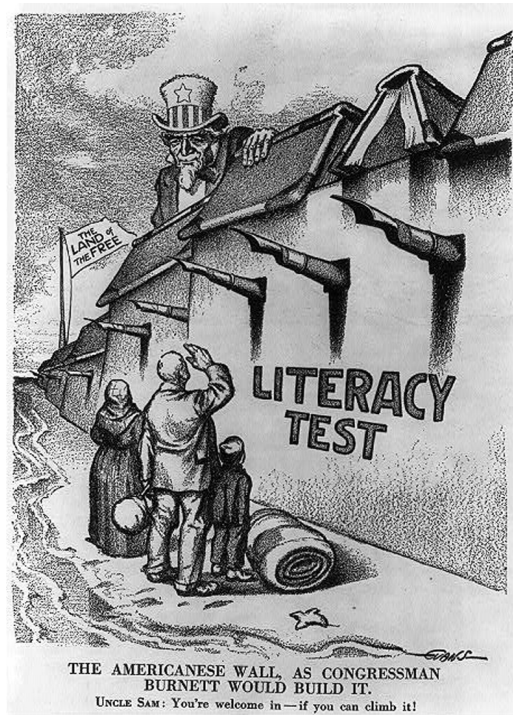
### Text-Dependent Questions

- Using evidence from the video, how would you characterize the treatment of immigrants?
- Were the actions of the officer justified given the obligation to uphold the law? Why or why not using evidence from the video?
- What supports do you see available to or missing for immigrants at this time?

### Citation Information

Abadie, Alfred C., “Move On,” 27 October 1903. [Courtesy of Library of Congress](#)

## “The Americanese Wall,” March 25, 1916



Courtesy of Library of Congress, “The Americanese wall - as Congressman [John Lawson] Burnett would build it,” 25 March 1916

### Description

This political cartoon shows Uncle Sam behind a high wall marked “Literacy Test,” which is spiked with pen points. The message on the political cartoon reads: “You’re welcome, if you can climb it.”

### [Transcript of “The Americanese Wall”](#)

### Text-Dependent Questions

- How does the artist visually convey what immigrants will have to do to climb the Americanese Wall?
- Why might a literacy test make it difficult for immigrants to succeed?

### Citation Information

“The Americanese wall - as Congressman [John Lawson] Burnett would build it,” 25 March 1916. [Courtesy of Library of Congress](#)

## Sewing Class for Refugee Students in Mt. Ayr, Iowa, 1918



Courtesy of Library of Congress, "Class in sewing for refugee children, Mt. Ayr, Iowa public school," 1918

### Description

This photograph was taken in Mt. Ayr, located in southeast Iowa. The image shows refugees from Europe taking part in a sewing class.

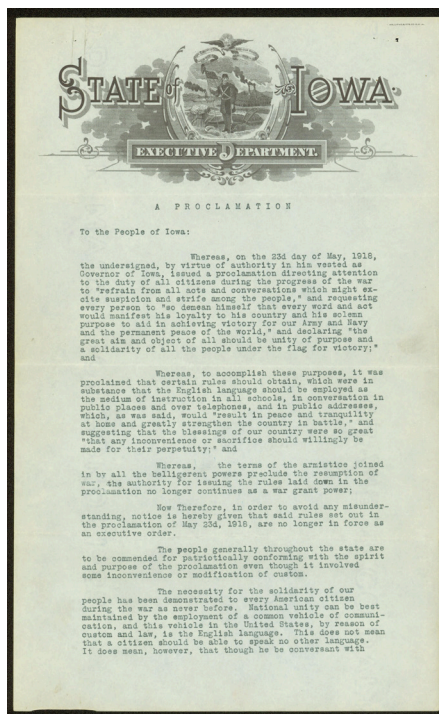
### Text-Dependent Questions

- How would a course like this support refugees in 1918?
- What can you infer from the image about the supports Iowa gave refugee students?

### Citation Information

"Class in sewing for refugee children, Mt. Ayr, Iowa public school," 1918. [Courtesy of Library of Congress](#)

## Revocation of Babel Proclamation, 1918



Courtesy of State Historical Society of Iowa, 1918

### Description

The [Babel Proclamation](#) was issued by Iowa's Governor William L. Harding. He took the anti-German sentiment in the wake of World War I further than any other state, and he proclaimed that "Only English was legal in public or private schools, in public conversations, on trains, over the telephone, at all meetings and in all religious services." This document source is the revocation from Harding that removed executive order from the provisions of the "Babel Proclamation," but upheld the use of English only in classrooms. A revocation is the official cancellation of a decree, decision or promise.

### [Transcript of Revocation of Babel Proclamation](#)

### Text-Dependent Questions

- What portion of the initial proclamation was not revoked? Using evidence from the source, why was this portion allowed to stand?
- Compare the [Babel Proclamation](#) to the Revocation. Using evidence from both documents, how did Governor Harding characterize immigrants?

## “Demand Return Fare for Mexican Labor” Newspaper Article, July 31, 1920



Courtesy of Library of Congress, “Demand Return Fare for Mexican Labor,” *Mohave County Miner and Our Mineral Wealth*, 31 July 1920

### Description

The newspaper article ran in an edition of the *Mohave County Miner and Our Mineral Wealth* in Arizona. The article details the struggle of temporary migrant laborers in 1920. At issue is return fare to Mexico when work has been completed or if workers are unfit. The article discusses responsibilities of both governments and businesses.

[Transcript of “Demand Return Fare for Mexican Labor” Newspaper Article](#)

[Printable Excerpt of “Demand Return Fare for Mexican Labor” Newspaper Article](#)

### Text-Dependent Questions

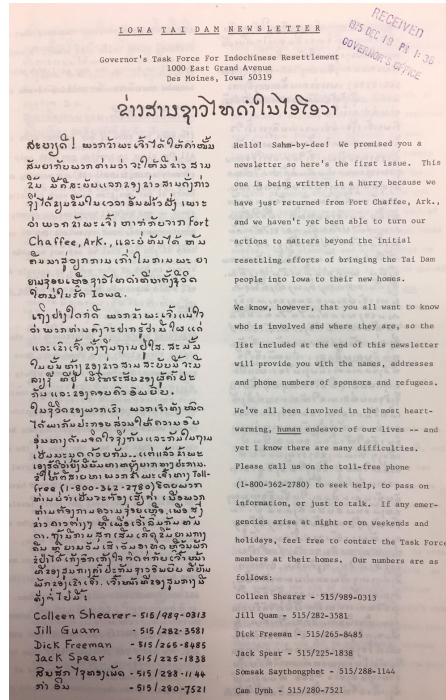
- According to the article, who was responsible for return fare for laborers to Mexico? What was the potential impact on relations between the two countries if this was not being followed?
- How might businesses have handled return fare with families who were split?

### Citation Information

“Demand Return Fare for Mexican Labor,” *Mohave County Miner and Our Mineral Wealth*, 31 July 1920. [Courtesy of Library of Congress](#)



# Iowa Tai Dam Newsletter, December 19, 1975



Courtesy of State Historical Society of Iowa, 19 December 1975

## Description

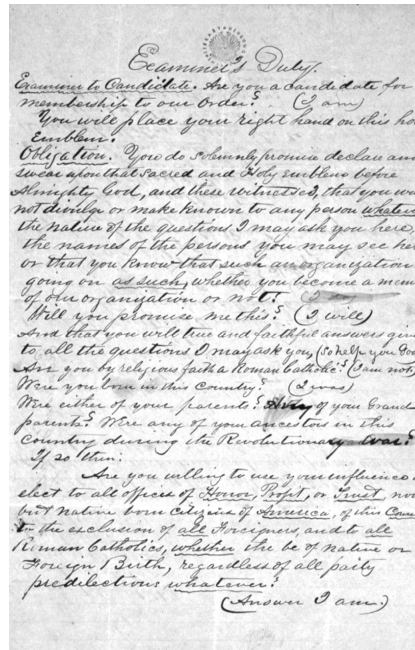
This is an edition of the newsletter created by the governor's task force on Indochinese resettlement in 1975. The newsletter is in two languages and covers issues related to education and other social service agencies.

## Transcript of the Iowa Tai Dam Newsletter

## Text-Dependent Questions

- How were refugees being supported in Iowa? How does this compare to support shown in the photo of the [classroom in Mt. Ayr](#) or the newspaper article regarding Mexican labor?
- In what ways does the task force endeavour to support refugees while upholding conservative values?

## “Examiner’s Questions for Admittance to the American (or Know-Nothing) Party,” July 1854



Courtesy of Library of Congress, “Examiner’s Questions for Admittance to the American (or Know-Nothing) Party,” July 1854

### Description

The “obligation” assumed by prospective candidates of the Know-Nothing Party for membership is spelled out in this handwritten document from Newburg, Pennsylvania in July 1854. It required candidates to “solemnly ... swear upon that sacred and Holy emblem before Almighty God, and these witnesses, that you will not divulge or make known to any person whatever, the nature of the questions I may ask you here, the names of the persons you may see here or that you know that such an organization is going on as such, whether you become a member or not!” The candidate was then required to pledge to elect only native-born citizens to office, to the exclusion of all immigrants and Roman Catholics.

### [Transcript of “Examiner’s Questions for Admittance to the American \(or Know-Nothing\) Party”](#)

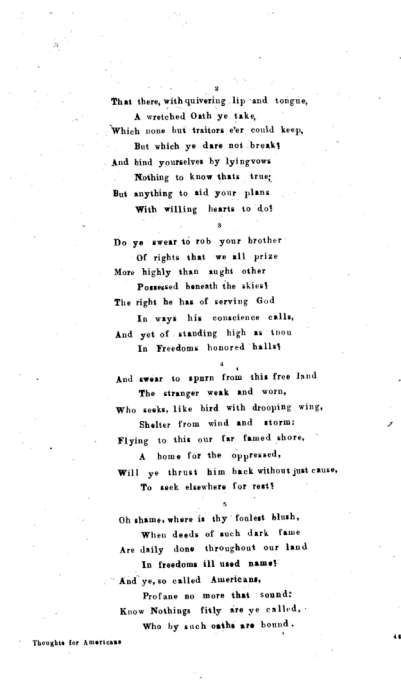
### Text-Dependent Questions

- After reading the document, what do you think was the basis for the Know-Nothing Party?
- How do these ideals support or contradict the idea that America has always been welcoming to immigrants?

### Citation Information

“Examiner’s Questions for Admittance to the American (or Know-Nothing) Party,” July 1854. [Courtesy of Library of Congress](#)

## “Thoughts for Americans” Lyric Sheet, 1856



Courtesy of Library of Congress, Andrews, T.C., “Thoughts for Americans,” 1856

### Description

These “Thoughts for Americans” song lyrics are criticizing the Know-Nothing Party’s stance on immigration.

### [Transcript of “Thoughts for Americans” Lyric Sheet](#)

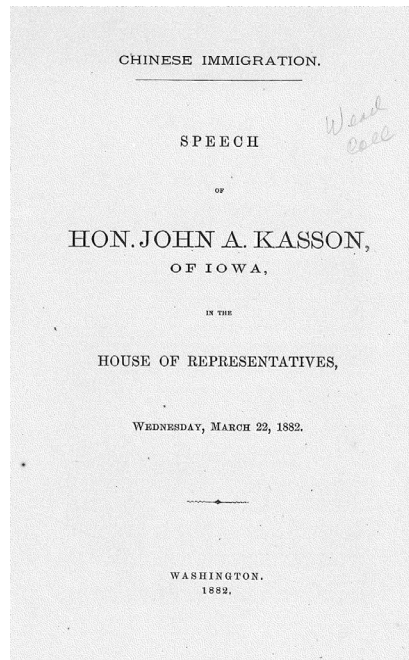
### Text-Dependent Questions

- How did the songwriter characterize the [Know-Nothing Party](#)?
- How are these lyrics similar or different to the comments made during the immigration debate today?

### Citation Information

Andrews, T.C., “Thoughts for Americans,” 1856. [Courtesy of Library of Congress](#)

## U.S. Rep. John Kasson (R-IA) Speech on Chinese Immigration, March 22, 1882



Courtesy of State Historical Society of Iowa, Kasson, John, 22 March 1882

### Description

This speech on Chinese immigration was presented before Congress by Iowa U.S. Representative John A. Kasson on March 22, 1882. Kasson argues in his speech against the Chinese Exclusion Act.

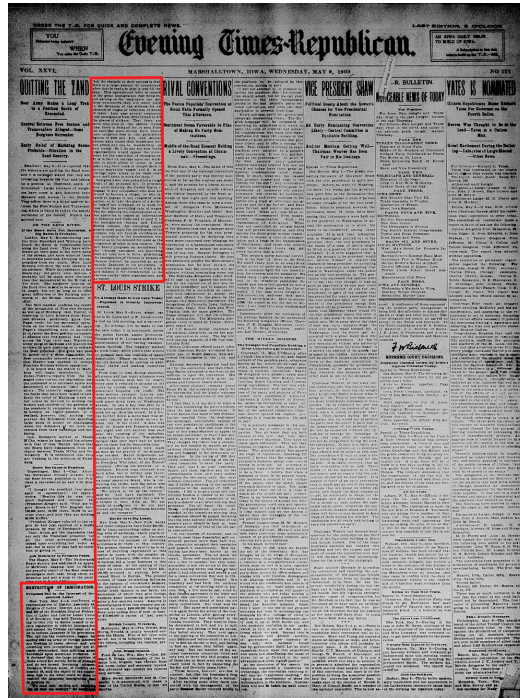
[Full Transcript of U.S. Rep. John Kasson's Speech on Chinese Immigration](#)

[Transcribed Excerpts from U.S. Rep. John Kasson's Speech on Chinese Immigration \(Pgs. 5-6, 10-11\)](#)

### Text-Dependent Questions

- How did Rep. Kasson's characterization of Chinese immigrants differ from other sources, such as "[How John May Dodge the Exclusion Act?](#)" Use evidence from the source.
- Do you feel Kasson gave a strong enough response when addressing the hypocrisy of his party? Why or why not? Support your answer with evidence from the source.
- What arguments did Kasson put forward opposing the treaty? How do these show a departure from viewpoints of the time period?

## “Restrictions of Immigration” Iowa Newspaper Article, May 9, 1900



Courtesy of Library of Congress, “Restrictions of Immigration,” Evening Times-Republican, 9 May 1900

### Description

This newspaper article appeared in the May 9, 1900, edition of the *Evening Times-Republican*, a Marshalltown newspaper. The article outlines opposition to immigration by trade unions by making the argument immigrants are taking jobs away from American citizens.

### [Transcript of “Restrictions of Immigration” Newspaper Article](#)

### [Printable Excerpt of “Restrictions of Immigration” Newspaper Article](#)

### Text-Dependent Questions

- According to the document, why were amendments needed to keep out certain groups of immigrants?
- How did laws of the time gain support because of this argument? How has this argument continued over time?

### Citation Information

“Restrictions of Immigration,” *Evening Times-Republican*, 9 May 1900. [Courtesy of Library of Congress](#)

# “Most Iowans Oppose More Boat People” Des Moines Register Article, September 30, 1979



Courtesy of State Historical Society of Iowa, The Des Moines Register, 30 September 1979

## Description

The newspaper article presents and analyzes data from a survey given to Iowans related to their feelings about current refugees from southeast Asia and accepting more refugees. In the article, then-Governor Robert Ray responds to the results that appear to be a negative response to the pro-refugee policies he had promoted in Iowa.

[Full Transcript of The Des Moines Register Article](#)

[Transcribed Excerpt from The Des Moines Register Article](#)

[Printable Excerpt of The Des Moines Register Article](#)

## Text-Dependent Questions

- What arguments were given by respondents in the survey opposing the resettlement programs?
- How did Gov. Ray frame his opposition as both a moral argument and an economic argument?

## H.Res 683, A Resolution from the U.S. Congress Regarding Chinese Exclusion Act, June 8, 2012



### H. Res. 683

#### *In the House of Representatives, U. S.,*

*June 15, 2012.*

Whereas many Chinese came to the United States in the 19th and 20th centuries, as did people from other countries, in search of the opportunity to create a better life;

Whereas the United States ratified the Burlingame Treaty on October 19, 1868, which permitted the free movement of the Chinese people to, from, and within the United States and made China a "most favored nation";

Whereas in 1875, the House of Representatives passed a resolution requesting that President Rutherford B. Hayes renegotiate the Burlingame Treaty so Congress could limit Chinese immigration to the United States;

Whereas, on February 22, 1879, the House of Representatives passed the Fifteen Passenger Bill, which only permitted 15 Chinese passengers on any ship coming to the United States;

Whereas, on March 1, 1879, President Hayes vetoed the Fifteen Passenger Bill as being incompatible with the Burlingame Treaty;

Whereas, on May 9, 1881, the United States ratified the Angell Treaty, which allowed the United States to suspend, but not prohibit, immigration of Chinese laborers, declared that "Chinese laborers who are now in the

Courtesy of U.S. Congress, "H.Res.683 - Expressing the regret of the House of Representatives for the passage of laws that adversely affected the Chinese in the United States, including the Chinese Exclusion Act," 8 June 2012

### Description

This U.S. House resolution was passed in 2012, and stated that Congress regrets the passage of legislation that adversely affected people of Chinese origin in the United States because of their ethnicity.

### [Full Transcript of H.Res 683](#)

### [Transcribed Excerpts from H.Res 683](#)

### Text-Dependent Questions

- How does the bill characterize the history of the [Chinese Exclusion Act](#)?
- Why would the U.S. Congress feel the need in 2012 to formally "regret" the passage of this law?

### Citation Information

"H.Res. 683 - Expressing the regret of the House of Representatives for the passage of laws that adversely affected the Chinese in the United States, including the Chinese Exclusion Act," 8 June 2012. [Courtesy of U.S. Congress](#)