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THE USA: HISTORY & MODERNITY

TEXTBOOK I

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США – страна молодая в своем историческом периоде развития, всего лишь 200 лет ее независимого существования, но пройденный ею путь поучителен. Весь мир восторгается достижениями этой страны.

Учебное пособие из цикла «Лингвострановедение» – «США» состоит из 2 книг и 9 глав: «Географическое положение», «Структура США», «История», «Защита окружающей среды», «Политика», «Система образования», «Религия и традиции», «Культура и развлечения», каждая из которых делится на подразделы. В книге много иллюстраций, которые делают изучение английского языка более привлекательным для молодежи.

В книге приводятся оригинальные тексты на английском языке, даются всевозможные комментарии к ним, разнообразные диалоги и упражнения для закрепления специальной лексики. Спецкурс позволяет в короткие сроки значительно усовершенствовать свою языковую базу, что является первостепенным условием успешной карьеры в будущем.

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ПРЕДИСЛОВИЕ

США – страна молодая в своем историческом периоде развития, всего лишь 200 лет ее независимого существования, но пройденный ею путь поучителен. Весь мир восторгается достижениями этой страны.

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В первой главе речь идет о географическом положении США; климатических зонах; естественных ресурсах; флоре и фауне; полезных ископаемых; дается характеристика населения США. Вторая глава посвящена композиции страны: приводится характеристика всех штатов Америки. Третья глава – это защита окружающей среды.

Четвертая глава «История США» рассказывает о первых поселенцах Северной Америки в 1650 году; возрастании и расширении штатов; Христофоре Колумбе; пилигримах Новой Англии; английской колонизации Северной Америки. Она посвящена становлению нации: Американская революция 1775 года; война за независимость 1775-1783; первые американские президенты: Д.Вашингтон, Т.Джефферсон, А. Линкольн.

Пятая глава «Политика США» повествует о политическом устройстве США, законодательной и исполнительной власти; партиях; Конституции США, которая стала образцом для всего мира и остается неизменной на протяжении более 200 лет.

В ней дается историческая справка о формировании и развитии американской экономики и промышленности; рассказывается о международных связях; приоритетных направлениях экономики и тайных механизмах функционирования и процветания США.

Шестая глава посвящена экономическому развитию США. Седьмая глава «Система образования США» посвящена развитию и становлению системы образования Америки. Восьмая глава «Религия и традиции» состоит из трех подразделов.

В I подразделе речь идет о формировании религиозных взглядов американцев на протяжении 200 лет развития: пуритане; католики; иудеи; новые религии и секты.

Хотя США это относительно молодое государство в формировании его традиций принимало участие все многослойное население страны, те, кто прибывали сюда в поисках счастья со всех концов мира.

Во II подразделе рассказывается о государственных и религиозных праздниках.

В III подразделе студенты познакомятся с американским образом жизни; характером; американской городской культурой; молодежным движением; скаутами; проблемами юношеской преступности.

Девятый раздел «Культура и развлечения» дает нам яркое представление о разных направлениях в американской живописи, архитектуре, музыке, театре и кино.

Второй подраздел – это спорт в жизни американцев.

Третий подраздел – это выдающиеся представители американской нации, сыгравшие значительную роль в формировании и развитии экономики, науки, искусства.

Таким образом, создается незабываемая атмосфера пребывания студентов в этой замечательной стране.



CHAPTER I. GEOGRAPHY & CLIMATE

UNIT I. GEOGRAPHICAL SURVEY

INTRODUCTION

USA of America



Flag



Great Seal

Motto

"In God we trust" (official)

Other traditional mottos

"E pluribus unum" (Latin) (de facto)

"Out of many, one" "Annuit ceptis" (Latin)

"He has favored our undertakings"

"Novus ordo seclorum" (Latin) "New order of the ages"

Anthem: "The Star-Spangled Banner"

Sorry, your browser either has JavaScript disabled or does not have any supported player. You can download the clip or download a player to play the clip in your browser.

Largest city

New York City

Official languages

None at federal level

Recognised regional languages

English, Spanish, Hawaiian, Samoan,
Chamorro, Carolinian, Cherokee

National language

English

Demonym

American

Government

Federal presidential constitutional republic

Congress

Upper house	Senate
Lower house	House of Representatives
Declared	July 4, 1776
Recognized	September 3, 1783
Constitution	June 21, 1788
Most recent state	August 21, 1959
Area	
Total	9,857,306 km ² (3rd) 3,805,927 sq mi
Water (%)	2.23
Population	
2016 estimate	320,206,000 (3rd)
Density	34.2/km ² (180th) 88.6/sq mi
Total	\$16.768 trillion (1st)
Per capita	\$53,042 (9th)

Land: 9,372,610 sq. km (continental U.S. plus Alaska and Hawaii); 19,924 km of coastline; 2,275,000 farms, averaging 181 hectares per farm; 27 % grazing and pasture; 19 % cultivated; 32 % forest; 22 % urban, mountain, desert and other.

Transportation: of 2,916 thousand mln. passenger-km traveled by vehicle: private automobiles account for 80.47 %; domestic airways 17.69 %; bus 1.18 %; railroads 63 %.

Population: 252,502,000 persons; 51.4 % female, 48.6 % male; average annual growth rate – 8 %; family size – 3.23 persons; median age 32.6, life expectancy at birth – 79 (female), 72.2 (male); 7.5 % are under age five; 12.5 % are over age 65; density – 69.5 persons per square km.

Ethnic Divisions: 73.6 % white; 11.1 % black; 8.3 % Hispanic origin; 2.7 % Asian and Pacific Islander; 0.7 % American Indian, Eskimo and Aleut; 3.6 % other.

Language: Predominately English with a sizable Spanish-speaking minority.



LOCATION & GEOGRAPHY

The USA is the world's fourth largest country, with an area of 3,679,192 mi² (9,529,107 km²).

It includes 50 states and one federal district. Its 48 contiguous states are situated in the middle of North America. The mainland USA borders Canada to the north and Mexico, the Gulf of Mexico, and the Straits of Florida to the south. The western border meets the Pacific Ocean and the Atlantic Ocean. Alaska and Hawaii are not joined to the other 48 states.

Alaska is at the extreme north of North America, between the Pacific and Arctic oceans, and is bordered by Canada to the east. The island chain of Hawaii is situated in the east-central Pacific Ocean, about two thousand mi. southwest of San Francisco. Although Americans generally do not consider themselves an imperial or colonial power, the country has a number of commonwealths and territories, most of which were acquired through military conquest.

These territories include Puerto Rico and the Virgin Islands in the Caribbean basin, and Guam, the Northern Mariana Islands, American Samoa and Wake Island in the Pacific.

The physical environment is extremely diverse and often spectacular. Alaska's glaciers coexist with flowering tundras that bloom in the arctic summer. The forests of the Pacific Northwest and northern California are known for giant ancient trees such as Sitka spruce and sequoia (redwoods).

Niagara Falls, Yellowstone National Park, and the Grand Canyon are a few of the better-known landscapes. The physical regions of the country overlap both national boundaries and cultural regions.

The Atlantic coastal plain extends from New England to Mexico's Yucatan Peninsula. It is characterized by flooded river valleys that form major estuaries, such as the Chesapeake Bay.

The Appalachian Mountains span two cultural regions. Located to the west of the Atlantic coastal plain, they extend from the Middle Atlantic state of New York to the south-eastern state of Georgia.

The Appalachians are an old, eroded mountain range that is now heavily forested. It is possible to traverse the entire range by walking the 2000-mile Appalachian Trail.

The interior lowlands area also crosses regions and national borders. It includes the Midwestern Corn Belt and the Great Plains wheat-growing region. The Great Plains section of the interior lowlands stretches into Canada. The Western Cordillera is part of a mountain chain that stretches from Chile in South America to Alaska. The highest peak in the country, Mount McKinley (Denali), is in the Western Cordillera in Alaska. The Western Intermountain Plateau, or Great Basin, crosses from the mountain states into the west. Major navigable inland waterways include the Mississippi River, which cuts north to south through the east-central part of the country; the Great lakes in the upper Midwest, the largest freshwater lake group in the world; and the Saint Lawrence River.

The physical environment has had significant effects on regional cultures. The rich topsoil of the Midwest made it an important agricultural area; its rivers and lakes made it central to industrial development. However, settlers significantly transformed their environments, recreating the landscapes they had left behind in Europe. The vast prairies of the Great Plains, which were characterized by numerous species of tall grasses, have been transformed by irrigation and modern agricultural methods into continuous fields of soybeans and wheat.

In the West, a series of pipelines and dams transformed Los Angeles and its desert surroundings into a giant oasis. American settlers were not the first to transform these landscapes; Native American groups also altered the lands on which they depended. Fire was used in hunting, and this expanded the prairie; irrigation was used in settled communities that practiced agriculture; and maize, a crop that cannot grow without human manipulation, was a staple crop. The idea that the environment shapes culture or character does have cultural currency. Over a century ago, the historian Frederick Jackson Turner theorized that the American frontier experience had been instrumental in forming the rugged, independent, and democratic national character.

Exercise 1. Choose the keywords that best convey the gist of the information.

LANDSCAPES

Five broad regions, all generally running from north to south, define the landscape of the USA.

In the east, the gently rolling terrain of the Atlantic coastal plain starts as a narrow band in New England and gradually widens to encompass the Gulf Coast.

Plunging southward from Maine, the Appalachian Mountains rise along the western edge of the coastal plain in the north and jut into the interior of the plain farther south. Once a lofty range, the pine-forested mountains are so old – more than 600 mln. years – that in most places they have been worn down to little more than 3,500 feet. The interior plain stretches from the eastern Great Lakes westward to the Rocky Mountains. It narrows to the south, eventually merging with the Atlantic coastal plain near the Rio Grande. The vast interior plain has two major subregions.

One is the central lowlands, where fertile fields of corn and cotton stretch to the horizon.

The second major subregion is called the Great Plains and, as it moves west and becomes drier and higher, the High Plains. It is a major producer of wheat. The western mountain system dominates the area west of the plains. The Rocky Mountains, with elevations of more than 14,000 feet, run from Alaska to Mexico. To the west rise the Cascades, the Sierra Nevada, and the Coast Ranges.

Between the Rockies and the far western ranges is the arid intermountain plateau, dominated by the Great Basin. This desert like basin is an interior drainage system where rivers either dry up or empty into evaporating lakes, rather than running to the sea. Beyond the continent, more than 2,000 mi. to the southwest, lay the Hawaiian Islands, formed almost entirely by volcanic action.

The vast and varied expanse of the USA of America stretches from the heavily industrialized, metropolitan Atlantic seaboard, across the rich flat farms of the central plains, over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii.

Without Hawaii and Alaska, the continental U.S. measures 4,505 km from its Atlantic to Pacific coasts, 2,574 km from Canada to Mexico; it covers 9,372,614 km². In area, it is the fourth largest nation in the world (behind Russia, Canada and China). The sparsely settled far-northern state of Alaska, is the largest of America's 50 states with a land mass of 1,477,887 km². Alaska is nearly 400 times the size of Rhode Island, which is the smallest state; but Alaska, with 521,000 people, has half the population of Rhode Island.

Airlines service 817 cities throughout the country. A flight from New York to San Francisco takes 2,5 hours. Train service is also available: the most frequent service is between Washington, D.C., New York and Boston in the East; St. Louis, Chicago and Milwaukee in the Midwest; and San Diego, Los Angeles and San Francisco in the West. A coast-to-coast trip by train takes three days.

The major means of intercity transportation is by automobile. Motorists can travel over an interstate highway system of 88,641 km, which feeds into another 6,365,590 km of roads and highways connecting virtually every city and town in the USA.

A trip by automobile from coast to coast takes 5-6 days.

America is a land of physical contrasts, including the weather. The southern parts of Florida, Texas, California, and the entire state of Hawaii, have warm temperatures year round; most of the USA is in the temperate zone, with four distinct seasons and varying numbers of hot and cold days each season, while the northern tier of states and Alaska have extremely cold winters.

The land varies from heavy forests covering 2,104 mln. hectares, to barren deserts, from high-peaked mountains (McKinley in Alaska rises to 6193.5 m), to deep canyons (Death Valley in California is 1,064 m below sea level). The USA is also a land of beautiful rivers and lakes.

The northern state of Minnesota, for example, is known as the land of 10,000 lakes.

The broad Mississippi River system, of great historic and economic importance to the U.S., runs 5,969 km from Canada into the Gulf of Mexico – the world's third longest river after the Nile and the Amazon.

A canal south of Chicago joins one of the tributaries of the Mississippi to the five Great Lakes – making it the world's largest inland water transportation route and the biggest body of fresh water in the world. The St. Lawrence Seaway, which the U.S. shares with Canada, connects the Great Lakes with the Atlantic Ocean, allowing seagoing vessels to travel 3,861 km inland, as far as Duluth, Minnesota, during the spring, summer and fall shipping season.

America's early settlers were attracted by the fertile land along the Atlantic coast in the southeast and inland beyond the eastern Appalachian Mountains.

As America expanded westward, so did its farmers and ranchers, cultivating the grasslands of the Great Plains, and finally the fertile valleys of the Pacific Coast.

Today with 1,214 mln. hectares under cultivation, American farmers plant spring wheat on the cold western plains; raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production, and the cool, rainy northwestern states are known for apples, pears, berries and vegetables.

Underground, a wealth of minerals provides a solid base for American industry. History has glamorized the gold rushes to California and Alaska and the silver finds in Nevada. Yet America's yearly production of gold (\$2,831,000,000) is far exceeded by the value of its petroleum, natural gas, clays, phosphates, lead and iron, even its output of sand, cement and stone for construction.

Production value of crude oil alone is about 4.2 thousand mln. annually, pumped from petroleum reserves that range from the Gulf of Mexico to Alaska's North Slope.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What is the largest of America's 50 states? 2. What is the smallest state? 3. How many cities do airlines service throughout the country? 4. How long does it take to arrange a coast-to-coast trip by train? 5. How many Great lakes are there? 6. What did America's early settlers attract? 7. What do American farmers plant today? 8. What are Florida and California famous for? 9. What kinds of minerals provide a solid base for American industry? 10. What is America's yearly production of gold far exceeded by? 11. Is the broad Mississippi River system of great historic and economic importance to the U.S.? 12. What joins one of the tributaries of the Mississippi to the five Great Lakes? 13. What is the St. Lawrence Seaway connected with? 14. What kind of land varieties are there in the USA? 15. How many days does a trip by automobile from coast to coast take? 16. Is America a land of physical contrasts, including the weather? 17. How long do the continental U.S. without Hawaii and Alaska measure? 18. How many subregions does the vast interior plain have? 19. How many cities does airlines service throughout the country do? 20. Are the Hawaiian Islands formed almost entirely by volcanic action?

Exercise 3. Translate words in the brackets in the correct form.

The USA is a large country and the climate (различается) from the tropical in Hawaii to the subarctic in Alaska. Yearlong temperatures are (ниже) in the northern and north-eastern states and (выше) in the southern and western states. Humidity is (выше) in the East than in the West.

West coast winters are (мягкие) and (дождливые) except in southern California, where they are mild but drier. In central and eastern regions, the weather is very (переменчивая) in winter. It may rain in the morning and snow in the evening when the north wind begins blowing. The southern coasts of Alaska have (умеренный) temperatures in both winter and summer. Summer temperatures also vary from region to region. In many places in southern Arizona and California the (средняя) daily temperature is above 40°C. Summers are very hot and (влажный) on the eastern coast; they are dry and hot in most continental areas and (прохладный) along the western coast.

Exercise 4. Analyze the information and use it in practice.

Exercise 5. Add some information & make up a small report & give a talk in class.

DIALOGUE

THE WEATHER FORECAST

Carol & Nathan Ackerman live in Washington, D.C. They're planning a weekend trip.

Nate: I know, Carol! Why don't we go to the Pennsylvania Dutch country?

Carol: It's a long way, Nate.

Nate: Oh, it isn't too far. Anyway, the highway's an Interstate, so we can get there quickly.

Carol: But Pennsylvania's often cold at this time of the year. It might snow.

Nate: Well, yes. It might, but I don't think it will.

Carol: I'm not sure. It is December, and I'm *afraid of driving in the snow*. And we might not be able to find a hotel. They might be closed.

Nate: Oh, that's no problem. I can *make a reservation* by phone tonight.

Carol: Well, maybe it's not a bad idea. We might have beautiful weather.

Nate: Oh, we'll enjoy ourselves anyway. Let's watch the weather forecast on TV. We might not go to Pennsylvania. We might go to Virginia or North Carolina. We can decide after the *forecast*.

Let's look now at the weather map. It's generally clear in the Washington area with some rain over here in the mountains of Virginia. It's 43° now outside our studio. That's 6° Celsius. Our low tonight will be 34°. The humidity is a damp 75 %, with winds from the northwest. Now let's look at the forecast for tomorrow. It'll be colder, with a high of 36°. They'll be getting snow in northern Pennsylvania and in upstate New York. We might get some of the snow, but probably we'll have a little rain instead.

The rest of the Northeast and Middle Atlantic states will be gray and *overcast*, except it'll be partly cloudy with *occasional sunshine* south of us in Virginia and North Carolina. We might get some cold winds tomorrow from the northwest, and they might bring us some of that snow. So keep that in mind if you're driving this weekend, because Sunday looks like more of the same.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Read the text and explain why the author compares the weather in Washington with a winning candidate.

The weather in Washington reminds me of a winning candidate who promises everything, but you never know just when to expect it at all. Sometimes it's April in January, and March often behaves like December or May. Or as Mark Twain found it here: "When you arrived (at the station at night) it was snowing. When you reached the hotel, it was sleeting. When you went to bed it was raining. During the night it froze hard and the wind blew some chimneys down.

When you got up in the morning, it was foggy. When you finished your breakfast at ten o'clock and went out, the sunshine was brilliant, the weather balmy and delicious, and the mud and slush deep and all pervading. You will like the climate – when you get used to it." If you care to follow Mark Twain's advice, take an umbrella and overcoat, and fan, and go forth.

My advice on what to expect, season by season, regarding the weather is spring – it's a wonderful, most attractive, liveliest time of the year. Mild weather usually arrives earlier than it does in most northern cities. (Prepare for possible 27° C in March), flowers burst into bloom starting with magnolia, and then followed by cherry blossoms, azalea and pansies.

Summer – it can be hot, humid, and sticky. Men wear tropical outfits. Autumn – the best season except for spring; in some ways the best of all. The climate is dry, mild. If you are driving, the colour in the mountains is beautiful. Winter – unpredictable, some years raw, cold, soggy; other short and mild. You don't have to bring your umbrella and galoshes, but come prepared to buy them.

Exercise 3. Write a short essay on the topic.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

CONVERSATION ABOUT THE WEATHER

▪ This, I suppose, is a typical winter's day. The streets are covered with snow. The air is clear and cold. Certainly, we never see anything like this in Cuba, where I come from.

▪ Perhaps such a scene is typical for some sections of the USA but not for New York City.

The streets won't stay this way for very long. As always in New York, the temperature will probably change within a few hours; the snow will melt and then the streets will be covered instead with mud and slush – not a very pretty sight.

▪ How often does it snow like this during the winter in New York?

▪ Generally about three or four times. Usually they are all light snowfalls of an inch or two. Sometimes the snow barely covers the ground, and often during a snowstorm the snow will change to rain and wash away by itself in a few hours.

▪ However, I have read various times in the newspapers about heavy snow-falls in New York. There are photographs of certain parts of the city completely blanketed in snow.

▪ Perhaps once in every four or five years we have a heavy snowstorm or blizzard, but such storms are the exception rather than the rule. Temperatures in New York during the real winter months of January and February range between 25 and 40 Fahrenheit, and that is not cold enough for snow.

One has to go up into the mountains or farther north to find real snow. In such sections, there is snow on the ground from the beginning of winter until the spring thaws come. Then the snow gradually melts and disappears.

▪ The changes of season and weather are very interesting. In the USA, one can find every type of climate and weather. In Cuba, of course, the weather changes very little. We have only two seasons, summer and winter, with a difference in temperature of only 15 or 20.

▪ One does not have to go out of New York City to find examples of every type of climate.

The changes that occur in the weather here are often as sudden as they are unpleasant. A change of temperature of 40 within a single day is not uncommon.

▪ But you have said that winter temperatures do not go very low in New York.

▪ Normally winter temperatures here range between 25° and 40°, but that does not mean that they do not go lower. Sometimes we have temperatures below zero. Thus, there are times during a snowstorm when the temperature will suddenly drop and the snow will change to sleet and hail.

Again the snow may begin to melt normally but the temperature drops, and before the streets can be cleaned, the water has all changed to ice. Then it is almost impossible to drive or walk. Cars are sliding all over the streets. People slip and fall everywhere on the sidewalks.

▪ That sounds like a lot of fun.

▪ It's not very funny when you slip and fall on the ice. You go down suddenly and there is no way of catching yourself.

▪ I want to take some photographs of myself standing in the snow in Central Park. I want to send them home to my friends in Cuba. Most of them have never seen snow.

▪ In New York one enjoys or suffers all kinds of climate. In the spring, it rains frequently, and there is a great deal of wind. In summer, the heat becomes sometimes almost unbearable.

A heavy, humid heat is almost suffocating. New York, because of its proximity to the ocean, is quite humid. This same humidity also makes many winter days unpleasant because the air, instead of being dry and brisk, is damp and penetrating. The cold seems to go right into one's bones.

▪ I suppose that there is nothing much one can do about the weather here except it philosophically. New York is such a wonderful place otherwise.

▪ Most New Yorkers love their city and accept such minor inconveniences. However, it is even difficult to dress properly for such weather.

If you dress in heavy clothes in the morning, the weather may turn hot suddenly. If you dress lightly because the morning seems warm, the temperature drops and by night, you are shivering with cold. Yet New Yorkers learn even to joke about such things. To any visitor to the city who complains about the weather, they say, "If you don't like our weather, wait a minute. It will change." They also say that no woman is permitted to work in the office of the local weather bureau because the weather is changeable enough as it is.

- Speaking of jokes, I forgot to tell you that in Mexican restaurant where I ate last night they had the day's weather prediction printed right on the menu.

- Really? What did it say?

- It said: Chili today and hot tamale.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Analyze the topical vocabulary, learn it and make up sentences with it.

Dirty weather – ненастная погода

brocken weather – неустойчивая, переменная погода

dull weather – пасмурная погода

fair weather – хорошая, ясная погода

fine weather – хорошая погода

foul weather – отвратительная погода

rough weather – непогода, буря, ненастье

weather conditions – метеорологические условия

weather exposure – воздействие метеорологических условий

weather permitting – при благоприятной погоде

weather report – метеосводка weather centre – метеоцентр

weather satellite – метеорологический спутник

to make good weather – мор. – хорошо выдерживать шторм (о корабле)

to make bad weather – мор. – плохо выдерживать шторм (о корабле)

to weather on – мор. идти с наветренной стороны

to weather out (through) – выдерживать (испытание и т. п.)

weather chart – синоптическая карта weather map – метеорологическая карта

weather damage – ущерб, нанесенный неблагоприятными погодными условиями

weather disaster – особо опасное явление погоды

weather forecast – прогноз погоды

to give the weather forecast – передавать прогноз погоды

weather gage – барометр

to have the weather of smb. – иметь преимущество перед кем-л.

to make heavy weather of smth. – находить что-л. трудным, утомительным

in the weather – на улице, под открытым небом

under the weather – в беде, в затруднительном положении

to keep one's weather eye open – смотреть в оба; держать ухо востро

Exercise 3. Translate the sentences with the key words «weather».

1. I like cold weather. 2. They go out in all weathers. 3. The weather was bad. 4. During the flu season many people feel under the weather. 5. He's still a bit under the weather. 6. I'm feeling sort of under the weather after that booze-up. 7. You've been under the weather for some days now, why don't you see a doctor? 8. You've been under the weather for some days now, why don't you see a doctor? 9. Daddy's just a tad under the weather again. 10. They made heavy weather of this case. 11. I am under weather. 12. Weather permitting we do it.

Exercise 4. Fill in the gaps in the text Landscapes with words and word-combinations in the correct form from the box below.

Interior plain, fertile fields, subregion, to define, rolling, to widen, to jut, range, to stretch, coastal plain, to dominate, intermountain plateau, desert, to dry up, to form.

Five broad regions, all generally running from north to south, 1)_____the landscape of the USA. In the east, the gently 2)_____terrain of the Atlantic coastal plain starts as a narrow band in New England and gradually 3)_____to encompass the Gulf Coast. Plunging southward from Maine, the Appalachian Mountains rise along the western edge of the coastal plain in the north and 4)_____into the interior of the plain farther south. Once a lofty 5)_____, the pine-forested mountains are so old - more than 600 mln. years – that in most places they have been worn down to little more than 3,500 feet. The interior plain 6)_____ from the eastern Great Lakes westward to the Rocky Mountains. It narrows to the south, eventually merging with the Atlantic 7)_____near the Rio Grande. The vast 8)_____has two major sub-regions. One is the central lowlands, where 9)_____of corn and cotton stretch to the horizon. The second major 10)_____is called the Great Plains and, as it moves west and becomes drier and higher, the High Plains. It is a major producer of wheat. The western mountain system 11)_____the area west of the plains. The Rocky Mountains, with elevations of more than 14,000 feet, run from Alaska to Mexico. To the west rise the Cascades, the Sierra Nevada, and the Coast Ranges. Between the Rockies and the far western ranges is the arid 12)_____, dominated by the Great Basin. This 13)_____like basin is an interior drainage system where rivers either 14)_____or empty into evaporating lakes, rather than running to the sea. Beyond the continent, more than 2,000 mi. to the southwest, lie the Hawaiian Islands, 15)_____ almost entirely by volcanic action.

Exercise 5. Translate the sentences into Russian.

1. The garden had become a wilderness of weeds and bushes. 2. He is proud of the garden he made from a wilderness. 3. For so long he had waited in the wilderness for a recall to Test cricket. 4. This is a desolate wilderness. 5. There is some arctic unexplored wilderness. 6. He is in the political wilderness. 7. Wilderness Society is very popular in the USA. 8. That garden is a wilderness. 9. This is a wilderness of faults and follies. 10. I am in the wilderness. 11. This is one of the largest wilderness areas in North America.

Exercise 6. Read words and word-combinations and make up sentences with them.

Beautiful landscape – красивый пейзаж

bleak (gloomy) landscape – унылый вид

landscape architect – архитектор по ландшафту

landscape sketch – перспективный чертёж местности

landscape architecture – садово-парковая архитектура

landscape painter – пейзажист

landscape-gardening – садово-декоративное садоводство

landscaping – ландшафтная архитектура

wilderness – пустыня; дикая местность

howling wilderness – дикая, пустынная местность, глухой, пустынный район

the Alaskan wilderness – пустыня Аляски

desolate wilderness – бесплодная пустыня

trackless wilderness – бездорожье

unexplored wilderness – дикая/первобытная природа

a voice in the wilderness – библ. глас вопиющего в пустыне

in the wilderness – быть не у дел, не у власти (о политике); быть не в фаворе

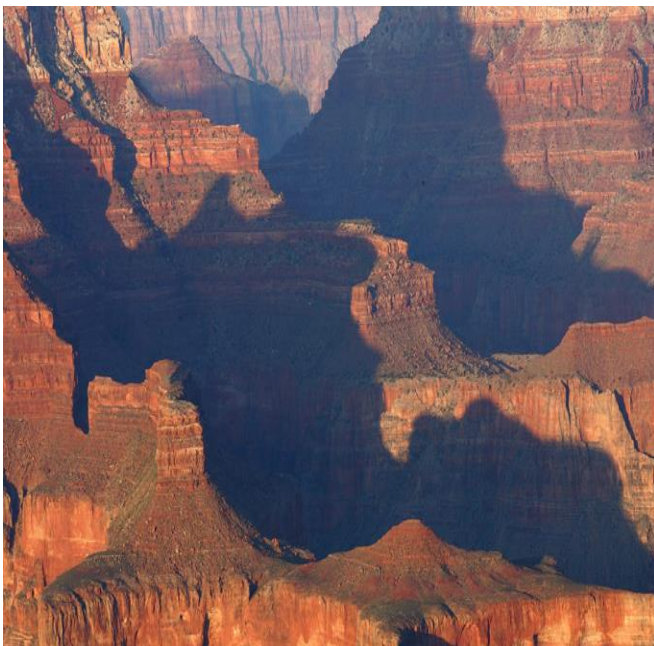
a wilderness of faults and follies – уйма ошибок и глупостей

Exercise 7. Translate words in the extract on Lure of the Wilderness in the brackets.

Lonely and isolated, early (поселения) of northern Europeans in the New World huddled near the Atlantic coastline. The Spanish missions on the Pacific coast of the continent and in the area of what is now Mexico, 3,000 mi. (4,800 km) distant, were unknown to them.

To the east, 3,000 mi. of angry ocean (отделять) the settlers from their former homelands. Inland, they faced a vast, frightening, (неизвестный) and mostly forested wilderness. Settlers viewed the (дикая местность) both as a source of danger and wealth. Dangerous beasts posed a serious threat anywhere outside the settlements. The native peoples were (многочисленный), and their reaction to the (внезапный) appearance of new settlers unpredictable.

On occasion, scouts and explorers vanished into (необъятность) of the forests. Though the wilderness awed the early settlers, it also (привлекать) them. It provided a wealth of timber for building and use as fuel. In many areas, game animals were plentiful. Beavers, foxes and other small animals provided valuable furs (на продажу) to Europe. Explorers who did return from the continent's interior told stories of high mountains, great fertile valleys, grassy plains, mighty rivers and lakes as big as inland seas. To the people who told the stories and to the people who heard them, the wealth and resources of the New World appeared (безграничный). All that seemed necessary was courage and hard work to create a paradise on Earth.



WILDNESS IS THE PRESERVATION OF THE WORLD

For more than 100 years, the USA has been working to protect unspoiled wilderness. In the pages that follow, leading nature photographers capture the richness of these wild areas. When naturalist and author Henry David Thoreau wrote the words quoted above, more than a century ago, he was describing the moral responsibility we all share to preserve and protect the natural world.

For Thoreau, to save the wilderness-powerful places of solitude and contemplation – was to save one's soul. However, today, Thoreau's words have taken on another meaning – nature and its wilderness have become essential to our very survival. Wildernesses areas help clean our water by protecting watersheds; they filter pollutants from our air. They are also "living laboratories" for medical and scientific research. Many prescription drugs, for instance, are made from natural substances, which can be found on public lands. Wilderness areas provide critical habitat for threatened species and offer humans' havens of recreation and beauty. They can only give a glimpse of the scenic and natural richness of North America, part of a planet that boasts anywhere from five to 30 mln. different species, only 1.4 mln. of which have ever been identified.

The USA established the world's first national park. Wyoming's Yellowstone, in 1872, and has steadily added land to national forests, parks and wildlife refuges throughout the 20th century.

Today, the federal government manages some hectares of public land, some reserved for multiple uses such as forestry, mining and recreation, but much of it pre-served solely as parks and wilderness. States administer hectares of parks and recreation areas and localities.

In recent years, private organizations such as The Nature Conservancy have worked to purchase and protect valuable natural habitats throughout the country.

Wilderness areas are forced to cope with the environmental pressures of development, pollution and even the over-eager embrace of too many hikers, campers and visitors.

Preserving them will require government and private citizens to make a continuing commitment to heed Thoreau's words. For a time, the wide Mississippi and the vast, mostly unexplored Louisiana Territory beyond blocked American expansion to the west. Louisiana had belonged to France in the 17th and early 18th centuries.

It was owned by Spain in the late 18th century and returned to France in 1800.

In 1803, agents of USA President Thomas Jefferson negotiated the purchase of the vast territory from the French emperor Napoleon. The Louisiana Purchase, stretching north from the Gulf Mexico to the Canadian border and westward to the Rocky Mountains, almost doubled the land area of the United State. All or parts of the present states of Louisiana, Arkansas, Oklahoma, Kansas, Missouri, Colorado, Nebraska, Iowa, North Dakota, South Dakota, Minnesota, Wyoming and Montana were acquired by the Louisiana Purchase.

The Louisiana Purchase also gave the USA a very large, very distinct geographic region known as the Great Plains, or Western Prairies. Around 1803 this was a region of flat or gently rolling land covered with tall grass. There were practically no trees, bushes or exposed rocks. Early travellers through the region called it "a sea of grass".

In general, the Great Plains region is drier than the land east of the Mississippi. Rainfall ranges from around 40 inches (103 cm) a year on the eastern rim of the Great Plains to less than 18 inches (46 cm year) in the western portion.

Summers on the Great Plains can be very hot, about 44 Celsius, and dry. Summer rain, when it comes, is usually in the form of fierce thunderstorm. Both droughts and floods are common to some parts of the vast region. On the Great Plains, the seasons of spring and autumn tend to be brief.

Winter particularly in Montana, the Dakotas, Wyoming, Nebraska, Iowa and Minnesota can be very cold. Temperatures often dip as low as -40° Fahrenheit (-40° Celsius).

Fierce, windy snowstorms, or blizzards, are not uncommon. At the time of the Louisiana Purchase relatively few people lived in the Great Plains region.

A number of Indian tribes – primarily Sioux, Pawnee, Comanche and Cheyenne – hunted on the Great Plains. Unlike American Indians to the east, south and far west, these tribes did not live in permanent year-round settlements, nor did they grow crops. They survived by hunting, particularly the buffalo. And they moved with the buffalo herds. For over 40 years after the Louisiana Purchase, white Americans did not move into the Great Plains in large numbers. During the first half of the 19th century, most westward-bound settlers viewed the Great Plains region as a place to cross on their way to more attractive lands on North America's Pacific Coast.

Exercise 1. Render the main idea of the information above.

Exercise 2. Pick up all the details on weather and write a short essay about it.

Exercise 3. Answer the questions.

1. How many years has the USA been working to protect unspoiled wilderness? 2. What did it mean for H. D. Thoreau to save the wilderness-powerful places of solitude and contemplation? 3. What kind of meaning have Thoreau's words taken today? 4. Are wilderness areas called "living laboratories" for medical and scientific research? 5. What do they help do? 6. Can parks give a glimpse of the scenic and natural richness of North America? 7. Who established the world's first national park? When was it? 8. How many hectares of public land does the federal government manage as parks and wilderness? 9. Who has worked to purchase and protect valuable natural habitats throughout the country? 10. What are wilderness areas forced to do?

Exercise 4. Analyze the topical vocabulary, learn it and make up sentences with it.

forest preserve – лесной заповедник

game (wild-life) preserve – охотничий заповедник, охотничье угодье

national preserve – амер. национальный заказник

preserver – сторож в охотничьем заповеднике

the preservation of the country's national interests – охрана национальных интересов

architecture and historic preservation – охрана исторических памятников

preservation of wild-life – охрана природы

preservationist – защитник, сторонник защиты

to preserve a constitution – охранять конституционные права

Exercise 5. Translate the sentences into Russian.

1. Boundary is a line which marks the limits of an area; a dividing line. 2. The boundary of an area of land is an imaginary line that separates it from other areas. 3. Drug traffickers operate across national boundaries. 4. The boundaries between history and storytelling are always being blurred and muddled. 5. Owning racehorses is the preserve of the rich. 6. The gardening is Jo's preserve. 7. These fine old houses should be preserved for the future. 8. God preserve me from such a fate!



THE MISSISSIPPI

The Mississippi is a romantic river whose relationship with man goes way back beyond its discovery by the Spaniards in the 16th century. The River Indians used it as a highway and as a source of food, and it was they who gave it its name – "misi," meaning "great" and "sipi", meaning "water".

When the length of its great tributary, the Missouri, is added to it, the Mississippi becomes the third longest river in the world. From the source of the Missouri to the tip of the delta, it is 2,480 mi. long. Its headwaters have been compared with a healthy, thick-branched tree, healthy because its main branches, or tributaries, are navigable for most of their length.

The Indians paddled up and down it in their canoes. The first steamer was launched in 1810.

It had a single great paddle wheel at the stern, and from then on was known as a "paddle-wheeler". Throughout the 19th century, these unique ships were queens of the Mississippi. They have become part of American history and American literature. The noted writer, Mark Twain immortalized the river in his greatest novel, *Huckleberry Finn*, and Oscar Hammerstein immortalized it in his song, "O! Man River," made popular all over the world by the great black American singer and actor, Paul Robeson (1898-1976).

Paddle wheelers still carry passengers from Cincinnati on the Ohio River to New Orleans, a trip which only the well-off can afford. As for freight, towboats push enormous rafts and barges, locked together tightly so as to form vast platforms. These barges carry their huge loads upstream into the great tributaries as well as downstream from New Orleans, through locks and into the "bayous" or outlets of the delta – and on into canals which take them to the great intra-coastal waterway, which stretches from Florida in the east to the Mexican border in the West.

The Mississippi is one of the busiest highways of any kind in the world.

Great rivers are prone to floods. In 1927, the Mississippi swamped 26000 acres, sweeping away farms, towns, everything in its path. In 1938, its floods drowned or killed 200 people and made millions homeless. Today the river has largely been tamed.

Levees, high banks built of earth, hold back the floodwaters. Industries have spread down some of the waterways of the delta, but otherwise the delta is a remote place, the homeland of a little colony of French Canadians that the British drove out of Nova Scotia in the 18th century. They still speak a French dialect, mixed with English, Indian, Spanish and Negro idioms. They keep to themselves, farming the rich soil of the delta, but leading fairly primitive lives. They are called Cajuns.

"Great Water" has also been a frontier river. Pioneers who first reached its banks wondered not only where it went, but what lay beyond; in 1764 the French founded a city on the right bank of the river, and named it after their king, Louis XV. This city, named St. Louis, became the jumping-off place for the adventurous men and women who opened up the Great Plains, and the way to the Far West.

Some 40 years earlier, at the beginning of the 18th century, the French had founded another city just above the Mississippi delta, New Orleans. It was the Mississippi that made the city what it is.

New Orleans is one of the great ports of the world, and one of the greatest terminals for both sea and river traffic. Yet the "Great Water" always remains a threat, for the streets of the city are below the level of the river, and at flood time, only the huge levees stand between the city and disaster.

Exercise 1. Digest the information briefly in English.

Exercise 2. Translate the phrases into your native language.

Highway, navigable, paddle-wheel, busiest highways, huge loads, upstream, intra-coastal waterway, downstream, to swamp, homeland, farming, to lead fairly primitive lives, jumping-off place, adventurous, at the beginning of, great ports of the world, sea and river traffic, disaster, levees.

Exercise 3. Translate the sentences.

1. He paddled us to shore in his canoe.
2. They paddled around the South Pacific in a kayak.
3. A lovely little stream that you can paddle in.
4. They paddle their own canoe.

FROM SEA TO SHINING SEA

Long before the Great Plains region was known to white people, there were European settlements along the California coast. They were created by Spanish missionaries, soldiers, traders and settlers moving north from below what are now the border with Mexico. They included San Diego, Los Angeles, Santa Barbara, San Luis Obispo, Monterey and, finally, San Francisco.

The Spaniards were not the only explorers of America's Pacific Coast region. British, Russian and, later, American seafarers explored the coastline. They marvelled at the beautiful harbours, high mountains, very fertile valleys and almost perfect climate.

In 1778, British sea captain James Cook (1728-1779) explored the Pacific coastline north of San Francisco to Alaska. Some of Cook's sailors discovered that sea otter skins bought for around \$2 each from the Indians of the American Northwest could be sold in China for around \$100 each. This prompted the British as well as Americans to set up a number of trading posts in the region.

In addition to these British and American interests, Russia had claims on the region. In 1741, Vitas Bering, a Danish explorer employed by the Russian emperor, explored the coastal areas of Alaska and the Aleutian Islands.

These explorations led to the creation of Russian settlements in Alaska. From these posts, Russian ships sailed up and down the coast from Alaska to California hunting seals and sea otters.

The Pacific coastal region stretching from California to Alaska and inland through the Rocky Mountains became known as the Oregon Country. In 1803, it was claimed by Spain, Russia, the USA and Britain. Though Russia controlled Alaska and Spain was in possession of California, the British and American claims on Oregon were strongest. Both countries had trading posts on the coast.

Then, travelling overland from Canada, British explorer Alexander Mackenzie reached the Oregon coast in 1793. This and other overland explorations opened the interior of the Oregon Country to the British. The Americans were not far behind.

In November 1805, USA explorers M. Lewis (1774-1809) and W. Clark (1770-1838) reached the Oregon Coast after a two-and-a-half year journey from the Mississippi River.

A number of American trappers and hunters followed the example of Lewis and Clark and explored new trails to the West. Because they spent much time exploring passes through the Rocky Mountains in California and the Oregon Country, they became known as the "mountain men". They played a big role in the westward expansion of the USA.

Early in the 19th century, Spain and Russia gave up their claims on the Oregon Country. Then in 1818, Britain and the USA agreed to share the vast territory. Also in 1818, the boundary between the USA and British North America (now Canada) was established along the 49th latitude line from the Great Lakes to the Oregon Country (the eastern slopes of the Rocky Mountains).

In the following year, 1819, a treaty with Spain set the boundary between the USA and the Spanish possession of Mexico. At that time, Mexico included what were later to become the American states of Texas, Arizona, Utah, Nevada, New Mexico, California and part of Colorado.

The westward movement of Americans was spurred on by the idea that it was the "manifest destiny" of the USA to span the continent from the Atlantic Ocean to the Pacific Ocean.

But California was firmly under Mexican control. Therefore, many Americans felt that the easiest way to expand the USA to the Pacific was by gaining sole control of the Oregon Country.

During the 1820s and '30s, British settlements and trading posts in the Oregon Country greatly outnumbered those of the Americans. As a result, many American political leaders feared that the British would gain sole control of the Oregon Country. A great effort was made to encourage American settlement in Oregon. The first Americans going to Oregon travelled by ship from the USA' east coast, around South America, through the stormy Strait of Magellan, and up along the Pacific Coast.

It was a difficult, dangerous and expensive journey that lasted months.

Starting in 1832, groups of settlers travelled overland to Oregon.

Usually, the settlers started from Independence, Missouri, and followed a winding trail for over 2,000 mi. (3,200 km) to Oregon.

The overland route to Oregon became known as the Oregon Trail, but it was never a single marked trail. It was a general direction across the Great Plains with some known river-crossing points and passes through the mountains. It was a very difficult, dangerous trail. Floods, droughts, blizzards, prairie fires, accidents, disease and hostile Indians took a high toll of the would-be settlers.

In 1843, "Oregon fever" gripped many parts of the USA. People in many areas sold or abandoned their worn-out farms, packed all their belongings, and headed west. Soon, the American settlers in the Oregon country outnumbered the British.

Some Americans were prepared to settle for half the Oregon Country – south of latitude 49°.

This would extend the border between the USA and British North America all the way to the Pacific. Many other Americans, however, demanded the entire Oregon Country – all the way north to latitude 54° 40 minutes. They spread the slogan "54-40 or fight". Then, in 1844, a man committed to "manifest destiny", James K. Polk was elected president of the USA.

In his inaugural speech in 1845, President Polk said that the American claim "to the whole of Oregon is clear and unquestionable". For a time, war between the USA and Britain seemed likely.

Then, in 1846, the British foreign secretary Lord Aberdeen offered the Americans the portion of the Oregon Country south of latitude 49. President Polk, faced with the likelihood of war with Mexico, and not wishing to lead the USA into war with two adversaries at the same time, agreed.

On June 15, 1846, the southern portion of the Oregon Country (made up of the present states of Washington, Oregon and Idaho with parts of Montana and Wyoming) became part of the USA.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. When were there European settlements along the California coast? 2. Who were they created by? 3. What places did they include? 4. Who explored the Pacific coastline north of San Francisco to Alaska? 5. When was it? 6. How much did otter skins cost then? 7. Who explored the coastal areas of Alaska and the Aleutian Islands? When was it? 8. Who explored North America and reached the Oregon Coast after a two-and-a-half year journey from the Mississippi River? When was it? 9. When did Spain and Russia give up their claims on the Oregon Country? 10. When did Britain and the USA agree to share the vast territory? 11. Where did the first Americans going to Oregon travel by ship? 12. How did the overland route to Oregon become known? 13. When did "Oregon fever" grip many parts of the USA? 14. What did President Polk in his inaugural speech in 1845 say? 15. When did the southern portion of the Oregon Country become part of the USA? 16. When did groups of settlers travel overland to Oregon? 17. Was a great effort made to encourage American settlement in Oregon? 18. How did the overland route to Oregon become known? 19. Was it a very difficult, dangerous trail? 20. When did the southern portion of the Oregon Country become part of the USA?

Exercise 3. Make notes of your new knowledge about national parks.

Exercise 4. Give the synonyms to the following ones.

Effort, to encourage, settlement, to explore, travel, route, inaugural, speech, part, portion, to reach, to grip, overland, coast, border, to extend, to become, movement, to include, to spur, idea, fever, to share, boundary, to establish.

Exercise 5. Give the antonyms to the following ones.

Effort, to encourage, settlement, to explore, travel, route, inaugural, speech, part, portion, to reach, to grip, overland, coast, border, to extend, to become, movement, to include, to spur, idea, fever, to share, boundary, to establish.

Exercise 6. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
British sea captain James Cook explored the Pacific coastline north of San Francisco to Alaska_____	in 1741.
Vitus Bering, a Danish explorer employed by the Russian emperor, explored the coastal areas of Alaska and the Aleutian Islands_____	in 1778.
British explorer Alexander Mackenzie reached the Oregon coast _____	in 1803.
The Oregon Country was claimed by Spain, Russia, the USA and Britain	in 1805.
USA explorers reached the Oregon Coast	in 1793.
Spain and Russia gave up their claims on the Oregon Country_____	early in the 19th c.
The boundary between the US and British North America (now Canada) was established _____	in 1818.
Britain and the USA agreed to share the vast territory _____	in 1819.
A treaty with Spain set the boundary between the USA and the Spanish possession of Mexico_____	in 1818.
During _____British settlements and trading posts in the Oregon Country greatly outnumbered those of the Americans.	the 1820s and '30s
The settlers followed a winding trail for over _____to Oregon.	2,000 mi.
Groups of settlers traveled overland to Oregon, starting _____	in 1832.
"Oregon fever" gripped many parts of the USA_____	in 1845.
The war between the USA and Britain seemed likely_____	in 1843.
The British foreign secretary Lord Aberdeen offered the Americans the portion of the Oregon Country _____	in 1846.
The southern part of the Oregon Country became part of the US_____	in 1846.



NEED FOR CONSERVATION

The *frontier experience* of moving westward and breaking new ground gave Americans several traditions. One was of independence, self-reliance and resourcefulness. Another, unfortunately, was a tradition of *wasteful uses of natural resources*. Land, water, timber and wild animals seemed so *plentiful* that people on the frontier thought these resources would never run out. For a long time it was easier and cheaper to *abandon worn-out farmland* than to nurse it back to productive use.

However, not all Americans feel this way. From the early colonial period, many Americans have argued for *the preservation of forests, lakes and rivers* and the careful use of farmland. Even the young George Washington, as a Virginia surveyor, was an early pioneer in conservation.

By the mid-1800s, the need to conserve natural resources acquired a special urgency.

The buffalo herds were rapidly disappearing. So were many other *wild animals*, including wolves, passenger pigeons, fur seals and sea otters. Forests were being destroyed by logging and forest fires. Rivers and lakes were being clogged and polluted with *the waste of logging and mining*.

Several naturalists called for action by the American people and government *to save the nation's natural heritage*. Chief among them was John Muir (1838-1914).

Muir, who was born in Scotland, *roamed through* the West studying and describing the natural wonders of his adopted land. He also campaigned vigorously for a national effort to save those natural wonders for future generations. It was largely through his efforts that wilderness lands were set aside as public parks. The first of these was the Yosemite Grant in California. This consists of a beautiful *valley surrounded by cliffs and pinnacles*. Giant Sequoia trees and other rare plants grow there. Yosemite was made a national park in 1890, but it wasn't the first. That honour went to Yellowstone, a 2.25 mln.-acre (1 mln. hectares) tract of wilderness land established as a national park in 1871.

President T. Roosevelt, who knew and loved the vast, unspoiled beauty of the American West, began fighting for conservation as soon as he came into office in 1901. Sweeping provisions made to conserve the natural resources of the nation were among the most *important achievements* of the Roosevelt administration. Many national parks and national forests were set aside as reserves after 1901, and a National Park Service was set up to administer them in 1916.

The National Park system is an American example of conservation that has since been imitated by many countries around the world. Private groups and *government agencies* came into existence to regulate and restore wildlife, to conserve soil and water, and to manage fishery resources.

Though most Americans have become committed to conservation, *a legitimate debate* continues over setting a proper balance between conservation and the development of America's natural resources *for the sake of promoting national economic welfare* and energy self-sufficiency.

Starting around 1880, a number of programs were set up to reclaim eroded land.

Farmers were encouraged to buy or build small windmills to pump irrigation water out of deep wells. Later, rivers *were dammed* and irrigation canals built to provide additional water.

Farmers introduced new types of wheat, which could resist cold winters and hot, dry summers, and experimented with contour plowing and crop rotation methods. More recently, *agricultural researchers* have developed a method of planting without plowing. Known as *conservation tillage*, it involves leaving the previous crop's residue on the surface to lessen soil erosion. Then, instead of scarring the soil with plow blades, rows of tiny holes are punched in the soil to accept the new seeds.

The westward flow of settlement across the USA first led to *wasteful attitudes and practices*.

Later there developed a *popular grass-roots concern* for natural resources that gains strength year by year. Americans *have pioneered* many conservation efforts.

Exercise 1. Digest the information briefly in English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Translate italic phrases and try to render the text with their help.

Frontier experience; wasteful uses of natural resources; plentiful; to abandon worn-out farm land; preservation of forests, lakes and rivers; buffalo herds; wild animals; nation's natural heritage; the waste of logging and mining; to save the nation's natural heritage; to roam through; valley surrounded by cliffs and pinnacles; wilderness land; important achievements; government agencies; national economic welfare; legitimate debate; the National Park system; wasteful attitudes and practices; a popular grass-roots concern; to pioneer; to dam rivers; conservation tillage; agricultural researchers.

Exercise 5. Fill in the blanks with the correct words from the list.

Depressions, swampy, enjoy, coniferous, reptiles, McKinley, moraine, canyons, rodents, tablelands, erosional, tributary, rapids, reclaim, empties.

The Central Plains have a hilly ____ relief in the north and a more gentle ____ relief in the middle and southern parts. 2. The Mexican Lowlands is ____ along the Gulf coast. 3. Mount ____ is the highest peak of the USA and the whole of North America. 4. West of the Rockies lie vast plateaus and _____. 5. The Great Basin is a desert tableland with deep _____. 6. The plains west of the Appalachian Mountains _____ a continental climate. 7. The Ohio River is a _____ of the Mississippi. 8. The Hudson River _____ into the Atlantic Ocean. 9. The rivers in the west of the country flow through deep _____ and are cut by numerous _____. 10. The vegetation in the Cordilleras is represented by _____ forests. 11. The semi-desert and desert zones are inhabited by different _____ and _____. 12. Starting in 1880 a number of programs were set up to _____ eroded land.



SPIRIT OF THE FRONTIER

The European population of what is now the USA *was scattered* over a large area.

The *population density* was very low. Farms, towns and villages were spaced far apart.

Farms tended to be much larger than farms in Europe, partially because the yield per hectare was lower in America. Except in the area near the seacoast, communication links between early American settlements were very poor. Roads were few & far between; those that existed were usually in *terrible shape*. To an extent, rivers served as *communication links*, but waterfalls and rapids often limited their usefulness. As one travelled inland, the isolation of settlements increased.

In search of fertile land, groups of settlers often *bypassed* large areas that they considered to *be wilderness*. As a result, a small settlement might be hundreds of mi. from other settlements.

A family might be a day's journey from another family. This *pattern of settlement* created frontier communities that had to rely completely on their own resources. Almost everything they used they had to make themselves. They developed their own music, *entertainment, folklore, art and forms of religious worship*. In this setting, a frontier spirit developed. It was marked by toughness, independence, self-reliance, caring for others, but a suspicion of outsiders.

There was *restlessness and a sense of curiosity* in the frontier spirit. At any given time during the long westward How of American settlement (from the early 1600s to the late 1800s), the number of people on the frontier was tiny compared to the number of people "back East" in the settled areas.

Yet, the *frontier spirit* has always had an enormous influence on the entire nation. Politicians have praised the frontier life. Songs and stories have described it in glowing terms.

Such frontier heroes as Daniel Boone, Davy Crockett and Jim Bowie have been admired by generations of Americans. Writing in the 1890s, historian Frederick Jackson Turner *claimed* that the frontier experience shaped the American character for all time. In his opinion, the geography and *environment of America* – particularly *the westward expansion* and the availability of free land – shaped American attitudes and institutions. Turner wrote: "This perennial (enduring) rebirth, this fluidity of American life, this expansion westward with its *new opportunities*, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character."

Not every modern historian agrees with all of *Turner's ideas*, but most historians agree that the *westward expansion* of the frontier has had *great significance* in American history.

Many values and attitudes – good and bad – of present-day America can be traced to the frontier experience. The westward expansion stressed *values of ruggedness, resourcefulness, self-reliance and comradeship*. There was always a greater sense of equality on the frontier than in long-settled areas. After the American Civil War (1861-1865), many black Americans who had been recently *freed from slavery* moved west *in search of equal opportunities*. Many of these black frontiersmen gained some fame and fortune as cowboys, miners and prairie settlers.

In 1869, the western territory (later the state) of Wyoming became the first place in the world where women could vote and hold elected office. *Because the resources* of the West seemed limitless, people developed wasteful attitudes and practices. Herds of buffalo (American bison) were *slaughtered*.

Dry, flat grasslands (prairies) were badly farmed, and in *years of drought* much of the exposed soil blew away as dust. Open mines were used and *abandoned*. The western frontier was so large, and people there were so few, that it seemed that the *natural resources* could never be used up or *destroyed*. In more recent years, Americans have tried *to conserve* their resources better.

Exercise 1. Translate italic phrases and try to render the text with their help.

Population density; communication links; wilderness; pattern of settlement; entertainment, folklore, art and forms of religious worship; restlessness and a sense of curiosity; to claim; new opportunities; great significance; in search of equal opportunities; environment of America; values of ruggedness, resourcefulness, self-reliance and comradeship; to free from slavery; years of drought.

HISTORY OF THE SOUTH

Part I. If all regions of the USA differ from another, the South could be said to differ most.

At several times in the nation's history, in fact, the region has shown a pride in its differences that has approached defiance and even blossomed into southern nationalism. The South was devastated socially and economically in the mid-19th century by the American Civil War.

Nevertheless, it has remained distinct, and it played a major role in forming the character of America from before the War of Independence to the Civil War. Perhaps the most basic difference between the South and other regions is geographic. Southerners generally enjoy more ways free of frost than northerners do. The South also has more rainfall than the West.

A southerner once described his region as a land of yellow sunlight, clouded horizons and steady haze. He thought the climate an inspiration for the southern spirit of romance.

The first Europeans to settle this sultry region were, as in New England, mostly English Protestants.

These were Anglican rather than Calvinist, however, and few of them came to America in search of religious freedom. Most sought the opportunity to farm the land and live in reasonable comfort.

Their way of life resembled that of English farmers, whom they often imitated, in the days before the Industrial Revolution. In coastal areas, some settlers grew wealthy by raising and selling crops such as tobacco and cotton. In time, some of them established large farms, called plantations, which required the work of many labourers. To supply this need, plantation owners bought slaves shipped by the Spanish, Portuguese and English from Africa. Slavery is unjust.

The fact remains that it became a part of southern life in the USA, as it did throughout Central and South America. Nevertheless, the great majority of southern agriculture was carried out on single-family farms, just as it was in the North.

The South played a major role in the American Revolution of the 1770s. Soon afterward, it provided the young USA with four of its first presidents, including George Washington.

After about 1800, however, the apparent interests of the manufacturing North and the more agrarian South began to diverge in obvious ways. The North became more and more industrial, while the South was wedded to the land. In the cotton fields and slave quarters of the region, black Americans created a new folk music, Negro spirituals. These songs were religious in nature and some bore similarities to a later form of black American music, jazz.

As the century wore on, slavery became a steadily more serious problem for the South.

"Nothing is more certainly written in the book of fate", asserted Virginia's Thomas Jefferson than that black people are to be free". As the USA expanded, Jefferson's words came to seem an increasingly accurate forecast. Nonetheless, many southern leaders defended the slave system; to them, an attack on slavery seemed an unwarranted attack on the southern way of life.

The issue led to a national political crisis in 1860. Eleven southern states from Virginia to Texas left the federal union to form a nation of their own.

The result was the most terrible war in the history of the USA, the Civil War (1861-1865).

With all its largest and most important cities in ashes, the South finally surrendered.

It was then forced to accept many changes during the period of Reconstruction (rebuilding), which lasted officially until 1877. Many of the subsequent political alignments in the USA stem from the passions and perceptions of this period. The leaders of Reconstruction were members of the Republican Party in the national government. They not only ended slavery, but also planned to put black southerners on an equal footing with whites and to redistribute old plantation lands.

White southerners opposed and resented such efforts and the Republicans who supported them. For the next century, white southerners voted for the Democratic Party with such fervour that their region became known as the "Solid South". For a time, black Americans gained a voice in southern government. By the end of the 19th century, though, they faced a new barrier to equality.

Southern towns and cities refined and legalized the practice of racial segregation.

Blacks attended separate schools from whites, rode in separate railroad cars and even drank at separate water fountains. Gradual change did come. It began in about 1900 as the region turned to manufacturing of many different kinds. By 1914, the South had at least 15,000 factories and the number was increasing, although the population remained largely rural.

At about the same time, many black Americans began moving from southern farms to the cities of the North. The pace of change quickened throughout the first half of this century.

Coastal sections of Florida and Georgia became vacation centres for Americans from other regions. In cities such as Atlanta, Georgia, and Memphis, Tennessee, the populations soared.

For decades, some southern leaders had been speaking of a "New South". Now it seemed, a "New South" was coming into being. The greatest change of all took place after the return of the veterans of World War II. In the 1950s and 1960s, after years of black protest Supreme Court rulings and the passage of sweeping civil rights legislation, the obvious forms of segregation came to an end.

For the first time since Reconstruction, blacks gained a greater voice in local government throughout the South. Although their struggle for equality had not ended, it was finally having an effect.

All these changes produced many tensions among southerners. In the period between I & II World Wars, a southern literary movement arose, which gave the nation some of its greatest writers of this century.

Novelists such as Thomas Wolfe, Robert Penn Warren, Carson McCullers and William Faulkner spun stories of southern pride and displacement. Playwrights such as Tennessee Williams built dramas around the same themes. Why this literary outpouring? Today sleek, new, high-rise buildings crowd the skylines of cities such as Atlanta, Georgia and Little Rock, Arkansas. Late model cars cover the parking lots of iron mills in Birmingham, Alabama, and oil refineries in Houston, Texas.

Along the Atlantic and Gulf coasts of Florida, builders put up new apartments for vacationers from almost everywhere. The South is booming as never before.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Match phrases with numerical data without using the text. After that consult the text and comment on the differences.

Phrases	Data
The South was devastated socially & economically by the American Civil War	in 1770s.
The South played a major role in the American Revolution of _____	about 1800.
The apparent interests of the manufacturing North and the more agrarian South began to diverge in obvious ways _____	the mid-19th century.
The issue led to a national political crisis _____	until 1877.
The period of Reconstruction (rebuilding) lasted officially _____	in 1860.
Black Americans faced a new barrier to equality by the end of _____	the 19th century.
Gradual change began in _____	by 1914.
The South had at least 15,000 factories _____	about 1900.
_____ the obvious forms of segregation came to an end.	In the 1950s - 1960s
The region turned to manufacturing of many different kinds _____	in about 1900.
The most terrible war in the history of the USA was the Civil War _____	1861-1865.

THE SOUTH

Part II. The South is economically, historically, and culturally a distinct region. With its warm climate and rich soil, it soon developed an economy based on export crops like cotton.

These were grown on farms worked by slaves from Africa. Conflicts between the North and the South, especially over slavery, led in 1861 to the Civil War. In the last few decades, the South has become more industrial and urban than in the past. Some parts of the South are among the fastest-growing areas in the country. Slaves' lives differed greatly, depending on their masters.

However, the basic fact was that slaves had no real control over what happened to them.

A husband and wife could be sold to different owners and never see each other again. Slaves often worked for long hours in the fields and received insufficient food, clothing, and shelter. Slaves were able to survive because they developed a strong culture of their own.

This culture combined African and American elements. Songs and stories, religion and community were all important. For a long time, the North and the South each developed differently but without conflicts. The conflicts came when the nation began to expand west. Southern states said the new areas that were being settled should allow slavery; the Northern states disagreed.

In the 1840s and 1850s, Congress passed a series of laws that were compromises between the North and the South. In the end, the compromises failed.

But the South also preserves its traditions – for example, its emphasis on good cooking and its slower, more hospitable way of life. The states shown on the map all became part of the Confederate States of America with the exception of Kentucky, which although a slave state, remained with the North.

The South has a warm climate and a long growing season for crops. So it's not surprising that the South's economy came to depend on agriculture. By the 1820s, the South produced and exported rice, sugar, and especially, cotton. The South felt no need to develop factories.

It remained rural; New Orleans was its only large city. Crops like cotton were best grown on plantations – large landholdings. They also required a large labour force. For this, the old South depended on slaves, who were originally brought from Africa. Slavery was the basis for the South's economy.

It was what, more than anything, made the South different from the rest of the country.

By 1820, the other states had ended slavery. People often think that whites in the old South lived an elegant life – something like the beginning of the famous movie *Gone with the Wind*.

In fact, very few whites lived on plantations. Most whites were small farmers who did not own any slaves. But these small farmers also favoured slavery; it gave them someone to look down on.

Georgia's Flannery O'Connor, a major novelist, once explained it this way: "When a southerner wants to make a point, he tells a story; it's actually his way of reasoning and dealing with experience."

In 1848, gold was discovered in California, though most Americans did not hear about it until the beginning of 1849. When they did, a massive "gold rush" occurred. The population of California increased from 15,000 in 1848 to about 260,000 in 1852.

Though the USA stretched from ocean to ocean in the late 1840s, the vast region between the Mississippi Valley and the western side of the Rocky Mountains was almost unoccupied.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.



Exercise 2. Choose the correct variant.

- The South was devastated economically in the _____ century by the American Civil War.
a) early 19th b) late 19th c) mid-19th d) early 20th
- Perhaps the most basic difference between the South and other regions is _____.
a) economic b) historic c) geographic d) politic
- The first Europeans to settle this sultry region were mostly _____.
a) English Protestants b) Spanish c) Indians d) English Catholics
- The great majority of _____ agriculture was carried out on single family farms.
a) southern b) northern c) western d) eastern
- The South played a _____ role in the American Revolution of the 1770s.
a) major b) main c) little d) small
- After about _____ the apparent interests of the manufacturing North and the more agrarian South began to diverge in obvious ways.
a) 1689 b) 1789 c) 1800 d) 1834
- Many southern leaders _____ the slave system.
a) defeated b) defended c) protected d) guarded
- The issue led to a national political crisis in _____.
a) 1860 b) 1890 c) 1800 d) 1850
- By the end of the _____ century, though, they faced a new barrier to equality.
a) 18th b) 19th c) 20th d) 17th
- By 1914, the South had at least _____ factories.
a) 20,000 b) 15,000 c) 30,000 d) 10,000



Exercise 3. Digest the information on farmers & cattlemen briefly in English.

The thousands of people streaming west to California and Oregon saw it as just a difficult, dangerous place to pass through. They certainly did not view it as a desirable place to stay.

This thinking changed in the 1860s. A railroad was being pushed westward to span the continent.

Some people realized that they could raise cattle cheaply on "the sea of grass" – the Great Plains – and use the railroad to ship cattle to markets in the eastern states.

Cattle were allowed to graze freely on the plains and were rounded up once a year by cowboys.

Ranches were marked off and a few towns were built along the railroad route. In the process, the great buffalo herds were killed off.

Of course, the Plains Indians bitterly resented the coming of the white people and the loss of the buffalo herds. So they fought back. Though the Indians won some battles, it was, in the long run, a losing cause. By the end of the 1800s, the tribes were scattered, living on government reservations.

As the Indians and the buffalo disappeared from the Great Plains, another group, made up mostly of small "homestead" farmers, moved in to compete with the cattlemen.

Starting in 1862 and continuing to 1900, the USA government offered 160 acres (65 hectares) of land to each family who would live on the land for five years and improve it.

A small fee for registration of the land was also charged. Each lot of 160 acres was called a homestead and the farmers living on such a homestead were called homesteaders. From the beginning, cattle ranchers and homesteaders were in conflict. They represented different ways of life.

Cattle ranchers and cowboys viewed the homestead farms as a waste of good rangeland.

At first, the homesteaders' crops were often eaten or trampled by free-roaming cattle, so the homesteaders started fencing their land with barbed wire. This increased conflicts with the cattlemen, particularly when a source of water was fenced in. In time, the ranchers and farmers learned to live side by side. But their combined use of the land almost destroyed it.

Unlike the buffalo herds of the past, cattle grazed the grass close to the soil. Farming was even more difficult on the prairie land. Plowing exposed the loose soil, and in periods of drought, the strong winds of the plains lifted the dry, powdery soil into the air. After a long period of drought in the 1930s, dust storms were frequent. In an old frontier tradition, many people from the southern plains states abandoned their farms and moved west. But the age of the frontier was over.

There was no more free land. Many of the people who moved to California during the "dust bowl" years had to work picking fruit on other peoples' farms.



THE MIDWEST

For the first 75 years of American history, the area west of the Appalachian Mountains was not really a region at all. It was a beacon summoning the nation to its future and, later, measuring how far the USA had come. In what are now the states of Ohio, Indiana and Illinois, people moving to the frontier found gently rolling countryside? If tickled with a hoe, they said, the land would laugh with the harvest. As they moved west across the Mississippi River, though, the land became flatter and more barren. Here the horizons were so broad that they seemed to swallow travellers in space. The key to the region was the mighty Mississippi itself. In the early years it acted as a lifeline, moving settlers to new homes and great amounts of grain and other goods to market.

In the 1840s, Samuel Clemens spent his boyhood beside the Mississippi. Writing under the name of Mark Twain, he later described the wonders of rafting on the river in his novel. *The Adventures of Huckleberry Finn*. As the Midwest developed, it turned into a cultural crossroads. The region attracted not only easterners but also Europeans. A great many Germans found their way to eastern Missouri & areas farther north. Swedes & Norwegians settled in western Wisconsin and many parts of Minnesota.

The Irish came and so did Finns, Poles and Ukrainians. As late as 1880, 73 % of the residents of Wisconsin had parents who had been born in foreign countries.

- How long was the area west of the Appalachian Mountains not really a region at all?
- What states are there in this region?
- What river is the most famous there?
- What is the key to the region?
- Who spent his boyhood beside the Mississippi?
- What did Mark Twain later describe?
- How did the Midwest develop?
- Who did the region attract?
- How many percents of the residents were born in foreign countries?

Gradually, the Midwest became known as a region of small towns, barbed-wire fences to keep in livestock, and huge rectangular fields of wheat and corn. Midwestern farmers raised more than half of the nation's wheat and oats and nearly half of its cattle and dairy cows. A hectare of land in central Illinois could produce twice as much corn as a hectare of fertile soil in Virginia.

For these reasons, the region was nicknamed the nation's breadbasket. Midwesterners are praised as being open, friendly, straightforward and "down-to-earth." Their politics tend to be cautious, though the caution could sometimes be peppered with protest. The region gave birth to the Republican Party, formed in the 1850s to oppose the extending of slavery into western lands.

The Midwest also played an important role in the Progressive Movement at the turn of this century. Progressives were farmers, merchants and other members of the middle class who generally sought less corrupt, fairer and more efficient government.

- How did the Midwest become known gradually?
- Why was the region nicknamed "the nation's breadbasket"?
- How can Midwesterners be praised?
- What party did region give birth to?
- What role did the Midwest play in the Progressive Movement?
- What is a connecting point for communication to far-flung parts of the nation?

Perhaps because of their location, Midwesterners lacked the interest in foreign affairs shown by many Americans in the financial and immigration centres of Boston and New York. In the years after World War I, many leaders argued that the nation should stay out of overseas quarrels.

This movement, called isolationism, died with Japan's surprise attack on the USA in 1941.

Yet the Midwest is still remembered as the region least ready to rally to foreign causes.

Today the hub of the region remains Chicago, Illinois, the nation's third largest city.

This major Great Lakes port has long been a connecting point for rail lines and air traffic to far-flung parts of the nation. At the heart of the city stands the world's tallest building. Sears Tower. This skyscraper soars a colossal 447 m into the air.

Exercise 1. Read the text interrupted with questions and have a discussion about the main features of the Midwest.

Exercise 2. Translate the words in the brackets and use them in the correct form.

The Southwest (отличаться) from the Midwest in three primary ways. First, it is drier. Second, it is emptier. Third, the populations of several of the southwestern states (включать в себя) a different ethnic mix. Rain-laden winds blow across most of the region only in the spring.

During that season, the rain may be so (обильный) that rivers rise over their banks. In summer and autumn, however, little rain falls in much of Arizona and New Mexico and the western sections of Texas. Only in the river valleys of those areas can any intensive (сельское хозяйство) take place. Partly because this region is drier, it is much less (плотно) populated than the Midwest.

Outside the cities, the region is a land of wide open spaces. One can travel for mi. in some areas without seeing (признаки) of human life. Parts of the Southwest once (принадлежать) to Mexico. The USA gained this land following a war with its southern (сосед) between 1846 and 1848.

Today three south-western states (простираются) along the Mexican border – Texas, New Mexico and Arizona. All have a larger Spanish-speaking population than other regions (кроме) southern California.

Exercise 3. Analyze the topical vocabulary, learn it and make up sentences with it.

Farmer – фермер; плантатор; хуторянин; арендатор

substantial farmers – зажиточное крестьянство; зажиточные фермеры

cattle farmer – скотовод, владелец животноводческой фермы

tenant farmer – землевладелец

petty (small) farmer – мелкий фермер

truck farmer – огородник *Syn. trucker, gardener*

well-to-do farmer – зажиточный фермер

farmering (farmerhood, farmerage, farmery) – фермерство

farmerette (farmeress) – работница на ферме, фермерша (женщина-фермер)

farmer bank – фермерский банк

farmers' exchange – рынок фермеров

farmhold – земля, принадлежащая фермеру

farming industry – сельскохозяйственное производство

farming loan – фермерская ссуда

farming standards – культура земледелия

farmers' exchange – биржа сельскохозяйственных товаров

cattlemán – пастух, чабан; скотник *Syn. herdsman, herder, stockman, shepherd, herd, cowboy, neat-herd, oxherd*; скотовод *Syn. herdsman, cattle-breeder, grazer, stock-breeder*

Exercise 4. Try to understand the notions.

A farmers' market is a market where food growers sell their produce directly to the public. This is a food market at which local farmers sell fruit and vegetables and often meat, cheese, and bakery products directly to consumers. A farmer is a person who owns or manages a farm. Farming is the activity of growing crops or keeping animals on a farm; the activity or business of growing crops and raising livestock. Farmland is land which is farmed, or which is suitable for farming. Farmhouse is a house attached to a farm, especially the main house in which the farmer lives. Special tax provisions apply for farming. For income tax, profits can be averaged.

Exercise 5. Name famous people from the Midwest on the picture.



THE WEST

Americans have long regarded the West as a "last frontier". Yet California has a history of European settlement much older than that of most Midwestern states. Spanish priests and soldiers first set up missions along California's coast a few years before the start of the American Revolution. In the 19th century, California and Oregon entered the Union ahead of many states to the east.

In the West, scenic beauty exists on a grand scale. All eleven states are partly mountainous, and in Washington, Oregon and northern California the mountains present some startling contrasts.

To the west of the mountains, winds off the Pacific Ocean carry enough moisture to keep the land well watered. To the east, however, the land is very dry. Parts of western Washington receive 20 times the amount of rainfall received in eastern Washington.

The wet climate near the coast supports great forests of trees such as redwoods and stately Douglas firs. In many areas, the population is sparse. Colorado, Wyoming, Montana, Utah and Idaho – the Rocky Mountain States – occupy about 15 % of the nation's total land area. Yet these states, so filled with scenic wonders, have only about 3 % of the nation's total population.

Except for Hawaii, primarily people from other parts of the nation have settled all the westernmost states. Thus, the region has an interesting mix of ethnic groups.

In southern California – considered part of the Southwest – people of Mexican descent play a role in nearly every part of the economy. In the valleys north of San Francisco, Italian families loom large in the growing of grapes and the bottling and selling of California wine.

Americans of Japanese descent traditionally managed truck farms in northern California and Oregon, and Chinese Americans were once mostly known as farmers, labourers and the owners of laundries and restaurants. In recent years, large numbers of the younger generation have achieved positions of prominence in medicine, law, engineering scientific research, music and many other fields.

In the 1980s, large numbers of people from Korea and Southeast Asia settled in California, mainly around Los Angeles.

Hawaii is the only state of the Union where Asian-Americans outnumber residents of European stock. Among Asian-Americans, those of Japanese descent are the largest group.

People of Chinese and Filipino ancestry are well represented.

New Englanders have left their mark on much of the West. Many North westerners prize "Yankee" virtues such as shrewdness and thrift. In much of California, however, life is more flamboyant.

Some observers trace this quality to the gambling instincts of the Gold Rush of 1848, which first brought many Americans west in search of gold discovered there. Others say that the Gold Rush did not last long enough to leave a lasting mark on the culture of the state.

These observers claim that the California experience is mostly the result of a sunny climate and the self-confidence that comes of success. The success is not much debated.

In 1860 Los Angeles was a hodgepodge of adobe huts on the edge of a sandy wilderness.

A century and a quarter later, Los Angeles had become the second most populous city in the nation. To millions of people, the city means Hollywood, the centre of the film industry. Yet Los Angeles also produces aircraft parts, electronic equipment and other products of today's technology.

Fuelled by growth in Los Angeles and smaller cities such as San Jose, California is now larger than every other state in size of population. Still the richness of America is not measured exclusively in numbers but in the diversity and resourcefulness of its people from all the various regions.

Exercise 1. Pick up from the text all the details associated with geography.

Exercise 2. Give some antonyms to the following ones.

To produce, populous, city, wilderness, experience, shrewdness, thrift, virtues, equipment, to produce, to mean, product, to represent, hodge(-)podge, mark, wilderness, to discover, populous, self-confidence, flamboyant, ancestry.

Exercise 3. Complete the sentences with the details from the text.

1. All eleven states are partly _____. 2. Winds off the Pacific Ocean carry enough moisture to keep the land well _____. 3. The wet climate near the coast supports great forests of _____. 4. In many areas the population is _____. 5. Americans of Japanese descent traditionally managed truck _____. 6. Chinese Americans were once mostly known as _____. 7. In recent years large numbers of the younger generation have achieved positions of prominence in _____. 8. Large numbers of people from Korea and Southeast Asia settled in California in _____. 9. Among Asian-Americans, those of Japanese descent are the largest _____. 10. Los Angeles had become the second most populous city in _____.

Exercise 4. Read, translate italic phrases and try to render the text with their help.

The National Park Service of the USA controls more than 77 mln. acres of land, *divided up into* 320 park sites of extraordinary variety, the latest covering huge areas of wilderness in Alaska.

There are urban or city parks, there are *ancient buildings* and historic sites, seashore parks, national rivers, and more and more *recreation areas* where priority is given to the amusement of the public. Finally there are the National Parks themselves, which are visited by mln.s, but where *the priority* is conservation. In a *country of free enterprise*, where business interests are so *powerful*, these parks play an essential role. It was the conservationists who saved the remaining giant red wood trees and created the National Redwood Park, on the far side of the Golden Gate Bridge which spans the entrance to San Francisco Bay.

The *lumberjacks* were so furious that they marched into the city to protest, shouting "No more parks!" But the *environmentalists* and *conservationists* have always been allowed to have their say in the "Land of the Free," and their influence has been greater than in most countries. The first national park, founded in 1872, was Yellowstone, in the State of Wyoming. Yellowstone has everything which appeals to the romantic, geysers which shoot jets of boiling water 200 feet up into the air, a deep canyon where a rushing river pours over mighty water falls.

There are *snowy mountain peaks*, *tree-fringed lakes* and *vast forests*, as well as *broad water meadows*, across which the Yellow, stone River glides gently on its way to the canyon.

On these meadows bison, elk, moose and deer come to graze in the evening.

American national parks represent one of the finest examples of nature conservation in the world. All the parks are kept as "natural" as possible. In the Far West, lumbermen devastated whole forests. However, no tree-felling is allowed in the parks.

When a tree falls, it is left to rot and *enrich* the soil, and so *encourage* young trees to grow.

Even natural forest fires, those not started by man, are allowed, in many parks, to burn themselves out. Animals learned years ago that man was not their enemy in the national parks.

Many of them became so tame that they were a nuisance, and sometimes even a danger.

Bears, in particular, lined the roads and *begged for* food. They were so comical that people stopped to feed them, thus breaking one of the strictest rules of the parks.

This was not nature conservation! Cookies and candy are not part of a bear's normal diet!

There were also some *unfortunate accidents*, for even the mild black bear cannot tell where the cookie ends and the hand begin.

In Yellowstone, the bears have been taken miles away into the wilderness, but in a few other parks they are still a nuisance.

Exercise 5. Translate the phrases.

Ancient buildings; snowy mountain peaks; tree-fringed lakes; vast forests; to enrich the soil; to encourage young trees to grow; to beg for food; unfortunate accidents, a nuisance, natural forest fires, to enrich the soil, to line the roads, to beg for food, to be tame, tree-felling, lumbermen, to devastate, breaking one of the strictest rules of the parks, to divide up into, ancient buildings, historic sites, environmentalists, conservationists, bear's normal diet.

Exercise 6. Read the text and give your point of view to the thoughts in it. What is your attitude to the nature? What can your say about this problem in our country?

The national parks are run by the National Park Ranger Service. The Rangers are men and women with special qualities, for they are not only conservationists. They also have to look after the visitors. They act as guides, and must be ready to answer quite learned questions on the plants, animals and geology of the parks. In addition, they are trained policemen and policewomen qualified to use guns, though they keep these weapons out of sight in their cars, not wishing to spoil their friendly image with the public. Rangers must be ready to deal with emergencies of all kinds. They frequently have to rescue inexperienced climbers stuck half way up a mountain rock face.

Then there are some backpackers, who in midsummer walk with their packs on their backs to the bottom of the Grand Canyon without enough water, regardless of the warning that the temperature is many higher on the floor of the canyon, one mile down, than it is on the rim.

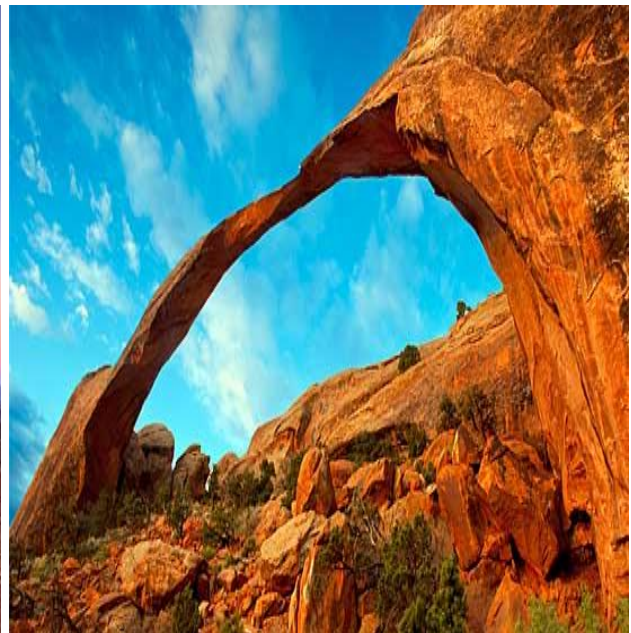
The national parks make few concessions to tourists. Visitors are warned of the dangers, but they are expected to look after themselves and be self-reliant. There is no cable car to the floor of the Grand Canyon, and no motor road. The only way of getting to the bottom is to follow a rough track down the precipices on a mule or on foot. The shortest trail is seven mi. long.

In the mountains and forests of the north-western States there is one animal that is especially to be feared the brown, or grizzly, bear. It is the largest and most ferocious carnivore (flesh eater) in the world and will attack humans on sight. Grizzlies are now rare, but there are more than 250 of them in Yellowstone. There are warnings everywhere, about leaving food uncovered in tents at night, about what to do if you suddenly meet a grizzly on a lonely trail.

The grizzly is a protected animal, and if the Rangers have to shoot one, they use tranquilizing darts instead of bullets whenever possible. There are about 100 grizzly incidents a year, a few of which are fatal. Not many when one considers that 2/2 mln. people visit Yellowstone each year.

One of the biggest problems for the conservationists is preserving the parks from the footsteps of the countless mln.s of visitors. Until recently, campers would line up along the valley floor for places in the campsites at Yosemite, which is about 375 mi. east of San Francisco. Now they must make their reservations months ahead. There are one or two hotels in the bigger parks, and also groups of log cabins. Outside the park boundaries, there is a growing rash of motels. However, the wilderness in the heart of every park is untouched.

Exercise 7. Summarize your findings on geography and climate of the USA and issue in a short presentation (75 words).



UNIT II. THE FLORA & THE FAUNA OF THE USA

THE FAUNA OF THE USA

The fauna of the USA of America is all the animals living in the Continental USA and its surrounding seas and islands, the Hawaiian Archipelago, Alaska in the Arctic, and several island-territories in the Pacific and in the Caribbean. The U.S. has many distinctive indigenous species found nowhere else on Earth. With most of the North American continent, the U.S. lies in the Nearctic faunistic realm, a region containing an assemblage of species similar to northern parts of Africa and Eurasia. An estimated 432 species of mammals characterize the fauna of the continental U.S.

There are more than 800 species of bird and more than 100,000 known species of insects.

There are 311 known reptiles, 295 amphibians and 1154 known fish species in the U.S.

Known animals that exist in all of the lower 48 states include white-tailed deer, bobcat, raccoon, muskrat, striped skunk, barn owl, American mink, American beaver, North American river otter and red fox. The red-tailed hawk is one of the most widely distributed hawks not only in the U.S., but in the Americas. Huge parts of the country with the most distinctive indigenous wildlife are protected as national parks. In 2013, the U.S. had more than 6770 national parks or protected areas, all together more than 1,006,619 sq. mi. (2,607,131 km²). The first national park was Yellowstone National Park in the state of Wyoming, established in 1872. Yellowstone National Park is widely considered to be the finest megafauna wildlife habitat in the U.S. There are 67 species of mammals in the park, including the gray wolf, the threatened lynx, and the grizzly bear.



The raccoon is widespread throughout 48 states.

Mountain lions live throughout the western U.S.

The ecoregions and ecology found in the **Western USA** are extremely varied. Large areas of land are made up of everything from sand dunes in the Central Basin and Range ecoregion, which makes up much of the State of Nevada, to the ecology of the North Cascades in Washington State, which has the largest concentration of active alpine glaciers in the Lower 48's. The densely forested areas found in Northern California, Oregon, Washington, Idaho, and Montana have mostly species adapted to living in temperate climates, while Southern California, Nevada, Arizona, southern Utah, and New Mexico have a fauna resembling its position in the dry deserts with temperature extremes.

The western continental coast of the U.S., just as the East Coast, varies from a colder-to-warmer climate from north to south. Few species live through-out the entire West Coast, however, there are some, including the American Bald Eagle that inhabits both the Alaskan Aleutian Islands and the California Channel Islands. In most of the contiguous Western U.S. are mule deer, white-tailed antelope squirrels, cougars, American badgers, coyotes, hawks and several species of snakes and lizards are common. While the American black bear lives throughout the U.S., the brown bears and grizzly bears are more common in the northwest and in Alaska. Along the West Coast there are several species of whales, sea otters, California sea lions, eared seals and northern elephant seals.

In the dry, inland desert areas of states such as California, Nevada, Arizona and New Mexico there are some of the world's most venomous lizards, snakes and scorpions. The most notorious might be the Gila monster and Mohave rattlesnake, both found in deserts in the Southwest. The Sonoran Desert has eleven species of rattlesnakes – more than anywhere else in the world. Along the southwestern border there are jaguars and ocelots.

Other mammals include the Virginia opossum, which occurs throughout California and coastal areas in Oregon and Washington. The North American beaver and mountain beaver live in forested areas of Washington, Oregon and Northern California. The kit fox lives throughout Arizona, New Mexico and Utah, while the gray fox occurs throughout the Western U.S.

The red fox occurs mostly in Oregon and Washington, while the island fox is a native to six of the eight Channel Islands in Southern California. These islands are also famous for their marine life and endemic species such as the Channel Islands spotted skunk, Garibaldi, island fence lizard, island scrub jay, bald eagle, and their non-native Catalina Island bison herd. The raccoon and spotted skunk occur throughout the Western U.S., while the ring-tailed cat occurs throughout Arizona, New Mexico, Western Texas, Utah, Colorado, and most of California. The American black bear occurs in most western states, including Washington, Oregon, California, Arizona and Colorado.

The Channel Islands National Park consists of five out of the eight California Channel Islands.

The Channel Islands are part of one of the richest marine biospheres of the world. Many unique species of plants and animals are endemic to the Channel Islands, including fauna such as the island fox, Channel Islands spotted skunk, island scrub jay, ashy storm-petrel, island fence lizard, island night lizard, Channel Islands slender salamander, Santa Cruz sheep, San Clemente loggerhead shrike and San Clemente sage sparrow. Other animals in the islands include the California sea lion, California moray, bald eagle, Channel Islands spotted skunk and the non-native Catalina Island bison herd.



The American alligator is endemic to 9 states in the **Southeast**, is the official state reptile of Florida, Louisiana and Mississippi. The South has a large variety of habitats, from swampland in Louisiana, coastal marshes and pine forests in the east in the Carolinas, hills throughout Tennessee and Kentucky, desert in Western Texas, mountains of West Virginia, and grassland prairie in Missouri, Oklahoma, the Texas Panhandle. Animal species occurring throughout the region include the Virginia opossum, collared peccary, ring-tailed cat and nine-banded armadillo.

The American alligator lives in every Coastal State between North Carolina and Texas, while the less widespread American crocodile is only found in southern Florida. The alligator snapping turtle and more than forty other species of turtle are found in the swampland of the southern U.S.

The coypu is an intrusive species, which also thrives in the swamp areas. Some of the other species thriving in the southern wetlands include the Carolina anole, razor-backed musk turtle, broad-headed skink, and the coal skink. The gray and red fox are found throughout the South, while the swift fox is found in northern Texas and Oklahoma. The white-nosed coati is found in southern parts of New Mexico and Texas. There have also been records of jaguars and ocelots in southern New Mexico and Texas. Other mammals include the American black bear, which is found in the woodlands of states such as Missouri, Arkansas, Louisiana, Florida and the Carolinas, and the white-tailed deer which is found in all the Southern States.

The Texas longhorn is the official state mammal of Texas, and the North American porcupine and American beaver can be found throughout the South with the exception of Florida. Rabbits are common in the South; the eastern cottontail is found throughout the region, while the desert cottontail and black-tailed jackrabbit is primarily found in Texas, Oklahoma and Nebraska.

The swamp rabbit is found in wetlands of states like Mississippi, Alabama, Louisiana and Arkansas. Tens of thousands desert bighorn sheep live in the southwestern U.S.



The American bison is the heaviest land animal in North America and can be as tall as 6.5 feet (2.0 m) and weigh over a ton. The pronghorn is the fastest land mammal in the Western Hemisphere and can reach speeds up to 55 mph. In the American prairie in the **Central USA** lives mostly animals adapted for living in grasslands. Indigenous mammals include the American bison, eastern cottontail, black-tailed jackrabbit, plains coyote, black-tailed prairie dog, muskrat, opossum, raccoon, prairie chicken, wild turkey, white-tailed deer, swift foxes, pronghorn antelope, the Franklin's ground squirrel and several other species of ground squirrels. Reptiles include bullsnakes, common collared lizard, common snapping turtle, musk turtles, yellow mud turtle, painted turtle, western diamondback rattlesnake and the prairie rattlesnake. Some of the typical amphibians found in the region are the three-toed amphiuma, green toad, Oklahoma salamander, lesser siren and the plains spadefoot toad.

In the **Rocky Mountains** and other mountainous areas of the inland is where the bald eagle is most observed, even though its habitat includes all of the Lower 48, as well as Alaska.

Rabbits live throughout the **Great Plains** and neighboring areas; the black-tailed jackrabbit is found in Texas, Oklahoma, Nebraska and Kansas, the white-tailed jackrabbit in the Dakotas, Minnesota and Wisconsin, the swamp rabbit in swampland in Texas, and the eastern cottontail is found in Texas, Oklahoma, Kansas, Nebraska, the Dakotas, and every state in the Eastern U.S. Virginia opossum is found in Missouri, Indiana, Iowa, Oklahoma, Nebraska and Kansas. The nine-banded armadillo is found throughout the South and states such as Missouri, Kansas and Oklahoma. The muskrat is found throughout the Central U.S., excluding Texas, while the American beaver is found in every central state.

The groundhog is widespread throughout Illinois, Iowa, Missouri and Minnesota.

The Groundhog is a common species in Iowa, Missouri, and eastern portions of Kansas, Nebraska and Oklahoma. Maybe the most iconic animal of the American prairie, the American buffalo, once roamed throughout the central plains. Bison once covered the Great Plains and were critically important to Native-American societies in the Central U.S. They became nearly extinct in the 19th century, but have made a recent resurgence in the Great Plains. Today, bison numbers have rebounded to about 200,000, which live on preserves and ranches.

Some of the species that occupy every central state include the red fox, bobcat, white-tailed deer, raccoon, eastern spotted skunk, striped skunk, long-tailed weasel, and the American badger and beaver. The wild boar is common in the South, while the American mink lives in every central state with the exception of Texas. The least weasel is found around the Great Lakes as well as states such as Nebraska, the Dakotas, Minnesota, Iowa, Illinois, Michigan, and Wisconsin.

The gray fox is found in Iowa, Missouri, Oklahoma, Texas and also around the Great Lakes region. The ring-tailed cat is found in the southern region, including in Texas, Missouri, and Oklahoma.

There are many species of squirrels in the central parts of the U.S., including the fox squirrel, eastern gray squirrel, Franklin's ground squirrel, southern flying squirrel, and the thirteen-lined ground squirrel. Voles include the prairie vole, woodland vole and the meadow vole. The plains pocket gopher lives throughout the Great Plains. Shrews include the cinereus, southeastern, North American least, the Elliot's short-tailed shrew.



White-tailed deer



American beaver



Black bear

In the **Appalachian Mountains** and the **Eastern USA** are many animals that live in forested habitats. They include deer, rabbits, rodents, squirrels, hares, woodpeckers, owls, foxes and bears.

The New England region is particularly famous for its crab and the American lobster living along most of the Atlantic Coast. The bobcat, raccoon and striped skunk live in every eastern state, while the American alligator lives in every coastal state between North Carolina and Texas.

Some species of mammals found throughout the Eastern U.S. includes the red fox and gray fox, the North American beaver, North American porcupine, Virginia opossum, eastern mole, coyote, white-tailed deer, American mink, North American river otter, and long-tailed weasel.

The American black bear lives throughout most of New England, New York, New Jersey, Pennsylvania, Maryland, the Virginias, and parts of the Carolinas and Florida.

Shrews are common: the cinereus shrew, long-tailed shrew and American water shrew are widespread in the New England region, while the North American least shrew and southeastern shrew are common in the South-Eastern States. The American pygmy shrew, smoky shrew, and northern short-tailed shrew are found from the Appalachian Mountains to New England.

The star-nosed mole lives throughout the Eastern U.S., while the hairy-tailed mole is more common from the Appalachians to New England in the north. Hares are also common: the snowshoe hare thrives from the Appalachians to New England, the Appalachian cottontail is only found in the Appalachians, the New England cottontail is only found in New England, while the eastern cottontail is widespread throughout the east. While the white-footed mouse and muskrat are common throughout the east, with the exception of Florida, the meadow vole is found from the Appalachians to New England and the southern red-backed vole is found in New England.

The brown rat and the house mouse were both introduced and their habitat range throughout the Eastern U.S. Weasels such as the fisher and short-tailed weasel are found in the northeast.

The eastern chipmunk, fox squirrel, eastern gray squirrel and the woodchuck are found throughout the region, while the southern flying squirrel and northern flying squirrel are more common in the southeast, the American red squirrel is more common in the northeast.

The least weasel is native to the Appalachian Mountains. The wild boar is the wild ancestor of the domestic pig and has spread through much of the southeastern region as an invasive species.

The Canada lynx is found in parts of New England. Species of bats found throughout the east includes the eastern pipistrelle, silver-haired bat, eastern red bat, hoary bat, big brown bat, little brown bat, northern long-eared myotis, in most regions the eastern small-footed myotis, gray bat and Indiana bat.

The American beaver is found throughout the U.S., except for Florida, Nevada and Hawaii.

Of the marine life, the harbor seal is the most widely distributed species of seal and found along the east coast, while the hooded seal, bearded seal, grey seal, ringed seal, and harp seal are found in the northwest. Whales are common along Atlantic coastline. Whale species found along the entire coastline. The northern bottlenose whale and the long-finned pilot whale are common along the New England coast. Dolphins are common.

Several sea turtles live along the Atlantic coast, including the hawksbill sea turtle, Kemp's ridley sea turtle, and loggerhead sea turtle. The green sea turtle and leatherback sea turtle are more common species along the southeastern coastline. Land turtles and tortoises found throughout most of the Eastern USA. Some of the snake species found in much of the Eastern U.S. The eastern fence lizard is common throughout the Eastern USA, with the exception of New York and New England.

The gray wolf once roamed the Eastern U.S., but is now extinct from this region. The eastern cougar as well was once as widespread as the cougar in the western parts of the country, but was deemed extinct by the U.S. Fish and Wildlife Service in 2011. Eastern elk once lived throughout the east, but was extirpated in the 19th century and declared as extinct by the U.S. Fish and Wildlife Service in 1880. Moose as well once roamed throughout the east, but is currently only found in northern New England. Due to its highly prized fur, the sea mink was hunted to extinction in 1903.

A green sea turtle is swimming by coral reefs in Kona. Much of the fauna in Hawaii has developed special adaptations to their home and evolved into new species. Today, nearly 90% percent of the fauna in Hawaii are endemic, meaning that they exist nowhere else on Earth. Kaua'i is home to the largest number of tropical birds, as it is the only island free of mongooses. The small Asian mongoose is widespread throughout the archipelago, except on the islands of Lana'i and Kaua'i.

In Hawaii, three species of sea turtles are considered native: honu, honu'ea and the leatherback sea turtle. Two other species, the loggerhead sea turtle and the olive ridley sea turtle, are sometimes observed in Hawaiian waters. The Hawaiian green sea turtle is the most common sea turtle in Hawaiian waters. As well as turtles, the sea life consist of more than forty species of shark and the Hawaiian spinner dolphin is widespread. Hawaii's coral reefs are home to over 5000 species, and 25 % of these are found nowhere else in the world.

Grizzly bears are found throughout Alaska, parts of Montana and on the Canada-US border in Idaho. They're also found in Yellowstone National Park. The wildlife of Alaska is abundant, extremely diverse and includes polar bears, puffins, moose, bald eagles, Arctic foxes, wolves, Canadian lynx, muskox, snowshoe hare, mountain goats, walrus and caribou.

Life zones in Alaska range from grasslands, mountains, tundra to thick forests, which leads to a huge diversity in terrain and geology throughout the state. Alaska has also over 430 species of birds and the largest population of bald eagles in the nation. From pygmy shrews that weigh less than a penny to gray whales that weigh 45 tons, Alaska is the "Last Frontier" for animals as well as people.

Many species endangered elsewhere are still abundant in Alaska.

The Aleutian Islands are home to an abundance of large bird colonies; more than 240 bird species inhabit in Alaska's Aleutian Archipelago. Large seabird colonies are present on islands like Buldir Island, which has 21 breeding seabird species, including the Bering Sea-endemic red-legged kittiwake. Large seabird colonies are present on Kiska Island, Gareloi Island, Semisopchnoi Island, Bogoslof Island, and several others. The islands are also frequented by vagrant Asiatic birds, including the common rosefinch, Siberian rubythroat, bluethroat, lanceolated warbler, and the first North American record of the intermediate egret. Other animals in the Aleutian Chain include the Arctic fox, American mink, Porcupine caribou, northern sea otter, horned puffin, tufted puffin, Steller sea lion, spotted seal, ringed seal, northern fur seal and many more.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Write a small essay on the topic.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

THE NATIVE FLORA OF THE USA

The native flora of the USA includes about 17,000 species of vascular plants, plus tens of thousands of additional species of other plants and plant-like organisms such as algae, lichens and other fungi, and mosses. About 3,800 additional non-native species of vascular plants are recorded as established outside of cultivation in the U.S., as well as a much smaller number of non-native non-vascular plants and plant relatives. The USA possesses one of the most diverse temperate floras in the world, comparable only to that of China. Several biogeographic factors contribute to the richness and diversity of the U.S. flora. While most of the USA has a temperate climate, Alaska has vast arctic areas, the southern part of Florida is tropical, as well as Hawaii (including high mountains), and alpine summits are present on many western mountains, as well as a few in the Northeast.

The U.S. coastline borders three oceans: The Atlantic (and Gulf of Mexico), the Arctic, and the Pacific. Finally, the U.S. shares long borders with Canada and Mexico, and is relatively close to the Bahamas, Cuba and other Caribbean islands, and easternmost Asia. There are also rainforests as well as some of the driest deserts in the world. The native flora of the USA has provided the world with a large number of horticultural and agricultural plants, mostly ornamentals, such as flowering dogwood, redbud, mountain laurel, bald cypress, southern magnolia, and black locust, all now cultivated in temperate regions worldwide, but also various food plants such as blueberries, black raspberries, cranberries, maple syrup and sugar, and pecans, and Monterey pine and other timber trees.

Some of the native U.S. plants have demonstrably become extinct or extinct in the wild; others have not been seen in decades, but may still be extant. Thousands of other native U.S. vascular plants are considered rare, threatened, or endangered, either globally (rangelwide) or within particular states.



UNIT III. POPULATION

INTRODUCTION

The story of the American people is a story of immigration and diversity. The USA has welcomed more immigrants than any other country – more than 50 mln. in all – and still admits almost 700,000 people a year. In the past many American writers emphasized the idea of the melting pot, an image that suggested newcomers would discard their old customs and adopt American ways.

Typically, the children of immigrants learned English but not their parents' first language.

Recently, however, Americans have placed greater value on diversity, ethnic groups have renewed and celebrated their heritage, and the children of immigrants often grow up being bilingual.

The first American immigrants, beginning more than 20,000 years ago, were intercontinental wanderers: hunters and their families following animal herds from Asia to America, across a land bridge where the Bering Strait is today. When Christopher Columbus "discovered" the New World in 1492, about 1.5 mln. Native Americans lived in what is now the continental USA, although estimates of the number vary greatly. Mistaking the place where he landed – San Salvador in the Bahamas – for the Indies, Columbus called the Native Americans "Indians".

During the next 200 years, people from several European countries followed Columbus across the Atlantic Ocean to explore America and set up trading posts and colonies.

Native Americans suffered greatly from the influx of Europeans. The transfer of land from Indian to European – and later American lands – was accomplished through treaties, wars, and coercion, with Indians constantly giving way as the newcomers moved west.

In the 19th century, the government's preferred solution to the Indian "problem" was to force tribes to inhabit specific plots of land called reservations. Some tribes fought to keep from giving up land they had traditionally used. In many cases, the reservation land was of poor quality, and Indians came to depend on government assistance. Poverty and joblessness among Native Americans still exist today. The territorial wars, along with Old World diseases to which Indians had no built-up immunity, sent their population plummeting, to a low of 350,000 in 1920.

Some tribes disappeared altogether; among them were the Mandans of North Dakota, who had helped Meriwether Lewis and William Clark in exploring America's unsettled northwestern wilderness in 1804-06. Other tribes lost their languages and most of their culture. Nonetheless, Native Americans have proved to be resilient. Today they number about two mln. (0.8 % of the total U.S. population), and only about one-third of Native Americans still live on reservations.

Countless American place-names derive from Indian words, including the states of Massachusetts, Ohio, Michigan, Mississippi, Missouri, and Idaho. Indians taught Europeans how to cultivate crops that are now staples throughout the world: corn, tomatoes, potatoes, and tobacco. Canoes, snowshoes, and moccasins are among the Indians' many inventions.

Exercise 1. Digest the information briefly in English.

Exercise 2. Find some synonyms to the following ones.

To suffer, solution, reservation, to depend, assistance, poverty, tribe, fight, to settle, disappear, culture, immunity, resilient, invention.

Exercise 3. Find some antonyms to the following ones.

To suffer, solution, reservation, to depend, assistance, poverty, tribe, fight, to settle, to disappear, immunity, resilient, culture, invention, invention, to teach, to cultivate, to derive, most, to explore, wilderness, poor quality, to inhabit, altogether, to lose, specific, to set up.

Exercise 4. Analyze the information and title it.

The U.S. population grew by more than 205 mln. people during the century, more than tripling from 76 mln. in 1900 to 281 mln. in 2000. As the population grew, the geographical population centre shifted 324 mi. west and 101 mi. south, from Bartholomew County, Indiana, in 1900 to its current location in Phelps County, Missouri. In every decade of the century, the population of the Western states grew faster than the populations of the other three regions. Florida's population rank rose more than that of any other state, catapulting it from 33rd to 4th place in state rankings. Iowa's population ranking dropped the furthest, from 10th in the nation in 1900 to 30th in 2000.

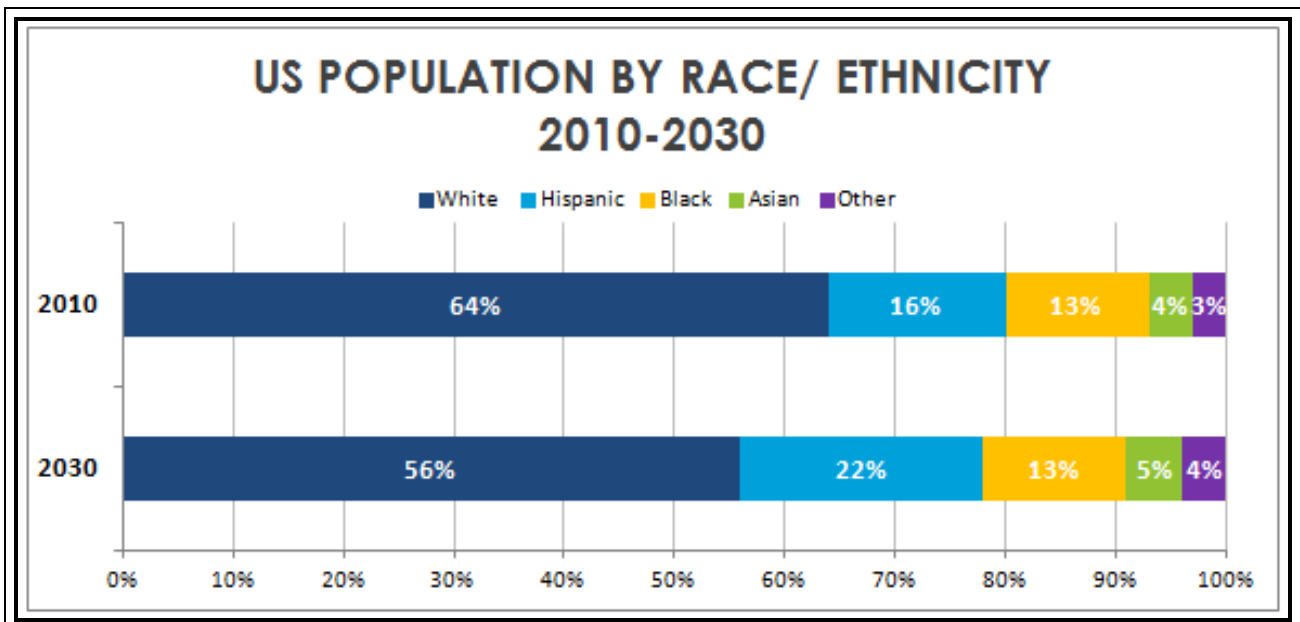
Children under 5 years old represented the largest five-year age group in 1900 and again in 1950; but in 2000 the largest groups were 35 to 39 and 40 to 44. The percentage of the U.S. population age 65 and over increased in every census from 1900 (4.1 %) to 1990 (12.6 %), then declined for the first time in Census 2000 to 12.4 %. From 1900 to 1960, the South had the highest proportion of children under 15 and the lowest proportion of people 65 and over, making it the country's "youngest" region. The West grabbed that title in the latter part of the century.

At the beginning of the century, only 1-in-8 U.S. residents were of a race other than white; by the end of the century, the ratio was 1-in-4. The black population remained concentrated in the South, and the Asian and Pacific Islander population in the West through the century, but these regional concentrations declined sharply by 2000. Among racial groups, the American Indian and Alaska Native population had the highest percentage under age 15 for most of the 20th century.

From 1980 to 2000, the Hispanic-origin population, which may be of any race, more than doubled. The total minority population people of Hispanic origin or of races other than white increased by 88 % between 1980 and 2000 while the non-Hispanic white population grew by only 7.9 %.

In 1950, for the first time, more than half of all occupied housing units were owned instead of rented. The homeownership rate increased until 1980, decreased slightly in the 1980s and then rose again to its highest level of the century in 2000 reaching 66 %. The 1930s was the only decade when the proportion of owner-occupied housing units declined in every region. The largest increase in homeownership rates for each region then occurred in the next decade when the economy recovered from the Depression and experienced post-World War II prosperity. Between 1950 and 2000, married-couple households declined from more than three-fourths of all households to just over one-half.

The proportional share of one-person households increased more than households of any other size. In 1950, one-person households represented 1-in-10 households; by 2000, they comprised 1-in-4.



ASIANS ACROSS AMERICA

Asian Americans make up 17.3 mln. or 5.6 %, of the U.S. population. Most Asian Americans reside in California, home to 5.6 mln. of this racial group. New York comes in next with 1.6 mln. Asian Americans. Hawaii, however, has the largest share of Asian Americans – 57 %.

The Asian American growth rate was higher than any other racial group from 2000 to 2010, according to the census. During that time, the Asian American population grew by 46 %.

Diversity in numbers

A wide range of ethnic groups makes up the Asian-Pacific American population. Chinese Americans stand out as the largest Asian ethnic group in the U.S with a population of 3.8 mln.. Filipinos come in second with 3.4 mln.. Indians (3.2 mln.), Vietnamese (1.7 mln.), Koreans (1.7 mln.) and Japanese (1.3 mln.) round out the major Asian ethnic groups in the U.S. Asian languages spoken in the U.S. mirror this trend. Nearly 3 mln. Americans speak Chinese (second to Spanish as the most popular non-English language in the U.S.). More than 1 mln. Americans speak Tagalog, Vietnamese and Korean, according to the census.

On average, those who identify as Asian American take in \$67,022 yearly. But the Census Bureau found that income rates depend on the Asian group in question. While Indian Americans have a household income of \$ 90,711, Bangladeshis bring in significantly less – \$48,471 yearly.

Moreover, those Americans who identify specifically as Pacific Islanders have household incomes of \$ 52,776. Poverty rates vary. The Asian American poverty rate is 12 %, while the Pacific Islander poverty rate is 18.8 %. An analysis of educational attainment among the Asian-Pacific American population reveals intra-racial disparities as well. While there's no major difference between Asian Americans and Pacific Islanders in high school graduation rates – 85 % of the former and 87 % of the latter have high school diplomas – there's a huge gap in college graduation rates.

50 % of Asian Americans age 25 and up have graduated from college, nearly double the U.S. average of 28 %. However, just 15 % of Pacific Islanders have bachelors.

Asian Americans outpace the general U.S. population and Pacific Islanders where graduate are concerned. 20 % of Asian Americans age 25 and up have graduated, compared to 10 % of the general U.S. population and just 4 % of Pacific Islanders.

Advances in Business

Both Asian Americans and Pacific Islanders have made headway in the business sector in recent years. Asian Americans owned 1.5 mln. U.S. businesses in 2007, a 40.4 % rise from 2002.

The number of businesses owned by Pacific Islanders also grew. In 2007, this population owned 37,687 businesses, a jump of 30.2 % from 2002. Hawaii boasts the largest percentage of businesses started by people of both Asian American and Pacific Islander heritage. Hawaii is home to 47 % of businesses owned by Asian Americans and 9 % of business owned by Pacific Islanders.

Military Service

Asian Americans & Pacific Islanders both have a long history of serving in the military.

Historians have noted their exemplary service during World War II, when individuals of Japanese American heritage were vilified after Japan bombed Pearl Harbour.

Today, there are 265,200 Asian American military veterans, a third of whom are age 65 and up. There are currently 27,800 military veterans of Pacific Islander background. Approximately 20 % of such veterans are 65 and up. These numbers reveal that while Asian Americans and Pacific Islanders have historically served in the armed forces, younger generations of the APA community continue to fight for their country. There are so many racial minority groups in America that some people question whether "minority" is the appropriate term to describe people of colour in the USA.

But just because the U.S. is known as a melting pot or, more recently, as a salad bowl, doesn't mean that Americans are as familiar with the cultural groups in their country as they should be.

The U.S. Census Bureau helps to shed light on the ethnic minorities in the U.S. by compiling statistics that break down everything from the regions certain groups are concentrated into their contributions to the military and advances in areas such as business and education.

Asian Americans make up more than 5 % of the population, according to the U.S. Census Bureau. Although this is a small slice of the overall American population, Asian Americans constitute one of the fastest growing groups in the country. The Asian-American population is a diverse one.

Most Asian Americans have Chinese ancestry, followed by Filipino, Indian, Vietnamese, Korean and Japanese. Considered collectively, Asian Americans stand out as a minority group that has excelled beyond the mainstream in educational attainment and socioeconomic status.

Asian Americans have higher household incomes than Americans generally. They have higher rates of educational attainment. However, not all Asian groups are well off. Southeast Asians and Pacific Islanders suffer from much higher rates of poverty than the Asian-American population overall does and lower levels of educational attainment. The key takeaway from census statistics about Asian Americans is to remember that this is an eclectic group."

Thanks to movies such as "Last of the Mohicans", there is the idea that Native Americans no longer exist in the USA, while the American Indian population isn't especially large.

There are several mln. Native Americans in the U.S. – 1.2 % of the nation's total. Nearly half of these Native Americans identify as multiracial. Most American Indians identify as Cherokee followed by Navajo, Choctaw, Mexican-American Indian, Chippewa, Sioux, Apache and Blackfeet.

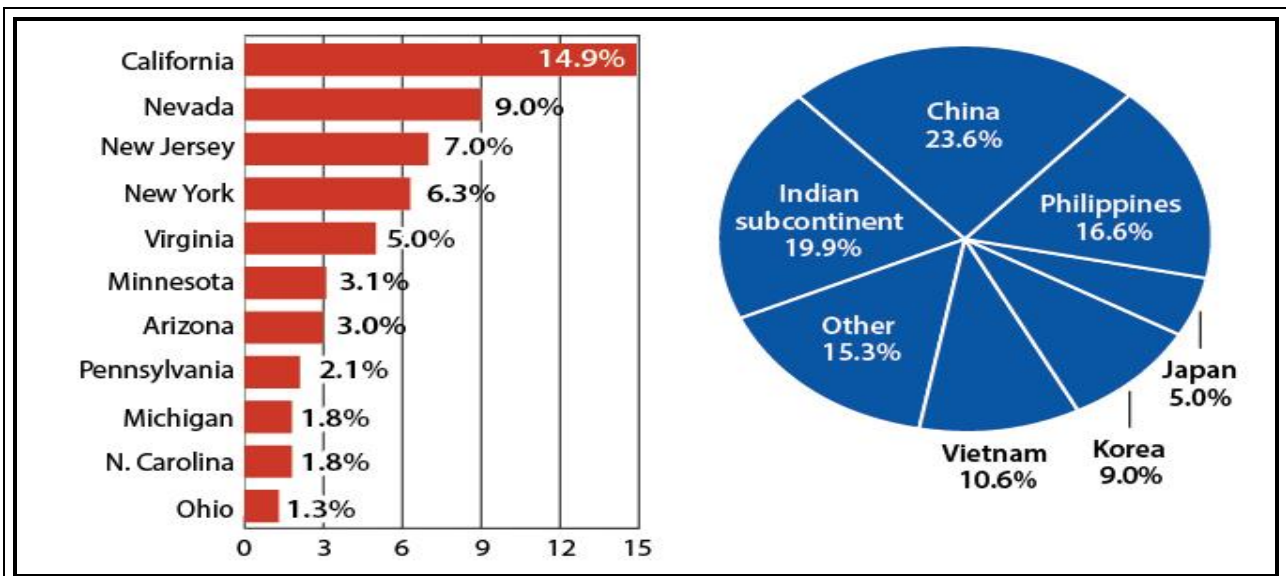
Between 2000 and 2010, the Native American population actually grew by 26.7 %, or 1.1 mln.

Most American Indians live in the following states: California, Oklahoma, Arizona, Texas, New York, New Mexico, Washington, North Carolina, Florida, Michigan, Alaska, Oregon, Colorado, Minnesota, and Illinois. Like other minority groups, Native Americans are succeeding as entrepreneurs, with Native businesses growing by 17.7 % from 2002 to 2017».

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Asian American share of electorate in select states. Asian origins in the USA in 2017.

THE AMERICAN DEMOGRAPHIC

Hispanic-Americans

The Hispanic-American population is among the fastest growing in the USA. They make up more than 17 % of the U.S. population. By 2050, Hispanics are projected to make up a whopping 30 % of the populace. As the Hispanic community expands, Latinos are making headway in areas such as business. The census reports that Hispanic-owned businesses grew 43.6 % between 2002 and 2017.

While Latinos are advancing as entrepreneurs, they face challenges in the educational arena. Just 62.2 % of Latinos had graduated from high school in 2017, compared to 85 % of Americans overall. Latinos also suffer from a higher poverty rate than the general population. Only time will tell if Hispanics will close these gaps as their population grows.

African Americans

For years, African Americans were the nation's largest minority group. Today, Latinos have outpaced blacks in population growth, but African Americans continue to play an influential role in U.S. culture. Despite this, misconceptions about African Americans persist. Census data helps to clear up some of the longstanding negative stereotypes about blacks. Black businesses are booming, blacks have a long tradition of military service, with black veterans amounting to more than 2 mln. in 2017.

Moreover, blacks graduate from high school at about the same rate as Americans do overall. In places such as New York City, black immigrants lead immigrants from other racial groups in earning high school diplomas. While blacks have long been associated with urban centres in the East and Midwest, census data reveals that African Americans have relocated to the South in such large numbers that most blacks in the country now live in the former Confederacy.

Irish Americans

Once a maligned minority group in the USA, today Irish Americans are widely part of mainstream U.S. culture. More Americans claim Irish ancestry than any other outside of German does.

A number of U.S. presidents, including John F. Kennedy, Barack Obama and Andrew Jackson, had Irish ancestors. At one time relegated to menial labour, Irish Americans now dominate managerial and professional positions. To boot, Irish Americans boast higher median household incomes and high school graduation rates than Americans overall.

Just a small percentage of members of Irish American households live in poverty.

The American Foundation for Irish Heritage aims to make the cultural heritage month, first celebrated in 1995, as popular as Black History Month or Hispanic Heritage Month.

The group even offers tips on how to get the public to take more of an interest in celebrating the month-long observance, such as contacting public radio and television stations, Irish-American organizations and state governors. But the foundation already has one agency in its corner – the U.S. Census Bureau. Each year, the bureau acknowledges Irish-American Heritage Month by releasing facts and figures about the Irish population.

Exercise 1. Render the main idea of the information.

Exercise 2. Choose the keywords that best convey the gist of the information.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

DIALOGUE

Which state is home to the largest percentage of Irish Americans – New York, Massachusetts or Illinois?

New York. The state boasts an Irish-American population of 13 %. Nationwide, the Irish-American population averages 11.2 %. New York City also has the distinction of being host to the first St. Patrick's Day Parade. It took place on March 17, 1762, and featured Irish soldiers in the English military. In the 5th century, St. Patrick brought Christianity to Ireland, but the day in his honour has now come to be associated with anything Irish-related.

How many Irish immigrants became naturalized U.S. residents in 2010 – 50,000, 150,000 or 250,000?

Precisely 144,588, or roughly 150,000.

Is the median household income for Irish-Americans the same, lower or higher than it is for Americans overall?

Households headed by Irish Americans actually have higher median incomes – \$56,363 yearly – than the \$50,046 for U.S. households generally. Not surprisingly, Irish Americans also have lower poverty rates than Americans as a whole. Just 6.9 % of households headed by Irish Americans had incomes at the poverty level, while 11.3 % of American households generally did.

Is it true that Irish Americans are more likely than the U.S. population as a whole to be college graduates?

True. While 33 % of Irish Americans 25 or older have at least earned a bachelor's degree and 92.5 have at least a high school diploma, for Americans generally, the corresponding numbers are only 28.2 % and 85.6 %, respectively.

Which field are Irish Americans more likely to work in – transportation, sales or management?

The majority, 41 %, of Irish Americans work in management, professional and related occupations, the census reports. Next in line are sales and office occupations. Just above 26 % of Irish Americans work in that field, followed by 15.7 % in service occupations, 9.2 % in production, transportation and material moving occupations, and 7.8 % in construction, extraction, maintenance and repair occupations.

Is it true or false: Irish Americans are older than the general U.S. population?

True. According to the 2010 census, the average American is 37.2 years old. The average Irish American is 39.2 years old.

Which U.S. president has the most Irish heritage – Barack Obama, John F. Kennedy or Andrew Jackson?

John F. Kennedy broke the glass ceiling in 1961 by becoming the first Irish-American Catholic president. But he wasn't the president with the most direct ties to Ireland. According to the "Christian Science Monitor", Andrew Jackson holds this distinction. Both of his parents were born in County Antrim, Ireland. They relocated to the USA in 1765, two years before his birth.

Due to longstanding cultural mythology and the fact that Native Americans constitute one of the smallest racial groups in the USA, misinformation about indigenous peoples abounds.

Many Americans simply regard Native Americans as caricatures that only come to mind when Pilgrims, cowboys or Columbus are the topics at hand.

Exercise 1. Learn the dialogue by heart and then carry it out with your classmate.



NATIVE AMERICANS

Yet American Indians are three-dimensional people who exist in here and now.

In recognition of National Native American Heritage Month, the U.S. Census Bureau has collected data about American Indians that reveal noteworthy trends taking place among this diverse racial group. Get the facts about what makes Native Americans unique.

Almost Half of Native Americans are mixed-race. More than 5 mln. Native Americans live in the USA, making up 1.7 % of the population. While 2.9 mln. U.S. indigenous peoples identify as solely American Indian or Alaska Native, 2.3 mln. are identified as multiracial, the Census Bureau reported.

That's nearly half of the indigenous population. Why do so many Natives identify as biracial or multiracial? The reasons for the trend vary. Some of these Native Americans may be the product of interracial couples – one indigenous parent and one of another race. They may also have non-native ancestry that dates back to generations past. On the flip side, many whites and blacks claim to have Native American ancestry because race mixing has taken place in the U.S. for centuries.

There's even a nickname for this phenomenon, "Cherokee Grandmother Syndrome". It refers to people who claim that a distant ancestor such as their great-great-grandmother was Native American.

This isn't to say that the whites and blacks in question are always lying about having indigenous ancestry. When talk show host Oprah Winfrey had her DNA analyzed on the television show "African American Lives", she was found to have a significant amount of Native American lineage.

Many people who claim American Indian origin don't know much, if anything, about their Native ancestor and are ignorant about Native cultures and customs. Yet they may be responsible for a boost in the indigenous population if they claim Native ancestry on the census.

"Reclaimers are perceived as preying upon the current trendiness of nativeness as well as perhaps embracing this heritage for economic or perceived economic gain", Kathleen J. Fitzgerald writes in the book *Beyond White Ethnicity*.

Margaret Seltzer and Timothy Patrick Barrus are just a couple of the white writers who profited from writing memoirs in which they pretended to be Native American.

Another reason for the high number of multiracial Native Americans is the spike in the number of Latin American immigrants in the U.S. with indigenous ancestry.

The Census Bureau found that Latinos are increasingly choosing to identify as Native American. Many Latinos have European, indigenous and African ancestry. Those who are intimately connected to their indigenous roots want such ancestry to be acknowledged.

Exercise 1. Make notes of your new knowledge about Native Americans.

Exercise 2. Write new words and phrases from the passage into your glossary.

Exercise 3. Render the score of the dialogue in Indirect Speech.

Exercise 4. Answer the questions.

1. What data has the U.S. Census Bureau collected? 2. How many Native Americans are Mixed-Race? 3. How many Native Americans live in the USA? 4. How many Native Americans identify as multiracial? 5. Why do so many Natives identify as biracial or multiracial? 6. May some of the Native Americans be the product of interracial couples? 7. How long has race mixing taken place in the U.S.? 8. What is a nickname for this phenomenon? 9. What do many people who claim American Indian origin know about it? 10. What does Kathleen J. Fitzgerald write in the book *Beyond White Ethnicity*? 11. Who are white writers who profited from writing memoirs in which they pretended to be Native American? 12. What is another reason for the high number of multiracial Native Americans? 13. What did The Census Bureau find? 14. What kind of ancestry do many Latinos have? 15. What do Latinos who are intimately connected to their indigenous roots want to do? 16. American Indians are three-dimensional people, aren't they? 17. Are many people ignorant about Native cultures and customs?

Exercise 5. Write a short essay on the topic.

THE NATIVE AMERICAN POPULATION IS GROWING

"When Indians go away, they don't come back. Last of the Mohicans, last of the Winnebago, last of the Couer d'Alene people...", says a character in the Native American film "Smoke Signals". He alludes to the widely spread notion in U.S. society that indigenous peoples are extinct.

Contrary to popular belief, Native Americans did not all disappear when Europeans settled in the New World. Although the warfare and disease that Europeans spread upon arriving in the Americas did decimate entire communities of American Indians, U.S. indigenous groups are actually growing today. The Native American population rose by 1.1 mln. or 26.7 %, between the 2000 and 2010 census. That's much faster than the general population growth of 9.7 %.

By 2050, the Native population is expected to increase by more than 3 mln. The Native American population is concentrated in 15 states, all of which have indigenous populations of 100,000 or more: California, Oklahoma, Arizona, Texas, New York, New Mexico, Washington, North Carolina, Florida, Michigan, Alaska, Oregon, Colorado, Minnesota, and Illinois. While California has the largest number of Native Americans, Alaska has the highest percentage of them. Given that the median age of the Native American population is 29, 8 years younger than the general population, the indigenous population is in a prime position to expand. 8 Native American Tribes have at least 100,000 members.

Many Americans would draw a blank if asked to list a handful of the nation's largest indigenous tribes. The country is home to 565 federally recognized Indian tribes and 334 American Indian reservations.

The largest eight tribes range in size from 819,105 to 105,304, with the Cherokee, Navajo, Choctaw, Mexican-American Indians, Chippewa, Sioux, Apache, and Blackfeet topping the list.

Unless you live in Indian Country, it may be a surprise for you to learn that many Native Americans speak more than one language. The Census Bureau has found that 28 % of American Indians and Alaska Natives speak a language other than English at home. That's higher than the U.S. average of 21 %. Among the Navajo Nation, a whopping 73 % of members are bilingual.

The fact that many Native Americans today speak both English and a tribal language is, in part, due to the work of activists who have striven to keep indigenous dialects alive. As recently as the 1900s, the U.S. government actively worked to stop Native peoples from speaking in tribal languages.

Government officials even sent indigenous children to boarding schools where they were punished for speaking tribal languages. As elders in some indigenous communities died, fewer and fewer tribal members could speak the tribal language and pass it on. According to the National Geographic Society's Enduring Voices Project, a language dies every two weeks.

More than half of the world's 7,000 languages will vanish by 2100, and many such languages have never been written down. To help preserve indigenous languages and interests worldwide, the United Nations created a Declaration on the Rights of Indigenous Peoples in 2007.

Native American businesses are on the rise. From 2002 to 2017, receipts for such businesses jumped by 28 %. To boot, the number of Native American businesses increased by 17.7 % during the same time period. With 45,629 Native-owned businesses, California leads the nation in indigenous enterprises, followed by Oklahoma and Texas. More than half of indigenous businesses fall into the construction, repair, maintenance, personal and laundry services categories.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE GOLDEN DOOR



The English were the dominant ethnic group among early settlers of what became the USA, and English became the prevalent American language. But people of other nationalities were not long in following.

In 1776 Thomas Paine, a spokesman for the revolutionary cause in the colonies and himself a native of England, wrote that "Europe, and not England, is the parent country of America".

These words described the settlers who came not only from Great Britain, but also from other European countries, including Spain, Portugal, France, Holland, Germany, and Sweden.

Nonetheless, in 1780 three out of every four Americans were of English or Irish descent.

Between 1840 and 1860, the USA received its first great wave of immigrants.

In Europe as a whole, famine, poor harvests, rising populations and political unrest caused an estimated 5 mln. people to leave their homelands each year. In Ireland, blight attacked the potato crop, and upwards of 750,000 people starved to death.

Many of the survivors emigrated. In one year alone, 1847, the number of Irish immigrants to the United States reached 118,120. Today there are about 34 mln. Americans of Irish descent.

The failure of the German Confederation's Revolution of 1848-49 led many of its people to emigrate. During the American Civil War (1861-65), the federal government helped fill its roster of troops by encouraging emigration from Europe, especially from the German states.

In return for service in the Union army, immigrants were offered grants of land.

By 1865, about one in five Union soldiers was a wartime immigrant. Today, 22 % of Americans have German ancestry. Jews came to the USA in large numbers beginning about 1880, a decade in which they suffered fierce pogroms in Eastern Europe. Over the next 45 years, 2 mln. Jews moved to the USA: the Jewish-American population is now more than 5 mln.

During the late 19th century, so many people were entering the USA that the government operated a special port of entry on Ellis Island in the harbour of New York City.

Between 1892, when it opened, and 1954, when it closed, Ellis Island was the doorway to America for 12 mln. people. It is now preserved as part of Statue of Liberty National Monument.

The Statue of Liberty, which was a gift from France to the people of America in 1886, stands on an island in New York harbour, near Ellis Island. The statue became many immigrants' first sight of their homeland to be. These inspiring words by the poet Emma Lazarus are etched on a plaque at Liberty's base: "Give me your tired, your poor. / Your huddled masses yearning to breathe free. / The wretched refuse of your teeming shore. / Send these, the homeless, tempest-tossed to me, / I lift my lamp beside the golden door!"

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the activity and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
The USA has welcomed more than _____ in all.	34 mln.
They admit almost _____ persons a year.	20,000
The first American immigrants came _____ years ago.	700,000
Christopher Columbus "discovered" the New World _____	in 1492.
People from European countries followed Columbus during the next _____	200 years.
Old World sent their population to a low of 350,000 _____	in 1920.
T. Paine a spokesman wrote that "Europe, and not England, is the parent country of America" _____	in 1780.
Three out of every four Americans were of English or Irish descent	in 1776.
In Ireland upwards of _____ people starved to death. Many of the survivors emigrated.	50 mln.
The number of Irish immigrants to the United States reached 118,120	in 1847.
Today there are about _____ Americans of Irish descent.	750,000
The failure of the German Confederation's Revolution led many of its people to emigrate _____	by 1865.
About one in five Union soldiers was a wartime immigrant _____	in 1848-49.
Today, _____ of Americans have German ancestry.	22 %
Jews came to the USA in large numbers beginning about _____	1880.
Over the next 45 years, _____ Jews moved to the USA.	5 mln.
The Jewish-American population is now more than _____	2 mln.
Ellis Island was the doorway to America for _____ people.	12 mln.
Ellis Island was opened _____	in 1954.
Ellis Island was closed _____	in 1892.
The Statue of Liberty was a gift from France to America _____	in 1886

Exercise 4. Explain the main idea on ethnic groups & minorities.

Erica Ward is a sixteen-year-old high school student who lives in a small town in New York State. For a recent school history project, she was asked to count the different ethnic groups from which she is descended. After discussing this question with older relatives, she put together this list:

- Nationality groups – English, Dutch, German, Irish and French.
- Racial groups – white, black and Native American.
- Religious groups – Catholic Christian and at least five types of Protestant Christian: Baptist, Mormon, Methodist, Congregationalist and Unitarian.

In addition, some of her cousins are Jewish. Erica's earliest known ancestor to migrate to the New World was Dutch, and landed in New York in 1678. The most recent migrant was a German who came to Philadelphia in about 1848. Of course, her Creek Indian ancestors have been in America for thousands of years. According to the 1990 census, about one-quarter of Americans trace their dominant ancestry to Great Britain. Half are descended from people from other European nations.

The remainders are descended from Native Americans, Africans, Hispanics and Asians.

For 300 years, the coming of different groups to the USA has involved their struggles to make a living and to be accepted as equal partners in American life. Many immigrant groups have moved from a position of disdained outsider to one of full participation in social and economic life; some other groups have yet to complete this journey.

Exercise 5. Read the information and title it.

Last spring, Asian-Americans were awarded the top five prizes in the Westinghouse Science Talent Search, the most important science scholarship award for U.S. high-school students. Although Asian-Americans make up only 2.1 % of the population, you wouldn't know that from 10- looking at the nation's best colleges; one quarter of all students at the University of California at Berkeley are Asian-Americans. "It's an old-fashioned story – if you work hard, you do well", said Thomas Sowell, who grew up in Harlem and has written extensively about race and education.

"Asian parents are teaching a lesson that otherwise isn't being taught in America anymore.

Asian kids study harder than do white and black kids and are therefore getting better grades." His conclusion: "Work works." It, the question is, then, *why do* Asian-Americans work so hard?

Stevenson feels they work harder largely because they share a greater belief in the efficacy of hard work. "When we asked mothers from three countries what I determined success in school", he said, "Japanese and Chinese mothers gave the strongest rating to the idea that anyone can do well if they study hard".

American mothers, on the other hand, were most likely to attribute success to natural talent.

The importance of family and education are themes that recur with Asian-Americans.

Jason Tang, for instance, arrived in the USA in 1980, after two years in a camp in Malaysia for Vietnamese boat people. All he could say in English was, "How are you? I'm twelve." Tang had not been in a regular school since 1975, when he, was a second-grader. His father, a shop-keeper, bought a passage on a fishing boat for Tang and his three sisters. The father and mother stayed behind.

In June, Tang graduated from Brighton High School in Boston with nearly a straight-A average and earned a four-year scholarship to Boston University, where he is majoring in electrical engineering. He lives with two of his sisters, both of whom are attending college. They are virtually self-supporting, sharing a small two-bedroom apartment, which they pay for out of the money they earn from part-time jobs. What has helped Tang's motivation, he said, is an obligation to his parents.

"I promised my father to do well and to uphold our family honour. My father spent so much to send me here, and I am determined to repay him."

Exercise 6. Analyze the information and use it in practice.

Exercise 7. Make up some dialogues from the information above.

Exercise 8. Discuss the problems of national diversity.

The USA is a country of many ethnic groups. An ethnic group is made up of people who share one or more characteristics, which make them different from other groups. They may share specific racial or physical traits, speak their own language or practice a distinctive religion.

They are usually bound to one another by common traditions and values, and by their own folklore and music. Some of their activities may be determined by unique institutions, such as a complex family structure or the social practices within their communities. Members of an ethnic group tend to see themselves – and to be seen by outsiders – as separate from other people.

The *Harvard Encyclopedia of American Ethnic Groups* lists 106 major groups in the USA today, including Native Americans, Albanians, Afro-Americans, Arabs, Burmese, Chinese, Eskimos, Filipinos, Greeks, Irish, Italians, Jews, Mexicans, Puerto Ricans and Swiss. There are really more. For example, there are more than 170 different Native American tribes.

For the sake of simplicity, the encyclopaedia treats them as one. In the same way, Syrians, Jordanians, Egyptians and Palestinians are all counted as Arabs. Most members of ethnic groups long established in the USA have lost much of the distinctiveness of their culture. Third generation Germans may only speak English and think of themselves as "plain" Americans.

Third generation Chinese, however, often retain their language and many cultural and family traditions. They will usually define themselves as Chinese-Americans.

Members of most ethnic groups are full participants in the broad tapestry of American life, even if they keep alive many of their old traditions. The Irish, Danes, Germans, Italians, Poles, Jews, Mormons and Catholics have moved into almost all social, economic and political sectors.

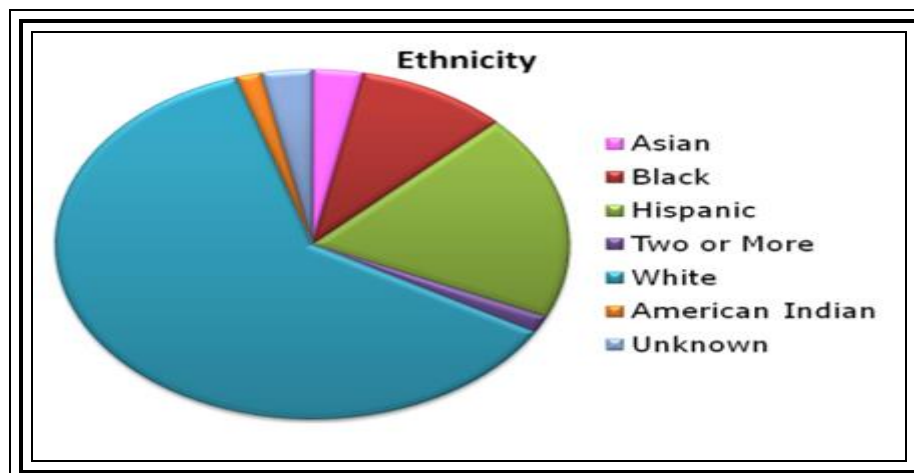
Some ethnic groups, however, suffer disadvantages which continue to keep them from freely participating in some areas of American professional and cultural life. Poverty and all the deprivation that goes with it often make it more difficult for black Americans and Puerto Ricans to acquire the social and educational skills needed to enter more desirable and more highly paid occupations.

Racial prejudice and discrimination against blacks, Chinese and Native Americans has meant that many members of those groups have been forced to live and work in narrow sectors of American life.

Recent Hispanic immigrants, such as Mexicans and Puerto Ricans, also have encountered discrimination based on their ethnicity. Those ethnic groups which suffer systematic economic or social disadvantages are called minority groups.

About one of every five Americans is a member of such a group. In the past, many minority groups overcame the barriers that confronted them. The Irish, the Italians and the Germans, the Catholics and the Jews all faced hostility and discrimination, which severely restricted their opportunities for decades. In time they largely overcame these barriers and became fully integrated into national life.

There are many signs that today's minorities are following the same path. For several decades, it has been an official aim of public policy to encourage such an outcome.



Exercise 9. Discuss the problems of demography.

The USA has a population of over 280 mln. (2000 census), but it is relatively sparsely populated.

The most populous state, California, with 33,871,648 inhabitants, contrasts with Wyoming, which has only 493,782 residents. These population figures reflect the fact that the USA is an urban nation. Over 75 % of the inhabitants live in cities, among whom more than 50 % are estimated to be suburban. Population growth is at below-replacement levels unless immigration is taken into account.

One of the most significant facts about the population is that its average age is on the rise.

The baby boomers born in the period from the end of World War II until the early 1960s are beginning to get old. Life expectancy is seventy-three years for white men and seventy-nine years for white women. African-American men have a life expectancy of sixty-seven years; in inner-city areas, the average life expectancy of African-American males is much lower.

Infant mortality rates are higher among African-Americans than among whites. U.S. Census categories identify populations according to whether they are of European descent (white). Whites constitute a large majority at about 70 % of the population. According to current census figures, in the year 2000 the largest minority was blacks, who number about 35 mln. or 13 % of the population.

The Hispanic (Latino) population, which includes primarily people of Mexican, Puerto Rican, and Cuban (who may be any colour) descent, is estimated to number 31 mln., or 12 % of the population. Latinos are expected to become the largest minority group early in the 21st century.

The Asian population (including Pacific Islanders) is defined as people of Chinese, Filipino, Japanese, Indian, Korean, and Vietnamese origin. It is estimated that there are eleven mln. Asians, making up about 4 % of the population. The Native American population, which includes natives of Alaska such as the Inuit and Aleuts, is estimated to consist of over 2 mln. people, slightly over 1 % of the population. Roughly a third of Native Americans lives on reservations, trust lands, territories, and mother lands under Native American jurisdiction.

The name "America" is often used to refer to the USA, but until the political formation of the USA after the Revolutionary War, this designation referred to South America only.

Contemporary use of the term to refer to the USA underlines that country's political and economic dominance in the western hemisphere. Such use of this designation is impolitic from the perspective of Canadians and Latin Americans. The USA has an Anglo majority that is politically and economically dominant. One of the defining characteristics of the country as a nation is its legacy of slavery and the persistence of economic and social inequalities based on race.

U.S. culture has significant regional inflections. Most Americans are aware of these differences despite the fact that these regions have experienced economic transformations and that Americans are a mobile people who often leave their regions of origin.

The Northeast is densely populated. Its extensive corridors of urbanization have been called the national "megalopolis". Once a leader in technology and industry, the Northeast has been overtaken in those areas by California's Silicon Valley.

The Midwest is both rural and industrial. It is the home of the family farm and is the "corn belt" and "breadbasket" of the nation. In the Great Lakes area of the upper Midwest, the automobile and steel industries were central to community and economy. As those industries declined, the upper Midwest became known as the rust belt. The South was shaped by its secession from the Union before the Civil War and is associated with slavery and with subsequent battles over civil rights for African-Americans. In contemporary terms, these are the sunshine states, retirement havens, and new economic frontiers. The West, the last national frontier, is associated with national dreams and myths of unlimited opportunity and individualism. It has the nation's most open landscapes.

California, along with the south-western states was ceded to the USA by Mexico in 1848 after the Mexican-American War. The Southwest is distinctive because of its historical ties to colonial Spain, its Native American populations, regional cuisine, influenced by Native American and Spanish cultures.

LAND OF QUALITY & FREEDOM

All Americans (except Native American Indians) have immigrant roots. Most immigrants arrived in the USA as poor, uneducated outcasts hoping for a better life in the "Land of Opportunity" from these humble beginnings, immigrants and their descendants have created one of the wealthiest, most powerful countries on earth. Americans are proud of their history.

However, today in the USA there is great fear that too many immigrants are allowed into the country. Rather than help society become wealthier and more powerful, as immigrants did in the past, it is feared that immigrants will take Americans' jobs and drain government resources.

Fear of immigration is nothing new. Historically, every time a new group of immigrants arrived in the USA – Irish, Italians, Chinese, Eastern European, Jew or Japanese – these was fear among those came before. In the 1800s, it was the Chinese and the Irish – we needed them to help run textile mills and build railroads but we didn't want them to move near us. They ended up living in separate communities with their own neighbourhoods and stores.

For most of America's past, there were almost no limits on immigration – if you could get here, you could stay. By the twentieth century, however, open borders were no longer reasonable.

The attraction of America had grown as the US became richer, and, thanks to better boat and trains, it was easier to get here. In 1924, a quota system dramatically limited immigration.

Today, quotas still exist. Preference is given to applicants with parents or children in the USA or with job skills that are highly needed. Some are also able to gain admission through sponsorship by an American family, church, or non-profit agency, or by applying for asylum to escape persecution.

Most immigrants today come from Latin America and Asia. Concern about immigration centers around two issues: the number and the quality of immigrants.

New reforms are being designed to make sure that the immigrants who come to America will be able to contribute to the economy and not disrupt the American way of life.

The ideas are controversial and have been hotly debated in the USA. America wants immigrants who are willing to work. A new Law gives them no choice.

Government aid for needy immigrant families stopped in 1997. No longer can families receive Food Stamps (vouchers that help very poor families purchase food).

Supplementary Security Income for needy seniors and the disabled. Many legal immigrants are also unable to receive help paying for health care. 1.5 mln. immigrants lost their welfare benefits because of the law. Over 275,000 people have come to the USA illegally in 1998. They are unwanted and feared by many Americans. The majority are poor, uneducated, and have few job skills.

Most are from Mexico and Central America. Laws already exist that make it illegal for these people to come but the laws are not always enforced. The government has recently doubled the number of border patrol officers, sped up the deportation process, and increased penalties for people who profit by smuggling illegal immigrants across the border.

Using spotlights, barbed wire fences and surveillance equipment, agents will be able to guard a "buffer zone" between the two countries and quickly return any immigrants caught trying to cross illegally. Opponents of the tighter security, argue that the policy creates a war zone that punishes the wrong people. Research shows that most immigrants enter the USA to work and will continue to come as long as their country offers them fewer opportunities than the USA.

Although many people may object to illegal immigrants, plenty of businesses are happy to hire them as they are cheaper than American workers are. In a highly controversial decision, the voters of California approved a measure in the Fall of 1994 that would have forced illegal immigrant children out of schools, denied illegal immigrants access to health care, and required teachers, doctors, and nurses to report any suspected illegal immigrant. Now Washington is considering making a similar law for the whole country. President Clinton is expected to veto the bill. He agrees with opponents who argue that the policy unfairly punishes children for the behaviour of their parents.

It risks the health of the immigrant and non-immigrant communities by denying people such health services as immunizations, medicines and check ups.

For 130 years, anyone born on USA soil was automatically granted American citizenship.

According to conservatives, this guarantee has acted as a magnet that draws illegal immigrants to this country to deliver their babies. Congressman Bilbray of San Diego claims that 16% of the births in California are to illegal immigrant mothers. To stop this trend Bilbray and others want to see an end to automatic citizenship for children whose parents are not "long-term legal residents".

Exercise 1. Read the text and give your point of view to the thoughts in it.

Exercise 2. Match phrases with numerical data without using the text. After it consult the text and comment on the difference.

Phrases	Data
The USA has welcomed more than _____ in all.	50 mln.
They admit almost _____ persons a year.	700,000
The first American immigrants came _____ years ago.	20,000
Christopher Columbus "discovered" the New World _____	in 1492.
People from European countries followed Columbus during the next _____	200 years.
Old World sent their population to a low of 350,000 _____	in 1920.
T. Paine a spokesman wrote that "Europe, and not England, is the parent country of America" _____	in 1776.
Three out of every four Americans were of English or Irish descent _____	in 1780.
In Ireland upwards of _____ people starved to death. Many of the survivors emigrated.	750,000
The number of Irish immigrants to the United States reached 118,120	in 1847.
Today there are about _____ Americans of Irish descent.	34 mln.
The failure of the German Confederation's Revolution led many of its people to emigrate _____	in 1848-49.
About one in five Union soldiers was a wartime immigrant _____	by 1865.
Today, _____ of Americans have German ancestry.	22 %
Jews came to the USA in large numbers beginning about _____	1880.
Over the next 45 years, _____ Jews moved to the USA.	2 mln.
The Jewish-American population is now more than _____	5 mln.
Ellis Island was the doorway to America for _____ people.	12 mln.
Ellis Island was opened _____	in 1892.

Exercise 3. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
Ellis Island was closed _____	in 1954.
The Statue of Liberty was a gift from France to America _____	in 1886
Fewer than 4 mln. U.S. residents were from Spanish-speaking countries _____	in 1950.
Today that number is about _____	27 mln.
About _____ of Hispanics in the USA have origins in Mexico.	50 %
The other _____ come from a variety of countries.	50 %
Congress passed the Johnson-Reed Immigration Act _____	in 1924.
Immigration patterns over the next _____ reflected the existing immigrant population.	40 years
U.S. laws specifically excluded Asian immigrants prior to _____	1924.
The law that kept out Chinese immigrants was repealed _____	in 1943.
Legislation allows people of all races to become U.S. citizens _____	since 1952.
There was a shakeup of the old immigration patterns _____	in 1965.
Congress abandoned hemispheric quotas & established a worldwide ceiling _____	in 1978.
The top 10 points of origin for immigrants were Mexico (57,000), the Philippines (55,000), Vietnam (49,000), the Dominican Republic (32,000), Korea (30,000), China (29,000), India (28,000), Russia (25,000), Jamaica (19,000), and Iran (18,000)	in 2000.
The USA population included nearly 20 mln. foreign-born people _____	in 2000.
The revised immigration law was passed _____	in 1990.
It created a flexible cap of _____ immigrants each year.	675,000
About 19,000 people entered the country on diversity visas from such countries as Bangladesh, Pakistan, Peru, Egypt, and Trinidad and Tobago _____	in 2000
_____ people are living in the USA without permission.	5 mln.
The number of such people is growing by about _____ a year.	275,000
Congress revised immigration law to deal with illegal aliens _____	in 1986.
Nearly 900,000 people took advantage of this law to obtain legal status _____	in 1990.
For _____ years anyone born on USA soil was granted American citizenship.	130
Over 275,000 people have come to the USA illegally _____	in 1998.

Exercise 4. Analyze the information on colonial beginnings.

Among the major European powers that attempted to settle North America, Britain was the most successful. Its colonies in Virginia (1607) and Massachusetts (1620) laid the foundation for the experiences of ethnic groups in the following centuries.

The English language, as well as English laws, and social, economic and religious customs were successfully transplanted to the New World. All of the groups which followed these earliest colonists were measured by their adherence to English standards. This meant that later immigrants had to undergo a period of adjustment during which they were treated as outsiders. During the colonial period Germans, Scotch-Irish, French Protestants and others had to undergo these trials.

The colonists' relations with the Native Americans were full of conflict from the beginning.

This was because the two communities did not share the same social and economic values.

When the colonists found they could not turn the "Indians" into trading partners, they perceived them only as an obstacle to a more rapid exploitation of the land by Europeans. As many thousands of immigrants were brought to the colonies in the first few decades, they entered an intense competition with the Native Americans for land. By the 1670s, the pattern had been set:

Most territorial or economic conflicts between whites and Native Americans were settled by force of arms. That practice continued for 200 years. Dutch and Spanish traders had imported slaves from Africa into Virginia as early as 1619. Later in the same century, immigration from England slowed, while the need for cheap labour increased. This led to an enormous increase in the slave trade after 1662. Most of these Africans were imported to work on large agricultural plantations, but they soon were found in a wide range of craft and service occupations.

In 1671, one in 20 residents in Virginia was black; by 1770, four in 10 were. One of the longest lasting aspects of the subjugation of blacks and Indians was the common European view of them as uncivilizable, naturally cruel and simple-minded peoples.

Exercise 5. Explain the notions in the text on Native Americans.

The "new" world wasn't novel to its early occupants. It wasn't even a separate landmass, for low sea levels during the Ice Age had exposed the continental shelf between Siberia and Alaska.

Asian hunters in pursuit of woolly mammoths and smaller quarry such as caribou simply pressed eastward in the world they knew, arriving in North America between 12,000 and 40,000 years ago.

Eventually their world was new: warmer, separated from Asia, and devoid of their giant prey. Native Americans survived, and thrived by adaptation. They hunted, foraged, many of them farmed.

Varied environments sustained varied cultures. By the 1500s two mln. people lived north of Mesoamerica, speaking 300 languages. Out of this cultural mosaic, we highlight 5 broad regions.

Eastern woodlands. Indians of the woodlands speared fish from rivers, hunted abundant game, scoured the forest for edible plants. Eastern peoples felled trees from the plentiful stock to build homes: bark longhouses in the north, wattle-and-dub dwellings in the south. Farming brought a new form of society, as settlements grew into large, fortified towns with rigid castes specialized artisans.

Great Plains. Bitter in winter, torrid in summer, and difficult to farm, the plains had few inhabitants until about 2,000 years ago, when Woodland Indians began moving west. They took knowledge of pottery, stone carving and cultivation to the eastern edge of the plains, where they built permanent dwellings. Two imports revolutionized life on the grasslands. Bows and arrows arrived about A.D. 500, possibly from the subarctic; European horses came in the 1700s. Indian tribes soon lived on horseback as they hunted for bison.

Far west. No one needed to farm along the Pacific coast, even though parts of this region had many more people than other areas of North America. Indians living in the temperate rain forests of the Northwest feasted on sea mammals and shellfish; their neighbours on the plateau fished for salmon.

Northwestern villages, built of cedar planks, often sprawled over several acres; their residents ranged hereditary from nobles to slaves.

California had some 500 tribes – most led by a headman – who foraged for specialties: acorns, perhaps, or pine nuts. Tribes used shells in trade with one another.

Desert West. Patterns of life in the Great basin changed little over years. Isolated tribes subsisted on seeds and whatever they could catch: rabbits on good days, rodents or insects to get by.

By about 2,000 years ago, their south-western neighbours had learned farming through trade with Mesoamerica. It freed them from dependence on foraging. A millennium ago south-westerners were building pueblos, settlements whose thick stone or adobe walls kept rooms cool by day and warm at night.

Arctic & Subarctic. Sheltering themselves on bleak terrain, Arctic people used anything at hand.

They built winter dwellings of stone and driftwood overlaid with sod. In summer they occupied animal-skin tents, supported by wood or whale ribs. They hunted walruses, seals, and other plentiful sea mammals. Subarctic peoples, like their northern counterparts, hunted with bows and arrows.

They used birch bark to cover the frames of their canoes, and they trimmed their clothes with porcupine quills coloured by dyes from berries and fungi.

When measuring the level of emigration it can be difficult, if not impossible, to say with certainty exactly how many people left Ireland during the 19th century. No record was taken of those leaving the country. One way to calculate the number of people who left Ireland over the course of the 19th century is to start with the number of population in 1801, add the expected growth rate (arrived at by subtracting the number of deaths from the number of births in a year) and any difference between the actual amount in 1901 and what was calculated, is the amount of emigration.

It has been estimated that at the start of the 19th century, Ireland had a population of 5.4 mln.

This swelled to 8.2 mln. in 1841 – based on a census taken four years before the Famine.

In 1851, the number of people recorded as living in Ireland was 6.6 mln. – in other words, almost two mln. people had either died or emigrated. 50 years later, Ireland's population was still showing a decline (down to 4.5 mln.) even though every other European country was showing a population increase. These figures tend to suggest that approximately 8 mln. people left Ireland between 1801 and 1900. So how do we know how many went to Canada and the USA?

Most "guesstimates" have been taken from the American and Canadian censuses, which recorded the number of people of Irish birth living there at that time. This is not a very reliable indicator as some Irish people may have been there either on business or on holiday. Others, who originally intended to settle overseas, may have returned to Ireland at a later date. Those who died before being recorded in the census, those who died en route, or those who left Ireland, intending to go to the North Americas but who only got as far as England or Scotland do not appear in these statistics. Passenger lists, which were compiled at the port of entry, not the port of departure, take no account of those who entered at a Canadian port with the intention of going on to America.



The Emigrant Flame

UNWILLING IMMIGRANTS

Among the flood of immigrants to North America, one group came unwillingly. These were Africans, 500,000 of whom were brought over as slaves between 1619 and 1808, when importing slaves into the USA became illegal. The practice of owning slaves and their descendants continued, however, particularly in the agrarian South, where many labourers were needed to work the fields.

The process of ending slavery began in April 1861 with the outbreak of the American Civil War between the free states of the North and the slave states of the South, 11 of which had left the Union.

On January 1. 1863, midway through the war, President Abraham Lincoln issued the Emancipation Proclamation, which abolished slavery in those states that had seceded. Slavery was abolished throughout the USA with the passage of the 13th Amendment to the country's Constitution in 1865.

Even after the end of slavery, however American blacks were hampered by segregation and inferior education. In search of opportunity, African Americans formed an internal wave of immigration, moving from the rural South to the urban North. But many urban blacks were unable to find work, by law and custom they had to live apart from whites, in run-down neighbourhoods called ghettos.

In the late 1950s and early 1960s, African Americans, led by Dr. Martin Luther King, used boycotts, marches, and other forms of nonviolent protest to demand equal treatment under the law and an end to racial prejudice. A high point of this civil rights movement came on August 28, 1965, when more than 200,000 people of all races gathered in front of the Lincoln Memorial in Washington, D C., to hear King say: "I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveholders will be able to sit down together at the table of brotherhood... I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character".

Not long afterwards, the U. S. Congress passed laws prohibiting discrimination in voting, education, employment, housing, and public accommodations. Today, African Americans constitute 12,7 % of the total US population. In recent decades, blacks have made great strides, and the black middle class has grown substantially. In 1996, 44 % of employed blacks held "white-collar" jobs – managerial, professional, and administrative positions rather than service jobs or those requiring manual labour.

Between ages 18 and 24 were enrolled in that same year 23 % of blacks to college, compared to 15 % in 1983. The average income of blacks is lower than that of whites, however, unemployment of blacks – particularly of young men – remains higher than that of whites.

Many black Americans are still trapped by poverty in urban neighbourhoods plagued by drug use and crime. In recent years, the focus of the civil rights debate has shifted. With antidiscrimination laws in effect and blacks moving steadily into the middle class, the question has become whether or not the effects of past discrimination require the government to take certain remedial steps.

Called "affirmative action", these steps may include hiring a certain number of blacks (or members of other minorities) in the workplace, admitting a certain number of minority students to a school, or drawing the boundaries of a congressional district so as to make the election of a minority representative more likely. The public debate over the need, effectiveness, and fairness of such programs became more intense in the 1990s. In any case, perhaps the greatest change in the past few decades has been in the attitudes of America's white citizens. More than a generation has come of age since King's "I Have a Dream" speech.

Younger Americans in particular exhibit a new respect for all races, and there is an increasing acceptance of blacks by whites in all walks of life and social situations.

Exercise 1. Digest the information briefly in English.

Exercise 2. Translate the notion.

Affirmative action is the nation's most ambitious attempt to redress its long history of racial and sexual discrimination.

Exercise 3. Analyze the information and use it in practice.

More than 7 bn people currently inhabit the planet, compared to only 3 bln. in 1967.

Every year about 135 mln. people are born and 55 mln. people die, adding 80 mln. to our global population. That's about one USA every 4 years, or 1 billion more every 12 years.

Almost half of the global population is under the age of 25 and their decisions during their reproductive years will determine whether we have 6 bln. or 14 bn people by 2100. Each person uses far more land than the few feet they actually occupy. We use cropland to grow food, grazing land for meat and dairy, oceans for fishing and oxygen generation, forests for lumber and carbon sequestration, and developed land for habitation, transportation and commerce. This is our Global Footprint. For an average European or American lifestyle, it is 10-20 acres per person.

Exercise 4. Complete the sentences with the facts from the text.

1. Africans came to America unwillingly between _____. The process of ending slavery began in _____. Slavery was abolished throughout the USA in _____. African Americans demanded equal treatment under the law in _____. A high point of this civil rights movement came in _____. Today, African Americans constitute _____ of the total US population. 44 % of employed blacks held "white-collar" jobs in _____. Between ages 18 & 24 were enrolled 15 % of blacks college in _____. Between ages 18 and 24 were enrolled 23 % of blacks college in _____. The public debate over the need, effectiveness, and fairness of such programs became more intense in _____.

Exercise 5. Try to understand the text on language and nationality.

It is not uncommon to walk down the streets of an American city today and hear Spanish spoken. In 1950 fewer than 4 mln. U.S. residents were from Spanish-speaking countries.

Today that number is about 27 mln..

About 50 % of Hispanics in the USA have origins in Mexico. The other 50 % come from a variety of countries, including El Salvador, the Dominican Republic, and Colombia. 36 % of the Hispanics live in California. Several other states have large Hispanic populations, including Texas, New York, Illinois, and Florida, where hundreds of thousands of Cubans fleeing the Castro regime have settled. There are so many Cuban Americans in Miami that the *Miami Herald*, the city's largest newspaper, publishes separate editions in English and Spanish.

The widespread use of Spanish in American cities has generated a public debate over language. Some English speakers point to Canada, where a secessionist movement has accompanied the existence of two languages (English and French).

To head off such a development in the USA, some citizens are calling for a law declaring English the official American language. Others consider such a law unnecessary and likely to cause harm and cite Switzerland as a place where the existence of multiple languages does not undermine national unity. Recognition of English as the official language, they argue, would stigmatize speakers of other languages and make it difficult for them to live their daily lives.



Exercise 6. Translate the text on limits on newcomers in writing.

The Statue of Liberty began lighting the way for new arrivals at a time when many native-born Americans began to worry that the country was admitting too many immigrants.

Some citizens feared that their culture was being threatened or that they would lose jobs to newcomers willing to accept low wages.

In 1924, Congress passed the Johnson-Reed Immigration Act. For the first time, the USA set limits on how many people from each country it would admit.

The number of people allowed emigrating from a given country each year was based on the number of people from that country already living in the USA. As a result, immigration patterns over the next 40 years reflected the existing immigrant population, mostly Europeans and North Americans.

Prior to 1924, U.S. laws specifically excluded Asian immigrants. People in the American West feared that the Chinese and other Asians would take away jobs, and racial prejudices against people with Asian features were widespread. The law that kept out Chinese immigrants was repealed in 1943, and legislation passed in 1952 allows people of all races to become U.S. citizens.

Today Asian Americans are one of the fastest-growing ethnic groups in the country. About 10 mln. people of Asian descent live in the USA. Although most of them have arrived here recently, they are among the most successful of all immigrant groups. They have a higher income than many other ethnic groups, and large numbers of their children study at the best American universities.

Exercise 7. Give the main idea of the text on a new system.

The year 1965 brought a shakeup of the old immigration patterns. The USA began to grant immigrant visas according to who applied first; national quotas were replaced with hemispheric ones.

Preference was given to relatives of U.S. citizens and immigrants with job skills in short supply in the USA. In 1978, Congress abandoned hemispheric quotas and established a worldwide ceiling, opening the doors even wider.

In 2000, the top 10 points of origin for immigrants were Mexico (57,000), the Philippines (55,000), Vietnam (49,000), the Dominican Republic (32,000), Korea (30,000), China (29,000), India (28,000), the Soviet Union (25,000), Jamaica (19,000), and Iran (18,000).

The USA continues to accept more immigrants than any other country; in 2000, its population included nearly 20 mln. foreign-born persons. The revised immigration law of 1990 created a flexible cap of 675,000 immigrants each year, with certain categories of people exempted from the limit.

That law attempts to attract more skilled workers and professionals to the USA and to draw immigrants from countries that have supplied relatively few Americans in recent years. It does this by providing "diversity" visas. In 2016, about 19,000 people entered the country on diversity visas from such countries as Bangladesh, Pakistan, Peru, Egypt, and Trinidad and Tobago.

Exercise 8. Render the score of the text on illegal immigrants.

The U.S. Immigration and Naturalization Service estimates that some 5 mln. people are living in the USA without permission, and the number is growing by about 275,000 a year.

Native-born Americans and legal immigrants worry about the problem of illegal immigration.

Many believe that illegal immigrants ("illegal aliens") take jobs from citizens, especially from young people and members of minority groups. They can place a heavy burden on tax-supported social services. In 1986, Congress revised immigration law to deal with illegal aliens.

Many of those who had been in the country since 1982 became eligible to apply for legal residency that would eventually permit them to stay in the country permanently.

In 1990, nearly 900,000 people took advantage of this law to obtain legal status. The law also provided strong measures to combat further illegal immigration and imposed penalties on businesses that knowingly employ illegal aliens.

Exercise 9. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 10. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
The other _____ come from a variety of countries.	50 %
Congress passed the Johnson-Reed Immigration Act _____	in 1924.
Immigration patterns over the next _____ reflected the existing immigrant population.	40 years
U.S. laws specifically excluded Asian immigrants prior to _____	1950.
The law that kept out Chinese immigrants was repealed _____	in 1952.
Legislation allows people of all races to become U.S. citizens _____	Since 1943.
There was a shakeup of the old immigration patterns _____	in 1965.
Congress abandoned hemispheric quotas and established a worldwide ceiling	in 1978.
The top 10 points of origin for immigrants were Mexico (57,000), the Philippines (55,000), Vietnam (49,000), the Dominican Republic (32,000), Korea (30,000), China (29,000), India (28,000), Russia (25,000), Jamaica (19,000), and Iran (18,000) _____	in 2000.
The USA population included nearly 20 mln. foreign-born people _____	in 2000.
The revised immigration law was passed _____	in 2000.
It created a flexible cap of _____ immigrants each year.	675,000
About 19,000 people entered the country on diversity visas from such countries as Bangladesh, Pakistan, Peru, Egypt, and Trinidad and Tobago _____	in 1990
_____ people are living in the USA without permission.	27 mln.
The number of such people is growing by about _____ a year.	275,000
Congress revised immigration law to deal with illegal aliens _____	in 1990.
Nearly 900,000 people took advantage of this law to obtain legal status _____	in 1986.
For _____ years anyone born on USA soil was granted American citizenship.	130
Over 275,000 people have come to the USA illegally _____	in 1998.
Some _____ people are living in the USA without permission.	5 mln.

Exercise 11. Remember the facts.

- mln. immigrants are repatriated during 1998-2001.
- 1, 224 die attempting to reach the USA of whom:
- 400 die from thirst in desert; 300 drown in Rio Grande.

Exercise 12. Analyze the information on the legacy and use it in practice.

The steady stream of people coming to America's shores has had a profound effect on the American character. It takes courage and flexibility to leave your homeland and come to a new country.

The American people have been noted for their willingness to take risks and try new things, for their independence and optimism.

If Americans whose families have been here longer tend to take their material comfort and political freedoms for granted, immigrants are at hand to remind them how important those privileges are. Immigrants also enrich American communities by bringing aspects of their native cultures with them. Many black Americans now celebrate both Christmas and Kwanzaa, a festival drawn from African rituals. Hispanic Americans celebrate their traditions with street fairs and other festivities on *Chico de Mayo* (May 5). Ethnic restaurants abound in many American cities.

President John F. Kennedy, himself the grandson of Irish immigrants, summed up this blend of the old and the new when he called America "a society of immigrants, each of whom had begun life anew, on an equal footing. This is the secret of America: a nation of people with the fresh memory of old traditions who dare to explore new frontiers...".

The French anthropologist Claude Levi-Strauss has written of the "mental click" he feels when arriving in the USA: an adjustment to the enormous landscapes and skylines.

The so-called lower 48 states (all but Alaska & Hawaii) sprawl across 4,500 km and four time zones. A car trip from coast to coast typically takes a minimum of five days – and that's with almost no stops to look around. It is not unusual for the gap between the warmest and coldest *high* temperatures on a given day in the USA to reach 70 Fahrenheit (40° Celsius).

The USA owes much of its national character – and its wealth – to its good fortune in having such a large & varied landmass to inhabit and cultivate. Yet the country still exhibits marks of regional identity, and one-way Americans cope with the size of their country is to think of themselves as linked geographically by certain traits, such as New England self-reliance, southern hospitality, Midwestern wholesomeness, and western mellowness. This chapter examines American geography, history, and customs through the filters of six main regions:

- New England made up of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island.

- The Middle Atlantic, comprising New York, New Jersey, Pennsylvania, Delaware, and Maryland.

- The South, which runs from Virginia south to Florida and west as far as central Texas.

This region includes West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, and parts of Missouri and Oklahoma.

- The Midwest, a broad collection of states sweeping westward from Ohio to Nebraska and including Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, parts of Missouri, North Dakota, South Dakota, Kansas, and eastern Colorado.

- The Southwest, made up of western Texas, portions of Oklahoma, New Mexico, Arizona, Nevada, and the southern interior part of California.

- The West, comprising Colorado, Wyoming, Montana, Utah, California, Nevada, Idaho, Oregon, Washington, Alaska, and Hawaii.

Note that there is nothing official about these regions – many other lineups are possible.

These groupings are offered simply as a way to begin the otherwise daunting task of getting acquainted with the USA.

LINGUISTIC AFFILIATION

There is no official national language. If English is its unofficial first language, Spanish is its unofficial second language. The USA ranks fifth in the world in the number of Spanish speakers.

Standard English is the language Americans are expected to speak. Within the social hierarchy of American English dialects, Standard English can be described as the exemplar of acceptable for correct usage based on the model of cultural, economic, and political leaders. There is no clear-cut definition of what Standard English is, and it is often defined by what it is not. For example, it often is contrasted with the type of English spoken by black Americans (African-American Vernacular English).

Standard English grammar and pronunciation are taught by English teachers in public schools.

Like "whiteness", this implies a neutral, normative and non-ethnic position. Most Americans do not speak Standard English; instead, they speak a range of class, ethnic, and regional variants.

Spoken English includes many dialects that have been influenced by Native Americans, immigrants, and slaves. These languages include not only Dutch, German, and Scandinavian, Asian, and African languages, but less widely spoken languages such as Basque, Yiddish, and Greek.

Thus, spoken English reflects the nation's immigration and history.

As linguistic diversity has increased, and particularly as Spanish has become more widely spoken, language has become an important aspect of the debate over the meaning or nature of American culture. Linguistic and cultural diversity is accepted in states such as New York and Illinois, where Spanish bilingual education is mandated in the public schools. In California, however, where tensions between Anglos and Mexican immigrants run high, bilingual education has been abolished in the public school systems. State laws prohibit even bilingual personnel from using Spanish with Spanish-speaking patients in hospitals or with students in schools.

Bilingual education is not new. In the 19th century, Germans outnumbered all other immigrant groups except for all the people from the British Isles combined. With the exception of Spanish speakers in the Southwest, at no other time has foreign language been so widely spoken.

German-only newspapers and German and bilingual public schools were found throughout the Midwest and Oregon and Colorado and elsewhere from the mid-19th century until World War I, when anti-German sentiment resulted in the elimination of German instruction in public schools.

Other languages used in the press and in public schools included Yiddish, Swedish, and Norwegian.

Thus, proponents of English only, who claim that bilingual education should not be provided to Spanish-speaking immigrants because earlier immigrants did not have this advantage, overlook the fact that those immigrants often were schooled in their native languages.

Education was important in spreading English as a standard language. Public schools played a major role; by 1870, every state in the country had committed itself to compulsory education.

The percentage of foreign-born persons who were unable to speak English peaked 31 % in 1910, by 1920 had decreased to 15 %, and by 1930 had fallen less than 9 %.

Among Native Americans, English was enforced by the establishment by the Bureau of Indian Affairs of compulsory boarding schools for school-age children. Contemporary Native American speech patterns can be traced to that experience.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

Activity				
№	Events	When	Where	Score
1.				

Exercise 3. Digest the information on regional variety briefly in English.

How much sense does it make to talk about American regions when practically all Americans can watch the same television shows and go to the same fast-food restaurants for dinner?

One way to answer the question is by giving examples of lingering regional differences.

Consider the food Americans eat. Most of it is standard wherever you go. A person can buy packages of frozen peas bearing the same label in Idaho, Missouri, and Virginia. Cereals, candy bars, and many other items also come in identical packages from Alaska to Florida. Generally, the quality of fresh fruits and vegetables does not vary much from one state to the next.

On the other hand, it would be unusual to be served hush puppies (a kind of fried dough) or grits (boiled and ground corn prepared in a variety of ways) in Massachusetts or Illinois, but normal to get them in Georgia. Other regions have similar favourites that are hard to find elsewhere.

While American English is generally standard, American *speech* often differs according to what part of the country you are in. Southerners tend to speak slowly, in what is referred to as a "Southern drawl." Midwesterners use "flat" a's (as in "bad" or "cat"), and the New York City patois features a number of Yiddish words ("schlep," "nosh," "nebbish") contributed by the city's large Jewish population. Regional differences also make themselves felt in less tangible ways, such as attitudes and outlooks. An example is the attention paid to foreign events in newspapers.

In the East, where people look out across the Atlantic Ocean, papers tend to show greatest concern with what is happening in Europe, the Middle East, Africa, and western Asia. On the West Coast, news editors give more attention to events in East Asia and Australia.

Exercise 4. Answer the questions.

1. How many immigrants has the USA welcomed?
2. Who were the first American immigrants?
3. When did Christopher Columbus "discover" the New World?
4. How many Native Americans lived there?
5. How did Columbus call the Native Americans?
6. What was the government's preferred solution to the Indian "problem" in the 19th century?
7. What happened with Indian tribes in early 20th century?
8. How many Native Americans still live on reservations?
9. Who was the dominant ethnic group among early settlers?
10. Who described the settlers' life in 1776?
11. When was the first great wave of immigrants?
12. When and where did the government operate a special port of entry?
13. When and where was the Statue of Liberty established?
14. Who came to North America unwillingly?
15. When and why did the process of ending slavery begin?
16. Who was the leader of African Americans in the late 1950s and early 1960s?
17. How many percents of the total US population constitute African Americans today?
18. Why has the focus of the civil rights debate shifted in recent years?
19. What are links between language and nationality in the USA?
20. What language has dominated there recently?
21. When did Congress pass the Johnson-Reed Immigration Act?
22. Why did U.S. laws specifically exclude Asian immigrants prior to 1924?
23. The year 1965 brought a shakeup of the old immigration patterns, didn't it?
24. What was the top 10 points of origin for immigrants in 2000?
25. How many illegal immigrants are there in the USA?
26. When did Congress revise immigration law to deal with illegal aliens?
27. How do immigrants enrich American communities?
28. How many main regions filters is American geography, history, and customs examined through?
29. How do regional differences influence American life?
30. How does speech differ according to what part of the country you are in?



Exercise 5. Choose the correct variant.

1. The first American immigrants, beginning more than ____ years ago, were intercontinental wanderers.
a) 20,000 b) 10,000 c) 15,000 d) 30,000
2. When Christopher Columbus "discovered" the New World in ____ about 1.5 mln. Native Americans lived in.
a) 1492 b) 1510 c) 1490 d) 1500
3. During the next ____ years, people from several European countries followed Columbus across the Atlantic Ocean to explore America.
a) 200 b) 300 c) 100 d) 400
4. Only about ____ of Native Americans still live on reservations.
a) one-third b) one-fourth c) two-third d) three-third
5. Between ____ the USA received its first great wave of immigrants.
a) 1800 and 1820 b) 1840 and 1860 c) 1820 and 1940 d) 1850 and 1870
6. ____ came to the USA in large numbers beginning about 1880.
a) Jews b) Spanish c) Irish d) Africans
7. The process of ending slavery began in April ____ with the outbreak of the American Civil War.
a) 1861 b) 1856 c) 1878 d) 1890
8. In the ____ African Americans, led by Dr. Martin Luther King, used boycotts, marches.
a) late 1950s and early 1960s b) late 1960s and early 1970s c) early 1950s and late 1960s d) late 1940s and early 1950s
9. A high point of this civil rights movement came on August 28 ____.
a) 1965 b) 1956 c) 1978 d) 1989
10. Today, African Americans constitute ____% of the total US population.
a) 12,7 b) 16 c) 20 d) 10
11. In ____ fewer than 4 mln. U.S. residents were from Spanish-speaking countries.
a) 1950 b) 1960 c) 1970 d) 1980
12. In ____ Congress passed the Johnson-Reed Immigration Act.
a) 1924 b) 1934 c) 1944 d) 1954
13. Legislation passed in ____ allows people of all races to become U.S. citizens.
a) 1952 b) 1945 c) 1956 d) 1967
14. About ____ mln. people of Asian descent live in the USA.
a) 20 b) 10 c) 30 d) 15
15. The year ____ brought a shakeup of the old immigration patterns.
a) 1965 b) 1967 c) 1978 d) 1970
16. In ____ Congress abandoned hemispheric quotas and established a worldwide ceiling, opening the doors even wider.
a) 1978 b) 1989 c) 1998 d) 1967
17. The revised immigration law of 1990 created a flexible cap of ____ immigrants each year.
a) 675,000 b) 500,000 c) 1,000,000 d) 456,000
18. In 2000 about ____ people entered the country from many countries.
a) 19,000 b) 25,000 c) 34,000 d) 45,000
19. In ____ Congress revised immigration law to deal with illegal aliens.
a) 1986 b) 1989 c) 1967 d) 1978
20. In 1990, nearly ____ people took advantage of this law to obtain legal status.
a) 200,000 b) 900,000 c) 1,000,000 d) 500,000

Exercise 6. Analyze the information and use it in practice.

Exercise 7. Read the text and pick up the essential details in the form of quick notes.

Exercise 8. Read words and word-combinations and make up sentences with them.

Legacy – наследство; наследие

to hand down a legacy – оставить наследство

legacy software – унаследованное программное обеспечение

legacy costs – унаследованные издержки (расходы на корпоративные пенсии, медицинское страхование бывших сотрудников)

to leave smb a small legacy – оставить кому-л. небольшое наследство

a legacy of five thousand pounds – наследство в £5000

These problems are a legacy of the last government. – Эти проблемы достались нам в наследство от прежнего правительства

the legacy of war – наследие войны

to come into a legacy – входить в права наследования

to eliminate the legacy – ликвидировать наследие

to keep legacy alive – сохранять наследие

to tarnish smb's legacy – дискредитировать чье-л. наследие

bequest – акт завещания, дарование *Syn. endowment*

inheritance – наследование; унаследование; получение наследства

birthright – право по рождению (титул, права, привилегии, собственность, на которые даются права при рождении)

patrimony – родовое, имение, вотчина; наследство; наследие

to spend the whole patrimony – промотать все наследство

Exercise 9. Show the routes of the migration of the population to the USA on the world map. Fill in the gaps in the sentences with the facts from the text on colonial beginnings in the correct form.

Competition, conflicts, traders, labour, increase, aspects, European view, simple-minded, racist ideas, successful, ethnic groups, laws, customs, colonists, immigrants, period, trials, communities, exploitation, decades.

Among the major European powers that attempted to settle North America, Britain was the most 1) _____. Its colonies in Virginia (1607) and Massachusetts (1620) laid the foundation for the experiences of 2) _____ in the following centuries. The English language, as well as English 3) _____ and social, economic and religious 4) _____ were successfully transplanted to the New World.

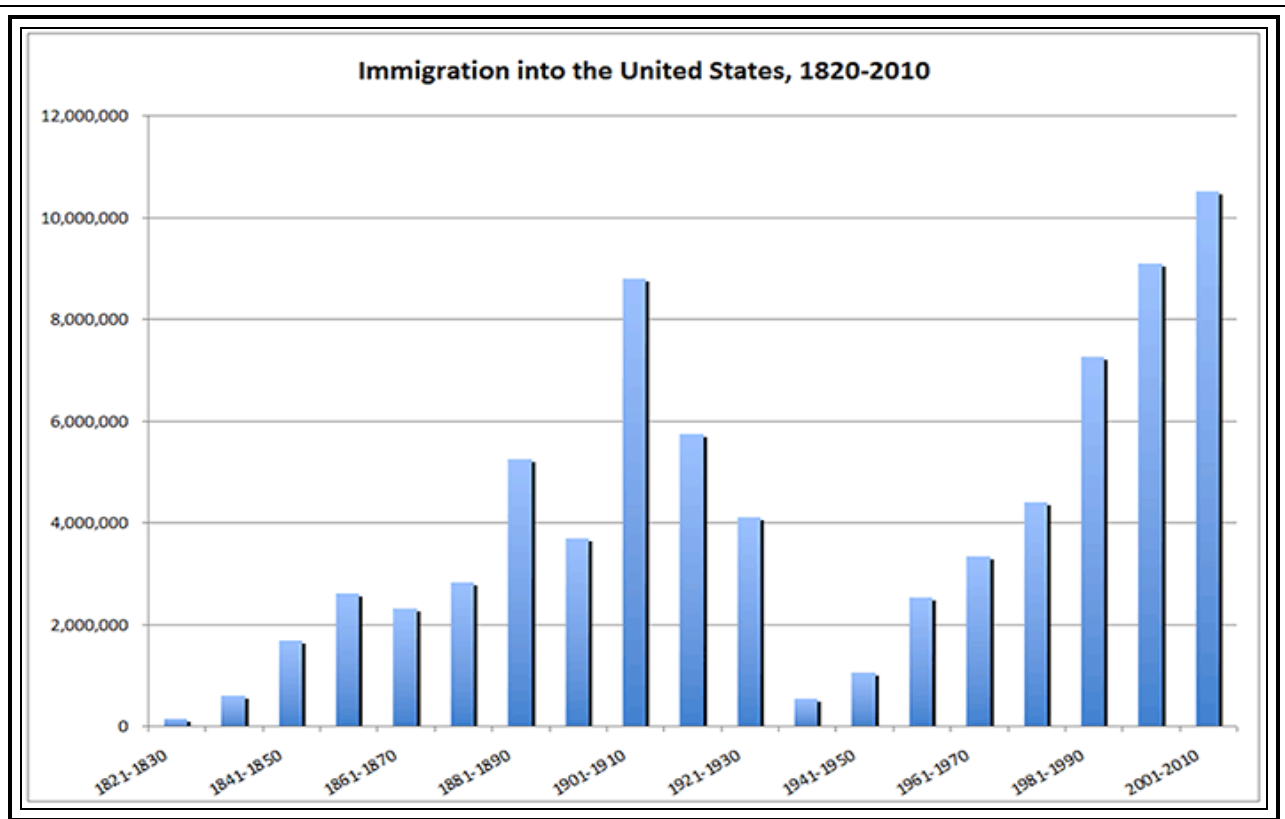
All of the groups which followed these earliest 5) _____ were measured by their adherence to English standards. This meant that later 6) _____ had to undergo a period of adjustment during which they were treated as outsiders. During the colonial 7) _____ Germans, Scotch-Irish, French Protestants and others had to undergo these 8) _____. The colonists' relations with the Native Americans were full of conflict from the beginning. This was because the two 9) _____ did not share the same social and economic values. When the colonists found they could not turn the "Indians" into trading partners, they perceived them only as an obstacle to a more rapid 10) _____ of the land by Europeans. As many thousands of immigrants were brought to the colonies in the first few 11) _____, they entered an intense 12) _____ with the Native Americans for land. By the 1670s, the pattern had been set. Most territorial or economic 13) _____ between whites and Native Americans were settled by force of arms. That practice continued for 200 years. Slaves had been imported from Africa into Virginia by Dutch and Spanish 14) _____ as early as 1619. Later in the same century, immigration from England slowed, while the need for cheap 15) _____ increased. This led to an enormous 16) _____ in the slave trade after 1662. Most of these Africans were imported to work on large agricultural plantations, but they soon were found in a wide range of craft and service occupations.

In 1671, one in 20 residents in Virginia was black; by 1770, four in 10 were. One of the longest lasting 17) _____ of the subjugation of blacks and Indians was the common 18) _____ of them as uncivilizable, naturally cruel and 19) _____ peoples. In one form or another these 20) _____ must still be combated today.

Exercise 10. Remember these facts.

- legal immigrants currently living in US – 10,525,000;
- undocumented immigrants currently living in US – 5,000,000;
- top country of birth – Mexico (18% legal, 54% undocumented);
- top state of residence – California (35%);
- country with highest % of foreign-born residents – Israel (42);
- country with highest number of foreign-born residents – USA (14,080,000);
- more than 1 mln. immigrants became legal permanent residents of the USA in 2011;
- of the new US residents, 14% came from Mexico, 7.9% from China, and 6.4% from India;
- every year, half of new LPRs are current residents whose status is changed to permanent.

Exercise 11. Explain the score of the table below.



DIVERSITY OF RELIGION

Nearly every known religion is practiced in the USA, which was founded on the basis of religious freedom. About 71 % of Americans identify themselves as Christians, according to information gathered by the Pew Research Centre, a nonpartisan research group, in 2017. The research found that about 23 % had no religious affiliation at all and around 6 % of the population is made up non-Christian religions. The number of people who identify with no religion seems to be decreasing. According to the Pew Research Centre, this category is expected to drop from 16 % in 2015 to 13 % in 2060.

The US has a tradition of religious tolerance and every resident has total freedom of religion without hindrance from the state or community. The establishment and free exercise of religion is enshrined in the First Amendment of the US constitution. For this reason, prayer isn't permitted in schools or at the start of sports games and was ruled unconstitutional by the US Supreme Court.

Although the influence of religion declined in most western societies in the latter part of the 20th century, the US has remained solidly religious (it's one of the world's most deeply religious nations).

The national motto "In God We Trust" is inscribed upon US coins, and the pledge of allegiance to the American flag still refers to the US as 'one nation under God' despite sporadic legal attempts to have the words removed. Religion is conspicuous in the US, where it's a part of everyday life (only sport is taken more seriously).

More than 90 % of Americans claim to believe in God, two-thirds are members of a local church or temple and around 45 % attend religious services at least once a week. Some 60 % of Americans are Protestant, 25 % Roman Catholic, 2 % Jewish, 1 % Orthodox and 4 % belong to other religions such as Buddhist, Hindu or Moslem (the remaining 8 % claim no religion).

Not surprisingly, more Americans believe in heaven (around 80 %) than hell (65 %), and 70 % believe in life after death (they hope they can take their pile with them or at least come back and enjoy it in their next life). Because of the diverse religions, Americans refer to "first" or "given" names, rather than "Christian" names. Astonishingly, around a third of Americans claim to be "Born Again Christians", so called because they believe life starts anew when you commit yourself to Jesus Christ (being born again doesn't, however, guarantee you a longer life!). They, and other fundamentalists, contend that every word in the bible is literally true and that Darwin's theory of evolution is false.

The southern and south-west regions are known as the "bible belt" because of the prominence of fundamentalist Protestants. In many parts of the US, there's a relentless determination by religious zealots to impose their views on non-believers, often through so-called street preachers.

The most famous (or infamous) evangelists conduct their business via radio and TV (the "electronic" church). A staggering 1,300 radio and TV stations (television ministries) are devoted full-time to religion. Although TV religious broadcasts may look like game shows, they're a deadly serious, multimillion dollar business (God is BIG business in the US). The chief aim of TV ministries is to encourage viewers to donate pots of money to pay for their salvation (or the preacher's high life).

Enterprising readers should note that one of the fastest ways to get seriously rich in the US is to start a religious organisation, which enjoy tax-exempt status. Many religious groups have considerable influence in US society and politics, locally and nationally. Religion pervades political life and prominent politicians (and sportsmen) often praise or call on God in public or share their religious beliefs with mln.s of TV viewers (atheism is bad for business). Often sportsmen state that they won "with God's help", although losers don't usually blame divine indifference.

The US, particularly California, is the birthplace of many of the world's most bizarre religious organisations, including *Hare Krishna*, *the Moonies*, *the Rajneeshies*, *Scientology* and *Transcendental Meditation* (TM). Many "cults" seek the total commitment and involvement of their members. It means giving up their worldly possessions or donating a large percentage of their salaries to the cult. Some cults have a fundamentalist outlook, while others are based on oriental religions or philosophies.

Many Americans consider cults to be dangerous, as they appear to indulge in brain-washing techniques (which is why some have been banned in a number of countries).

Churches and religious meeting places representing a multitude of faiths can be found in every town (often outnumbering bars), and Sunday traffic jams are common, as people commute to church (some even have drive-in services). Recent years have seen the advent of mega-churches (known as "God's shopping malls") with seating for up to 6,000 worshippers or more than 30,000 a week. They generally offer a computerised, pulsating; video-age service packaged as big-time entertainment and dished up with a variety of added attractions.

Sunday schools & other programs

In some towns, practically everyone attends church or Sunday school, when people dress in their Sunday best. The bible remains the nation's best-selling book and most book shops have a section for religious books. In smaller towns and communities, churches are often the main centres of social and community life. Most churches organise a wide range of social activities, including sports events, dances, coffee hours, dinners and suppers, discussion groups and outings.

Many also operate nursery schools and after-school and youth programmes for older children. Most colleges and universities have 'campus ministries' affiliated with churches.

Many of the US's largest charities are administered by religious groups, which run hospitals, homeless shelters, canteens, workshops for the disabled, refugee centres, youth centres, special schools, and many other establishments and projects. In many cases, these charities have now become eligible for federal government funding under programmes developed to encourage 'faith-based' initiatives to replace social services previously cut back due to budgetary constraints.

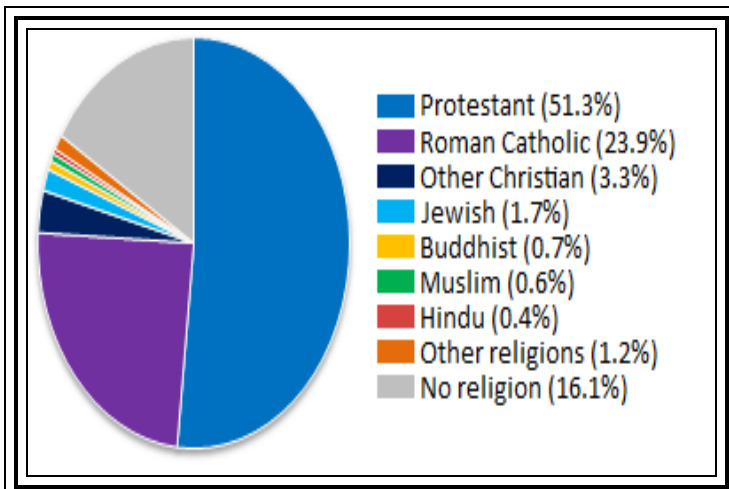
For information about local religious centres and service times, contact your local library or telephone religious centres for information. Many religious centres hold services in a number of languages.

In some areas, a church directory is published and local religious services are usually listed in tourist guides and published in local weekend newspapers, where a whole page may be devoted to religious news.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

No	Activity			
	Events	When	Where	Score
1.				



RELIGIOUS BELIEFS

The overwhelming majority of the people are Christian. Catholicism is the largest single denomination, but Protestants of all denominations (Baptist, Methodist, Lutheran, Presbyterian, others) outnumber Catholics. Judaism is the largest non-Christian faith, followed by Islam, which has a significant African-American following. Baptism, the largest Protestant sect, originated in Europe but grew exponentially in the USA, especially in the South, among both whites and blacks.

Aside from the many Christian movements from England and Europe that re-established themselves early in the nation's history, a few religious sects arose independently in the USA, including Mormons and Shakers. Although religion and the state are formally separated, religious expression is an important aspect of public and political life. Nearly every President has professed some variety of Christian faith. One of the most significant religious trends in recent years has been the rise of evangelical and fundamentalist sects of Christianity as an organized political-religious.

Another trend is the growth in New Age religions, which blend elements of Eastern religions and practices, such as Buddhism, with meditation, yoga, astrology, and Native American spirituality.

Religious Practitioners

In addition to the practitioners of world religions such as priests, ministers, and rabbis, the USA has a tradition of non-ordained and non-traditional religious practitioners. These people include evangelical lay preachers, religious leaders associated with New Age religions, and leaders of religious movements designated as cults. Women are increasingly entering traditionally male religious positions.

There are now women ministers in many Protestant denominations and women rabbis.

Rituals & Holy Places

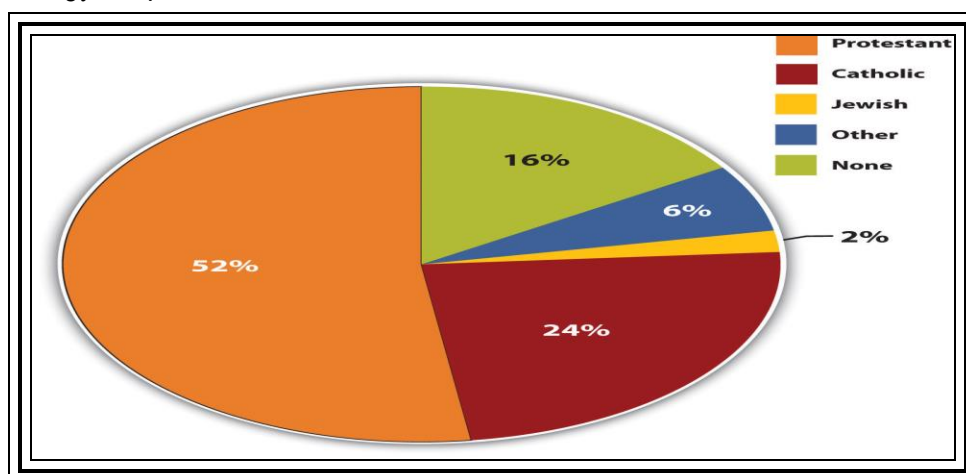
The country does not have religious rituals or designated holy places that have meaning to the population as a whole. However, Salt Lake City is a holy city for Mormons, and the Black Hills of South Dakota and other places are sacred Native American sites. There are many shared secular rituals and places that have an almost religious importance. Secular rituals include baseball and football games.

Championship games in these sports, the World Series and the Super Bowl, respectively, constitute major annual events and celebrations. Important places include Disneyland, Hollywood, and Grace-land (Elvis Presley's estate).

Death & the Afterlife

Americans have an uncomfortable relationship with their own mortality. Although most residents are Christian, the value placed on youth, vigour; worldly goods is so great that death is one of the most difficult subjects to talk about. Death is considered a sad and solemn occasion.

At funerals, it is customary to wear black and to speak in hushed tones. Graveyards are solemn and quiet places. Some people believe in an afterlife or in reincarnation or other form of continuity of energy or spirit.



FROM INDEPENDENCE TO CIVIL WAR

The patterns of the colonial period long endured. Immigration was encouraged when people were needed – to settle the newly annexed lands of the Northwest Territories in the early 1800s and to help build canals and, later, railroads, for example.

The new immigrants were usually poor and found themselves on the bottom of the social and economic scale. Over the course of a generation or two, most European immigrants could merge into the larger Anglo-American society and escape the burden of minority status.

This was not possible for Afro-American slaves and for Native Americans. Ideas have real consequences, even when they only imperfectly describe the world. One consequence of the idea of equality in American history is that all groups have felt free to struggle to raise their economic and political status in relation to other groups.

A great influx of immigrants occurred after 1820. The opening of the territory in the West and the development of industry created new opportunities for millions of people. By 1850, the population numbered 23 mln. Only 10 years later, it totalled 31 mln. between 1840 and 1860, Europeans from Ireland, Germany and Great Britain came in great numbers to the USA. A few of these came to escape religious or political persecution, but most sought greater economic opportunity.

While ethnic and minority groups were struggling with one another for economic security, the new USA had become the most democratic nation on earth. Free competition encouraged people to feel that each person's ideas (efforts) were worthy to be judged against every other person's ideas. The recognition that the rights of each citizen depended upon maintaining the rights of all was a central theme in the Declaration of Independence (1776).

In that document, each citizen was declared to have natural rights to the security of life, the exercise of social and political liberty; to the pursuit of the economic goals of his own choosing.

The Declaration asserted that "all men are created equal". It may seem strange that this idea was emphasized in the presence of slavery and a clear inequality among actual groups.

However, the writers were repeating a view, which was already a fundamental ideal within the American system. A Massachusetts legal code of 1641 had asserted the right of every person "... whether inhabitant or foreigner to enjoy the same justice and law that is general for the colony."

The Germans attempted to retain their language and their traditional ways of life. They created communities with old-world institutions such as concert and lecture halls, schools and theatres, beer gardens, and social and athletic societies. They were both Protestant and Catholic.

In contrast, the 3 mln. Irish who came to these shores in the 1840s and 1850s were almost all poor and had been peasants in Ireland. They were also Catholic. This aroused a great deal of fear and anxiety among native Protestants. Poor Protestant workers felt threatened by the willingness of the Irish to work for low wages. The Irish were the poorest of the 19th century immigrants. They were crowded into the eastern port and industrial cities, where they formed a readily available unskilled labour market for the growing industrial enterprises.

For decades, this combination of poverty, Catholicism and economic rivalry led to the isolation of the Irish. As a result, the Irish suffered the worst discrimination of any migrants of that era. Another major group which arrived in the early decades of the 20th century was the Slavs. These included Poles, Czechs, Ukrainians, Russians, Bulgarians and people from what today is Yugoslavia.

Between 1880 and 1930, more than 25 mln. people came to the USA.

Most of these immigrants landed at one of the five major American ports: New York, Boston, Philadelphia, Baltimore and New Orleans. New York was the nation's largest city and led all the others as a centre of commerce and industry. Many immigrants remained in the cities. Others moved inland and to the West. By 1860, immigrants and their children were a majority of the population in New York, Chicago and New Orleans. Jobs were created as fast as boats could bring people to fill them.

Except for the port city of New Orleans, the South attracted few settlers.

Since it provided little industrial development to create jobs. The Germans were the largest 19th century immigrant group. They settled in a wide range of locations. By the end of the century, they made up the largest single foreign element in 26 states.

They worked as farmers, craftsmen and professionals, and came from all classes of citizens in their native land. Most of the new groups wished to retain their traditional ways of life as much as possible while coming to terms with the realities of American life. Many of the associations that they formed to aid themselves remain active today, long after the children and grandchildren of their founders have become comfortably situated and regard themselves as "typical" Americans.

The greatest outside influence on the children of the immigrants after the turn of the century was the newly expanded system of public education. The public schools saw their role as one of "Americanizing" those children by providing a door into the larger society. They were very successful in achieving this goal. Next to the church and school, the ethnic newspaper was the most important educational influence in the communities of newcomers. The papers helped their readers to engage successfully in individual and group struggles in the economic and political arenas.

After 1910 and continuing until the 1970s, black Southerners took part in a large internal migration to the North. Their reasons for moving were similar to those of so many others: to improve their condition in new surroundings and to escape from unpleasant situations. In this case, the persistence of southern racism and the mechanization of southern agriculture made the uncertainties of the North seem mild by comparison. The adjustment of the various minority groups varied widely.

All groups faced prejudice, not only from more established groups, but also from one another.

But until the economic depression of the 1930s, unskilled jobs existed everywhere in the country. Low wages for long hours in unpleasant, sometimes dangerous, surroundings was the common situation of the immigrants. Reform movements in all the major cities in the early decades of the century led to some improvements in working conditions. There were improvements in housing, public health and sanitation. Social workers established community houses to provide recreational and educational services. These supplemented the activities of the social and self-help organizations, including churches that were established by each ethnic group.

The urban Irish proved to be the ethnic group most skilled at political action. They created complicated political organizations within the Democratic Party and dominated the politics of larger cities for decades. Their political "machines" functioned like huge welfare agencies. They distributed jobs, food, advice & favours of all sorts. It was only when public agencies took over many of these functions and when new ethnic groups moved to the cities that the Irish declined as a political force.

After a generation or two, most ethnic minority groups had considerably improved their economic situations. Their success depended upon their acceptance of dominant American cultural traditions.

This meant that there occurred a progressive loosening of strict ethnic ties among most groups. The twin themes of social acceptance and ethnic loss have been reflected in popular literature for more than a century.

Exercise 1. Give the list of sky events and provide their short description in the form of notes.

Exercise 2. Try to understand the notions.

An *immigrant* is a person who has come to live in a country from some other country.

Compare emigrant attracted by its safety and comfort, people from all parts of the world have immigrated into this country in large numbers. *Immigration* is the coming of people into a country in order to live and work there. The government has decided to tighten its immigration policy. Immigration or immigration control is the place at a port, airport, or international border where officials check the passports of people who wish to come into the country. *Emigrant* – a person who leaves their own country in order to settle permanently in another one. *Emigration* – the act of leaving one's own country to settle permanently in another; moving abroad.

Exercise 3. Translate the sentences into Russian.

1. Attracted by its safety and comfort, people from all parts of the world have immigrated into this country in large numbers. 2. Birds are so sensible, migrating between the north and south, according to the weather. 3. In the present difficult conditions, many people are emigrating from Britain. 4. She just moved here at the beginning of the term. 5. A man of great power moved in the first Circles of Edinburgh. 6. He acted as his father's settler. 7. This crushing speech was a settler for him. 8. All the emigration from this country is not happy. 9. There were a lot of migrant tribes in ancient times. 10. Civilization is always on the move.

Exercise 4. Analyze the topical vocabulary, learn it and make up sentences with it.

Immigrant – иммигрант, мигрант, (from; to) *Syn. immigrant (emigrant), alien*

an illegal immigrant – незаконный иммигрант

immigrant inspector – инспектор службы иммиграции

immigrant labourer – рабочий-иммигрант

to immigrate – иммигрировать (from; into, to) *Syn. migrate (between; from; to); emigrate, move, travel*

immigration – иммиграция (from; into, to)

immigration law – иммиграционное законодательство

immigration regulation – закон о порядке въезда в страну

Italian immigrants to America – итальянцы, иммигрировавшие в Америку

political immigrant – политический иммигрант

long-term immigrant – иммигрант, въехавший в страну на длительный срок

short-term immigrant – иммигрант, въехавший в страну на короткий срок

immigrant visa – иммигрантская виза

non-immigrant visa – неиммигрантская виза

immigrant status – статус иммигранта

immigrant population – численность [доля] иммигрантов в населении

legal immigrant – легальный иммигрант

illegal immigrant – нелегальный иммигрант

to exclude immigrants – не впускать иммигрантов

to stem the flow of illegal immigrants – останавливать нелегальный въезд в страну

to track down illegal immigrants – отлавливать незаконных иммигрантов

influx of immigrants from ... – приток иммигрантов из ...

refugee immigrant – беженец

trafficking in illegal immigrants – переброска нелегальных иммигрантов

undesirable immigrant – нежелательный иммигрант

immigration officer – иммиграционный чиновник

settler – колонист, поселенец, скваттер

settlor – доверитель; лицо, совершающее акт распоряжения

emigrate ['emigreɪt] – эмигрировать, переселяться (из своего отечества в другую страну)

emigrated – переселившийся на жительство в другую страну

emigrating – эмигрирующий, переезжающий на жительство в другую страну

emigration – эмиграция; переселение, отъезд

emigrant alien – эмигрант

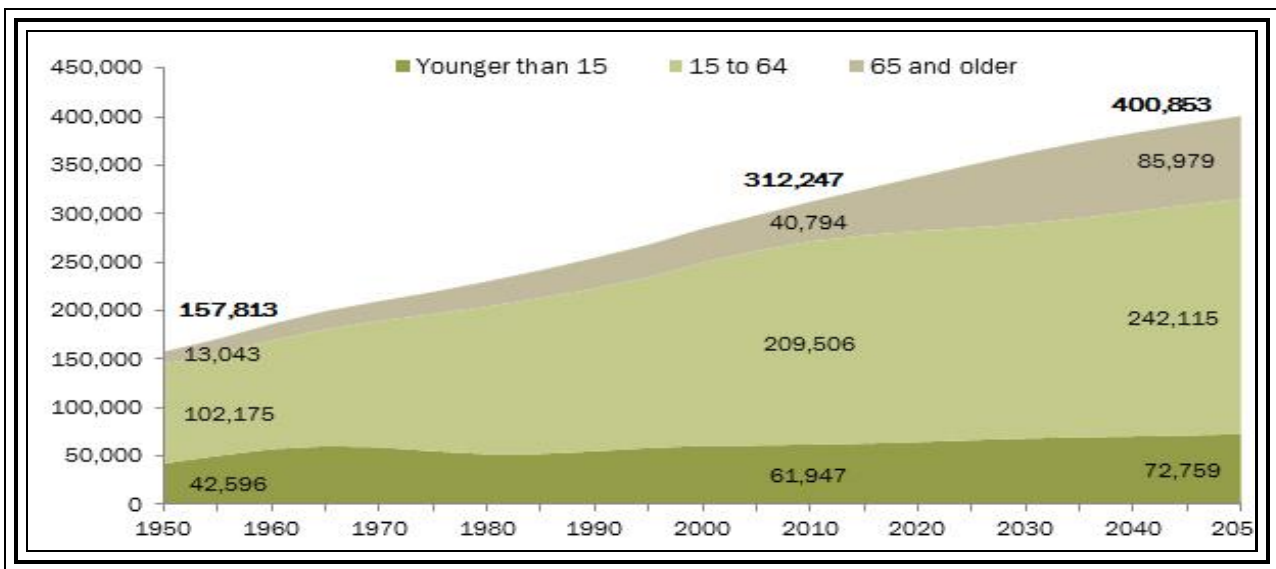
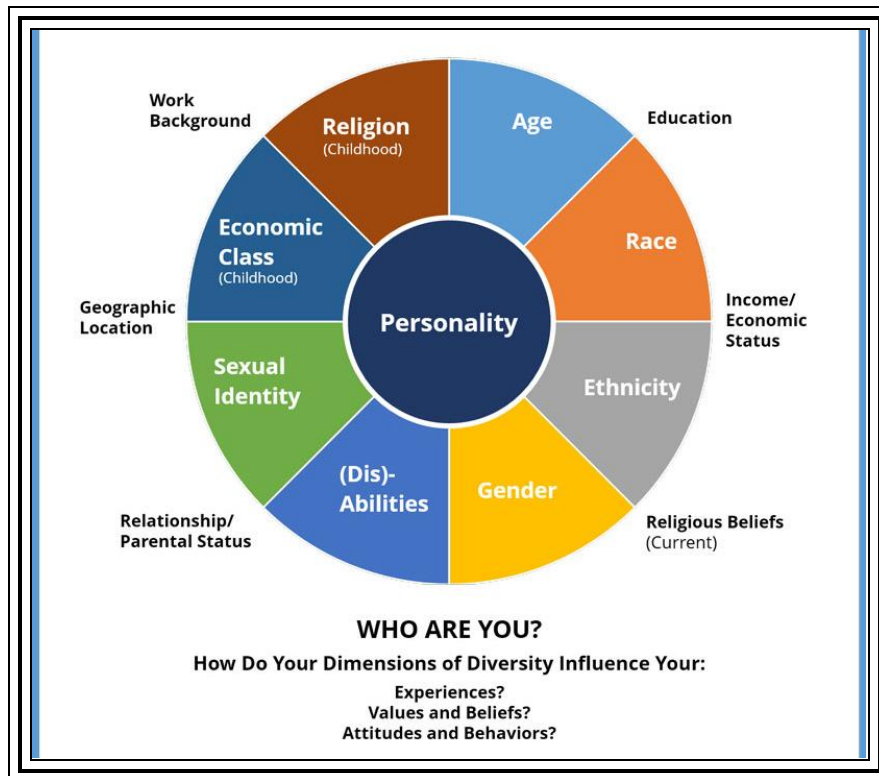
emigrant circles – эмигрантские круги

émigré – политический эмигрант

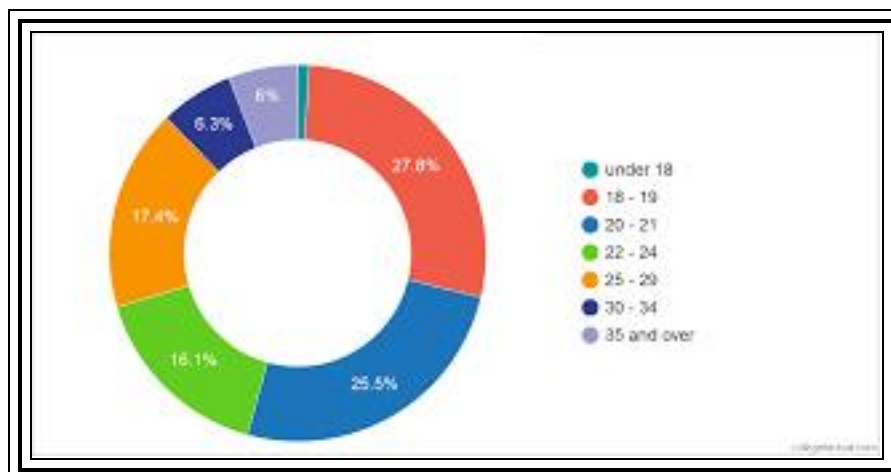
émigré press – эмигрантская пресса

patriotic émigré – патриотический деятель, живущий в эмиграции

white émigré – белоэмигрант



Estimates of US population by Age, 1950 to 2050



WAR BETWEEN BROTHERS

Many people are under the illusion that the main issue of the Civil War was the abolition of slavery, but there was a more basic reason. The eleven agricultural Southern States suspected that the industrial Northern States were threatening their rights, one of which was the right to own the slaves who worked their plantations. So afraid were they of this threat, that in 1861 they seceded from the Union and formed an independent Confederacy based in Montgomery, Alabama.

This secession was a serious challenge to the new President of the USA, Abraham Lincoln, who was determined at all costs to preserve the unity of the nation, even if it meant war. As for slavery, Lincoln was not much concerned about it initially. Although in most Northern States slavery was illegal, the Abolition Movement was not strong. Yet Northerners did not hesitate to support Lincoln.

The war was fought to preserve the Union, and Lincoln only declared the war to be a crusade against slavery when he realized the strength of feeling in the rest of the world.

In the Southern States, there were 3 mln. slaves, but only 340000 slave owners out of a white population of 6 mln. There were several distinguished abolitionists in the South, including General Robert E. Lee, who freed all his slaves before taking command of the Confederate army.

There had been slaves in the Southern States since the early 18th century. Negroes were brought from West Africa in the stinking holds of small sailing ships.

Those Negroes who survived the terrible journey were auctioned in the slave markets.

Their new masters could do what they liked with them. There were cases of frightful cruelty and neglect, but most masters treated their slaves humanely. Slaves were essential to Southern economy, and without them the Southern gentlemen and their families could not have lived in such luxury in their beautiful colonial homes.

On April 12, 1861, the Confederates fired the first shots of the Civil War. It did not seem that the fighting could last long, since the Confederates were outnumbered by more than three to one.

Besides, the Unionists held command of the sea, which meant that supplies could only be brought into Southern ports by blockade-runners.

Yet at first General Lee won some astonishing victories and proved himself to be a better general than any of the Unionist commanders. His men fought with fanatical bravery because they were defending their homeland and their whole way of life.

To begin with, the Unionist soldiers fought without any real purpose and their losses were terrible. At last, the North found a general who could match General Lee.

When Ulysses S. Grant took command of the Unionist forces, he gradually pushed the Confederates back until his troops were deep in Confederate territory. Great houses, plantations, whole towns were destroyed. Atlanta, Georgia, was burned to the ground, and a Unionist army under General Sherman marched from Atlanta to the sea (*Marching through Georgia* became a popular Unionist song). Sherman destroyed everything in his path, and the memory of this destruction is said to have haunted him for the rest of his life. When the war was over, the slaves were free and 600 thousand men lay dead, more than half of them Unionists. Altogether 50% of the 2 mln. men who fought each other with such ferocity were casualties of this "war between brothers."

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Analyze the topical vocabulary, learn it and make up sentences with it.

Abolition (abolishment) – отмена, аннулирование (договора, закона и т. п.)

the abolition of serfdom – отмена крепостного права

abolition of capital punishment – отмена смертной казни

abolition day – День отмены рабства

abolition soldier – солдат армии северян, солдат аболиционизма

to abolish – аннулировать, отменять, упразднять, объявлять недействительным

to abolish colonialism – ликвидировать колониализм

the movement to abolish child labour – движение за отмену детского труда

abolish a duty (tax) – отменить пошлину (тариф, налог)

abolition country – страна, в которой смертная казнь отменена

abolitionism – аболиционизм, борьба за отмену рабства

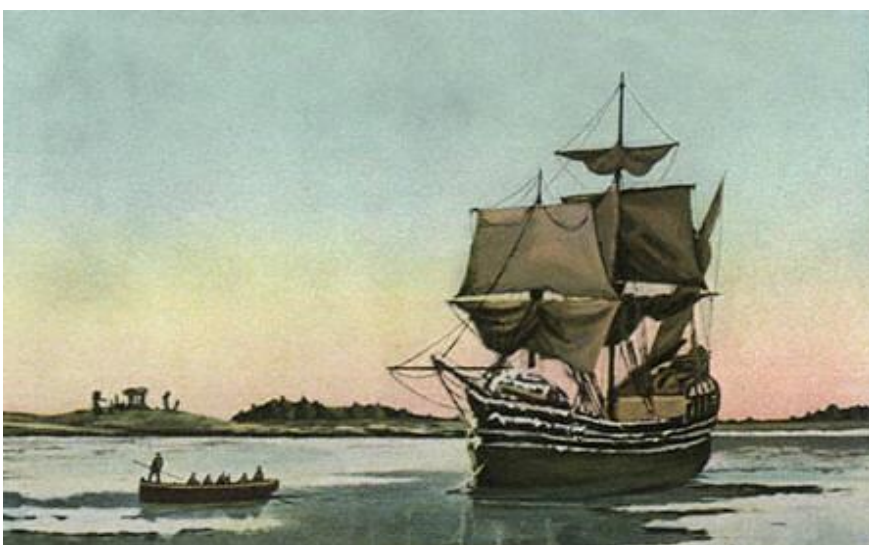
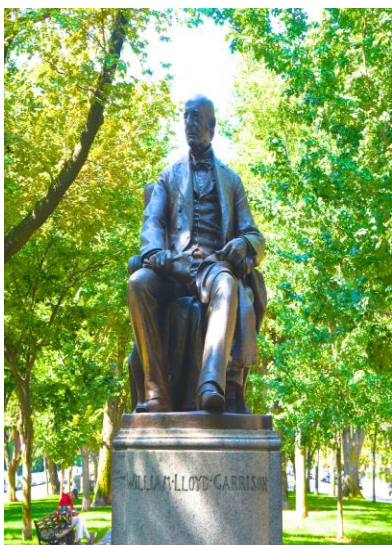
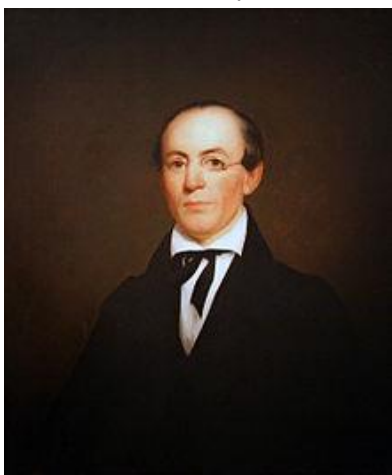
abolitionist – сторонник отмены, упразднения (закона и т. п.)

to abolitionize – пропагандировать идеи аболиционизма

Exercise 4. Try to understand the notions.

Garrison, William Lloyd (1805-79) was US social reformer and voice of New England abolitionism. He published *The Liberator* 1831-65 and was a founder of the American Anti-Slavery Society in 1833.

The abolition of something such as a system or practice is its formal ending. The abolition of slavery in Brazil and the Caribbean closely followed the pattern of the USA. By 1838, the abolitionists had shamed parliament into ending slavery in British colonies. As long as most people are happy to have the monarchy, the abolitionist position is an arrogant fantasy.



THE FRONTIER SPIRIT

One final American region deserves mention. It is not a fixed place but a moving zone, as well as a state of mind: the border between settlements and wilderness known as the frontier. Writing in the 1890s, historian Frederick Jackson Turner claimed that the availability of vacant land throughout much of the nation's history has shaped American attitudes and institutions.

Numerous present-day American values and attitudes can be traced to the frontier past: self-reliance, resourcefulness, comradeship, a strong sense of equality. After the Civil War, a large number of black Americans moved west in search of equal opportunities, and many of them gained some fame and fortune as cowboys, miners and prairie settlers.

In 1869, the western territory of Wyoming became the first place that allowed women to vote and to hold elected office. Because the resources of the West seemed limitless, people developed wasteful attitudes and practices. The great herds of buffalo (American bison) were slaughtered until only fragments remained, and many other species were driven to the brink of extinction.

Rivers were dammed, and their natural communities disrupted. Forests were destroyed by excess logging, and landscapes were scarred by careless mining.

A counterweight to the abuse of natural resources took form in the American conservation movement, which owes much of its success to Americans' reluctance to see frontier conditions disappear entirely from the landscape. Conservationists were instrumental in establishing the first national park, Yellowstone, in 1872, and the first national forests in the 1890s.

More recently, the Endangered Species Act has helped stem the tide of extinctions. Environmental programs can be controversial; for example, some critics believe that the Endangered Species Act hampers economic progress. But, overall, the movement to preserve America's natural endowment continues to gain strength. Its replication in many other countries around the world is a tribute to the lasting influence of the American frontier.

As late as the 1880s a man in the Far West could be hanged for stealing a horse, yet get no more than five years in jail for robbing a bank. Ever since the pioneers went west into the unknown, they depended absolutely on their horses and their guns. If a man lost his horse or his gun in the deserts, mountains or forests of Nevada, Arizona and eastern California, he stood no chance.

Hunger, thirst, a grizzly bear, a mountain lion, or hostile Indians would finish him off sooner or later. A frontiersman had to be tough, brave and resourceful in those days.

Deserts, mountains and forests are still the frontier between teeming Californian cities and the sparsely populated wilderness of Nevada and eastern California. Even today, Nevada has hardly more than 500 thousand inhabitants, most of whom live in the cities of Las Vegas and Reno.

In 1849 gold was discovered in California in the mountains near San Francisco. So started the famous Gold Rush across the vast, unexplored wilderness that lay west of the Mississippi.

Whole families perished. One small group of 49ers, looking for a short cut across the Sierra Nevada Mountains, happened to enter the infamous Death Valley. It was lucky for them it was winter, for in summer Death Valley is about the hottest and most desolate place on earth. As it was, one of the groups died of thirst, and it was the 49 who gave the valley its grim name.

Later, in 1865, after the Civil War, disillusioned soldiers, unable to find work, followed in the footsteps of the 49ers. They did not find much gold, but they found rich pastures for cattle.

It was they who founded the USA's great food industry, and they worked with the vigor and courage of the early pioneers and with a faith fortified by the Bible. The colonization of the West was given a tremendous impetus by the building of the Transcontinental Railroad, one of the great engineering feats of all time. Congress decided that the laying of the tracks should begin from the East and the West at the same time. So the building of this railroad lined with poles for the first east-west telegraph system, developed into a race. The Easterners, moving across the plains, progressed faster, for they did not have to tunnel through giant mountains or bridge gaping canyons.

The two railroads linked up in Utah on July 10, 1867. There was great excitement, and a special ceremony to mark the occasion.

The completion of the railroad not only joined the cities of the east with California, it brought prosperity to the isolated farmers of the plains, and to the ranchers who were now able to send their cattle to the slaughterhouses in freight cars. In fact, the new railroad became an essential lifeline for a nation, which now stretched 3,000 mi. from the Atlantic to the Pacific Oceans.

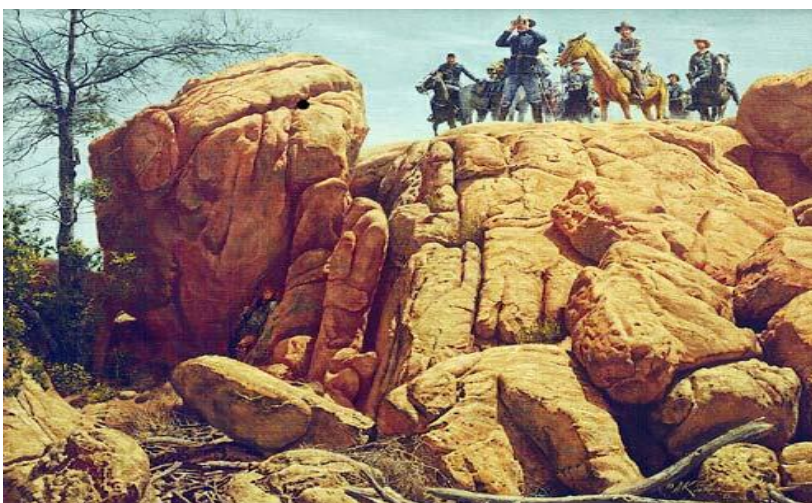
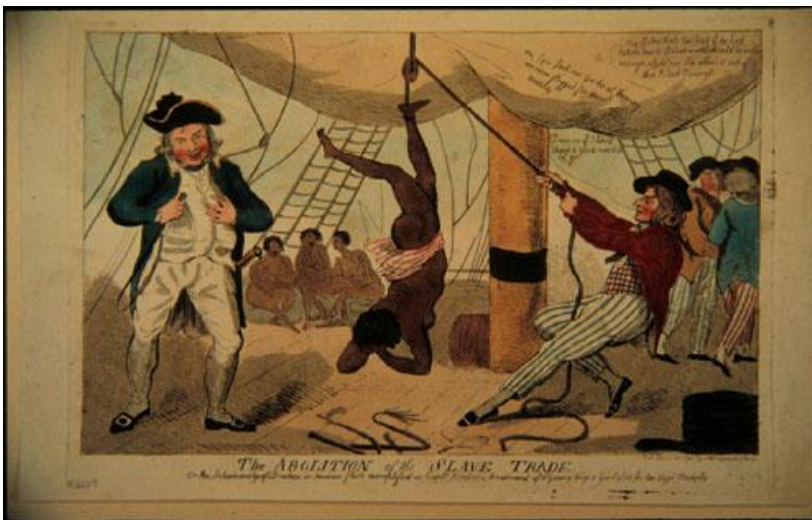
Some Americans feel that the frontier spirit no longer exists in the USA. But it expresses itself in a number of ways. Americans do not like being without work, and they will travel hundreds of mi. in search of a job, showing a courage and an enterprise which is unusual in most of the older European countries. Then there is the exploration of outer space. President John Kennedy in a speech to the nation spoke of this "New Frontier." The frontier spirit certainly played a part in putting the first men on the moon, the most recent of all frontiers to be crossed.

Exercise 1. Comment on the details about the frontier spirit of American character.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Describe the pictures on the topic.



THE SPANISH HERITAGE

The beautiful and historic city of Santa Fe, New Mexico, was founded by the Spaniards in 1610. Around Santa Fe there were numerous Indian pueblos (pueblo is Spanish for a village).

The Spaniards treated the Indians with extreme barbarity. They tried to force Christianity on them, beat them and made them work like slaves.

In 1680, after years of careful preparation, sixty pueblos rose up suddenly, in alliance with the Navajo Indians, and drove the Spaniards from New Mexico. When the Spaniards returned 12 years later, they came as settlers, not conquerors. They brought with them several thousand Mexican Indian women. This time the Pueblo Indians welcomed the Spaniards. They eventually became Christians and took Spanish names. Today Santa Fe and most of New Mexico is dominated by the "Anglos" (European origin, mostly Anglo-Saxons), who tend to be better off than the Hispanics (Americans of Spanish, Mexican, Cuban, Puerto Rican or other Latin American ancestry).

Some Indians and Hispanics are bitter about this, but there has been much successful integration between the different ethnic groups. In the days when Santa Fe was a Spanish city, a number of Spanish families founded villages in remote parts of the mountains.

A visit to these ancient Spanish villages today is like stepping out of the USA into Spain. They are extremely simple, but the valleys are neatly cultivated in true Spanish style, and each village has its old-world church built of adobe (sun-dried clay) and its unpaved plaza. For more than 250 years, the people have continued to speak Spanish. Now these communities are in danger of breaking up.

The children go to school in the nearest town, where they learn English and mix with Anglos, Mexicans and Indians. Not many of them want to go back and work on their fathers' farms, though most of them are proud of their ancient traditions and would hate them to disappear.

In Texas the situation was different. By the 1830s there were four times as many Anglos as there were Mexicans, but Texas was at that time part of Mexico. So, the Texans of both Anglo and Mexican ancestry rose against the Mexican government and declared their independence.

The Mexicans sent an army against the Texans and caught 200 of them defending a fort called "The Alamo" in San Antonio. The Texans fought to the very last man and not one of them survived.

They were avenged in the Mexican War of 1846-48, when an American army drove the Mexican troops out of Texas. Many Mexican Americans still speak Spanish as their first language.

An inability to speak good English is a great handicap to them when they are looking for jobs.

In fact, language is the biggest barrier between them and other Americans. Many of them live in great poverty, though the average Mexican American (called "Chicano") is better off than the average black. In the second half of the 20th century, Mexicans, unable to find work at home in Mexico, began to pour across the border into the USA.

Now nobody knows how many illegal Mexican immigrants there are in the USA, it must be many mln.s, and they keep on coming, despite the wire fence, which now stretches along the whole border, despite night and day police helicopter and car patrols.

Florida was originally part of the Spanish Empire, and there are Spanish families who have lived there for 300 years. However, the Spanish-speaking people who now make up 55% of the population of Miami, the State's largest city, are refugees from Cuba, most of whom fled when Castro seized power in 1959. Since many of them were businessmen, lawyers, doctors or skilled workmen, they have done well in Florida and are even envied by some native-born Americans.

At the other end of the scale are the Puerto Ricans. Desperately poor, a flood of Puerto Ricans poured into the USA, especially into New York City.

Exercise 1. Give short characteristics of Spanish heritage in the form of quick notes.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Write all new words and phrases on the topic.

THE AMERICAN INDIANS

The history of the white settlers' treatment of the Indians has been one of treachery, broken promises, greed and barbarity. In a successful effort to wrest the Indians' land from them, the Spaniards, British and the Americans between them very nearly wiped out the Indians. It has been estimated that there were about 800000 of them when Columbus discovered America.

Only now has the figure of 800000 been reached again. For the most part, the Indians live on "reservations" established by the Federal Government.

Since the end of the 19th century, America's treatment of the Indians has been one more of neglect than savagery and the Indians have rarely resorted to violence.

In 1973, there was an armed clash between some Sioux Indians and Federal Marshals at the little reservation of Wounded Knee, South Dakota.

The Indians seized the place and declared an independent Sioux Nation. They refused to move until the US Government promised to look into the grievances of all American Indians. The siege lasted 69 days. Two Indians were killed and one Federal Marshal was wounded. The US Government agreed to examine the Indians grievances and do what was necessary to redress them.

The Sioux Indians had chosen a suitable spot on which to confront the US Government, for it was at Wounded Knee 80 years earlier that American soldiers had butchered 200 helpless men, women and children of the Sioux tribe. Many Americans recognize the justice of the Indians' complaints about their reservations, and the Federal Government takes a close interest in Indian affairs.

But many reservations continue to be useless for growing crops or raising cattle.

In addition, the schools on the reservations do not really prepare Indian children for the world outside. Of course, some reservations are less wretched than others and some are even prosperous.

On all reservations, however, the Indians are free to govern themselves, to elect their own leaders, practice their own religions, to preserve their own traditions. As full American citizens, they have the right to vote in local, state and national elections. The Federal Government, through the Bureau of Indian Affairs, is responsible for their welfare and helps them to plan and finance various projects. Americans of Indian ancestry are proud of their heritage, but many Indians do not feel at home in American society where the way of life is so different from their own.

Some, like the Navajos, feel a bitter resentment. Once they were nomads and wandered freely. Now the only land they can call their own is a reservation, which is largely desert. Many young Indians try their hand at life in the cities, but find it difficult to get jobs because of their inadequate education.

In New York State, a considerable number of Mohawks find work in the construction of skyscrapers, bridges and dams, because they are not afraid of heights.

But many Indians remain unemployed and become apathetic. Often they return to their reservations, where they sit listlessly in the sun by the highway, displaying for passing tourists the jewellery, pottery and cloth made by their craftsmen. Indians have a high suicide rate, and the average age at death is 20 years younger than the national average. In recent years, many reservation Indians have formed associations to bring pressure to bear on state and federal governments to help them.

Some, led by capable chiefs and advisers, have been able to make their lands productive.

Others have become rich through oil, coal or other minerals discovered on their barren territory.

A few have even cashed in on the tourist boom. Only about 40% of American Indians live on permanent reservations, and there are those with determination who have reached high positions outside. Although most Indians were nomadic, the Pueblo Indians of New Mexico and Arizona have always lived in villages and cultivated crops. They have managed to remain a proud and independent but contented people. Their houses are made of adobe, and are quite primitive inside. They could have running water and electric light, but in some pueblos they prefer not to. They earn a good income from tourists, who have to pay to enter the pueblos and to take photos.

Exercise 1. Read the text and pick up the essential details about the life style of American Indians in the form of quick notes.

Exercise 2. Fill in the gaps in the sentences using the text details in the correct form.

Citizens, group, positions, exception, business, power, reservations, waves, tirelessly, money, satisfying, expansion, class, skills, steadily, quickly, minorities, movement, jobs, life.

New ethnic contours

The Second World War (1939-1945) and the 20 years which followed were times of rapid economic 1)_____ in the USA. Tens of mln.s of American workers were able to move into the middle 2)_____. Young Italians, Irish, Jews and others found it easier than ever to get the education and 3)_____ that would let them improve their situations. The "minority" classification of these groups became 4)_____ less important. Large numbers of Hungarians who came to the USA in the mid-1950s also moved 5)_____ into the mainstream of American society.

Yet other disadvantaged 6)_____ remain. Black Americans are only now beginning to overcome the effects of 250 years of slavery. The continued 7)_____ of blacks to the larger cities since 1945 has coincided with the loss, because of increased technology, of the unskilled 8) _____ that served other groups as the first step up the economic ladder. Since the 1950s, Black Americans have been moving into the mainstream of American 9)_____. Though a fairly large black middle class has emerged, many blacks continue to exist on the economic margins.

Mln.s of poor Mexicans and other Hispanics have entered the country in recent years, along with more than one mln. Spanish-speaking American 10)_____ from Puerto Rico. Hispanics are now the fastest growing minority 11)_____ in the USA. Many have found it difficult to move out of marginal 12)_____, though one notable 13)_____ to this statement are immigrants from Cuba who have, in a relatively short time, established themselves in 14)_____ and professions and gained both affluence and political 15)_____.

The situation of the Native American, many of whom must choose between living on 16)_____ or moving outside remains difficult, as well.

New waves of immigrants have recently begun to arrive from Korea, the Philippines, Haiti and Southeast Asia. These groups, following the pattern set by earlier 17)_____ of immigrants from China and Japan, are establishing themselves in small businesses, working 18)_____, and investing all of their efforts and 19)_____ to ensure that their children receive the education and learn the skills necessary to build a prosperous and 20)_____ life. They are only the latest to seek a new life on these shores. They will almost certainly not be the last.

Exercise 3. Answer the questions.

1. How can you characterize the 20 years period after the Second World War? 2. Where did large numbers of Hungarians come to the USA? 3. When have Black Americans been moving into the mainstream of American life? 4. Who are Hispanics? 5. What countries have new waves of immigrants recently begun to arrive from? 6. Where are they establishing themselves? 7. Are they the latest to seek a new life on these shores or the last? 8. Between what situations must the Native Americans choose? 9. Where do Chinese and Japanese invest all of their efforts and money? 10. What do they do for their children? 11. Who found it easier than ever to get the education? 12. What kinds of disadvantages remain? 13. Black Americans are only now beginning to overcome the effects of 250 years of slavery, aren't they? 14. How many Hispanics have entered the country in recent years? 15. What was the situation with native Americans?

Exercise 4. Remember these notions.

An **ethos** is the set of ideas and attitudes that is associated with a particular group of people or a particular type of activity. It is the characteristic spirit of a culture, era, or community as manifested in its beliefs and aspirations. There are ethnic and cultural rights and traditions.

Exercise 5. Translate words and word-combinations in the brackets of the text on legal and political struggle in the correct form.

Since the 1940s, the federal (правительство) has taken a very active role in providing ways for the poor and disadvantaged (войти) the social and economic centre of American life. Special efforts have been made (от имени) blacks, whose heritage of disadvantage has made them (уникальный).

President Truman's integration of the armed services in the late 1940s was (важный шаг). Another was the ruling of the USA Supreme Court in the 1954 school desegregation case.

The Court ruled that "Separate educational facilities are inherently (не равный). People cannot be deprived of the equal (защита) of the laws (гарантированный) by the Constitution."

In 1964, President Lyndon Johnson (объявил) a "war on poverty." He was prompted by a wide (движение протеста) whose aim was to secure full (гражданские права) for blacks and other deprived Americans. Johnson declared: "... our goal – an America in which every citizen shares all the (возможности) of his society, in which every man has a chance to advance his welfare to the limit of his capacities. We have come a long way toward this (цель). We still have a long way to go."

In the last 20 years, certain people who feel themselves systematically disadvantaged have argued that their situation is similar to that of (этнические меньшинства). Women have successfully lobbied for the full range of jobs and pay that are available to men.

Women (завоевать право) to be covered under the antidiscrimination statutes of the civil rights laws. They can sue for redress if they believe they have been denied rights generally open to men. Other groups have made similar claims. Older people are (бороться против) mandatory retirement rules; other groups have organized to fight the systematic discrimination that they face.

Exercise 6. Analyze the topical vocabulary, learn it and make up sentences with it.

Ethnic – представитель этнической группы; национального меньшинства

ethnic group – этническая группа

ethnic assimilation – этническая ассимиляция (взаимодействие этносов, приводящее к утрате первоначальной этнической идентичности)

ethnic awareness – этническое сознание

ethnic food – экзотическая еда

ethnic belief – этнические взгляды, убеждения

ethnic neighbourhood – этнический район

ethnic minority – национальное меньшинство

ethnic nationality – национальность (в отличие от гражданства)

ethnicity [eθ'nɪsɪtɪ] – этническая или расовая принадлежность

ethnological – этнологический ethnically – этнически

ethnicity – этническая или расовая принадлежность

ethnics – расовое, национальное, культурное происхождение

ethnographer – этнограф

ethnocentric – этноцентрический

ethnocentric – националистический, этноцентричный Syn. nationalist

ethnographic – этнографический

ethnography – этнография

ethnoscience – этнонаука (изучение представлений населения культурной области об окружающем мире; направление в социальной антропологии в начале 60-х гг. 20 в.)

ethnology – этнология (наука, изучающая состав, происхождение, расселение и культурно-исторические отношения народов мира, материальную и духовную культуру, особенности их быта)

ethology – наука о поведении человека, его характере

ethos – характер, преобладающая черта, дух; повадки Syn. tradition

Exercise 7. Read the text and pick up the essential details in the form of quick notes.

POPULATION TRENDS

America has long been known as an ethnic "melting pot". Its current population is 252.5 mln. made up of immigrants or their descendants from virtually every country in the world.

It is believed that the first people to arrive – from Siberia, more than 10,000 years ago – were the Native Americans or the American Indians.

Today, nearly 1.5 mln. American Indians and Eskimos live in the USA, many on tribal lands set aside for them in 31 states. Europe, the major source of U.S. immigration, began sending colonists to America in the early 17th century, primarily from northern and Western Europe.

Immigration peaked in the period from 1880 to 1920, when tens of mln.s of immigrants entered the USA, with the largest percentage during that period coming from southern and Eastern Europe. Black Americans, who today number 30.79 mln., constitute the largest single ethnic minority in the country. They were first brought to the New World as slaves in the 17th, 18th and early 19th centuries.

In the 20th century large numbers of blacks, who historically lived in the South, migrated to the large industrial cities of the North in search of jobs and a better way of life. Hispanics, whose number 20.5 mln. and live primarily in the Southwest, are the next largest ethnic minority group in the USA.

60 % are Mexican-Americans with the remainder from Central and South America.

The Hispanic community is extremely varied, and includes large Puerto Rican populations in many eastern cities as well as a growing Cuban-American presence in Miami, Florida.

The USA' population has also absorbed nearly 6.5 mln. Asians (from China, Hong Kong, Japan, Laos, the Philippines, Vietnam, South Korea, Cambodia and Thailand.) Many Asian Americans live in Hawaii, where more than two-thirds of the population claim an Asian or Polynesian heritage.

Once a nation of farmers, the USA has become increasingly urban since the turn of the century. Today, 77 % of the population lives in or near cities, and only 1.9 % of the population lives on farms. In 1988, the USA counted 10 metropolitan areas of over 1 mln. people, 175 cities with 100,000 or more people. Since 1930, suburbs have grown faster than the cities (as middle-class residents have left the crowded living conditions of most large cities).

Suburbs are defined as residential areas within commuting distance to large cities. Most people who live in suburbs own their own homes and commute to work in the city, or they work in nearby offices and factories that have relocated to the suburbs. Americans as a nation tend to be quite mobile. Over a five year period, one family in 10 moves to a new state. In general, the population currently is shifting south and westward. California has passed New York as the most populous state, although the metropolitan area of New York City (population: 18.1 mln.) remains the nation's largest, with Los Angeles second (13.7 mln.), and Chicago third (8.181 mln.).

During the period from 1945 to 1964, the number of children born in the USA increased dramatically; 76 mln. babies were born during this period. This sharp increase became known as the "baby boom". As this group, known as the baby boomers, has grown to adulthood, it has brought significant economic, cultural and social changes to the American population.

Exercise 1. Read the text and identify the main trends in American life.

Exercise 2. Translate the sentences.

1. The discussion trended away from theology in the direction of politics. 2. The Richelieu River is trending southward to Lake Champlain. 3. I've just taken a quick look at what's trending on Twitter right now. 4. This is a growing trend towards part-time employment. 5. The record has already proved a success and may well start a trend. 6. The railroad trended to the right. 7. Events trend towards a reconciliation. 8. There is an upward trend in sales and profit margins. 9. A trend is a change or development towards something new or different. 10. We see the downward trend in gasoline prices. 11. To set a trend means to do something that becomes accepted or fashionable, and that a lot of other people copy. 12. Unemployment has been trending upwards.

Exercise 3. Analyze the topical vocabulary, learn it and make up sentences with it.

trend – курс, направление; общее направление, тенденция

to create (set, start) a trend – задавать направление

discernible (noticeable) trend – заметная тенденция

economic trend – экономическое направление

general trend – общее направление

growing trend – развивающаяся тенденция

marked trend – четкая, ярко выраженная тенденция

recent trend – недавняя, новая тенденция

political trend – политическое направление

trend toward – иметь тенденцию; быть направленным

events trend towards a reconciliation – дело идет к примирению

trend of affairs – ход дел

trend of events – ход событий

to demonstrate (display, show) a tendency – проявлять склонность к чему-л.

growing tendency – набирающая силу, возрастающая тенденция

pronounced tendency – явная тенденция

suicidal tendency – склонность к самоубийству

vicious tendencies – дурные наклонности *Syn. aspiration, striving*

tendential – появляющийся как тенденция (об экономических законах)

tendentious – предвзятый, пристрастный, тенденциозный *Syn: biased*

tender – официальное предложение (уплатить долг или выплатить обязательство);

тендер, конкурс, заявка на подряд; платежное средство

legal tender – законное платежное средство

to tender thanks – приносить благодарность

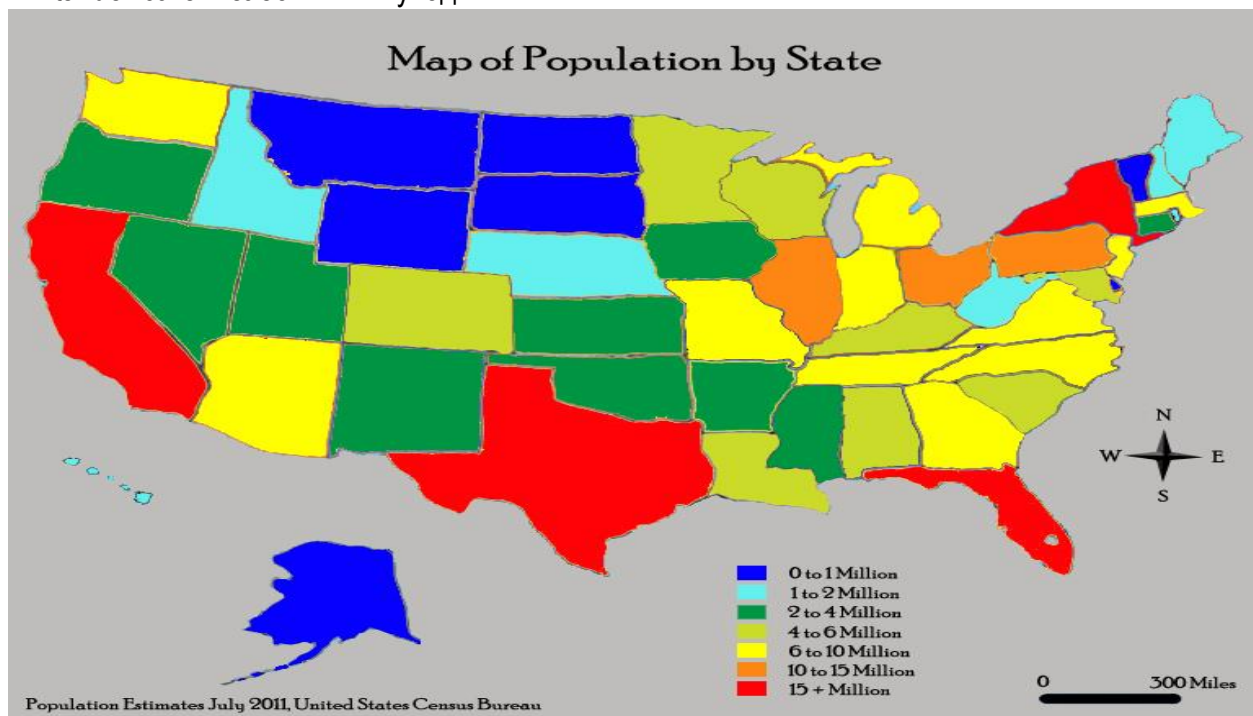
to tender an apology – принести извинения

to tender one's resignation – подавать в отставку

to tender an oath – дать клятву, поклясться, дать слово *Syn. offer, proffer*

tenders – торги

tender care – заботливый уход



Exercise 4. Translate words and word-combinations in the brackets in the correct form.

Future success in raising the (экономический) level of blacks and other minorities depends largely on the growth of the economy. When economic life falters, group conflict and prejudice increase. This is because people see themselves as competing for the same scarce (источники), such as jobs. The American economy is undergoing (исторический) transformation.

Traditional industrial jobs are being lost to other countries. The recent (экономический) growth of jobs has been concentrated in service sectors. Many of these jobs require skills beyond the level of many ethnic minority members. Many people are also trapped by (бедность) in the central areas of large cities, where few new jobs are being created.

The (социальный) demoralization of some ethnic minorities is also a barrier that keeps them from taking advantage of actual opportunities that are available to them.

The belief in an essential (равенство) among all people has been part of (культурное наследие) of Americans since the founding of the USA.

Many efforts have been made in recent decades to reform social and economic life (соответствовать) to the ideal. Today, despite vigorous debate over specific programs and policies, all levels of government regard aid to the disadvantaged and the enforcement of antidiscrimination (законы) as very important areas of their activities.

The social drama of (борьба за равенство) and acceptance will continue, as it has for over 300 years. As always, the leading roles in this drama will be played by ethnic groups, old and new.

Exercise 5. Answer the questions.

1. How many immigrants came to the USA between 1865 and 1915? Where did they come from? 2. What countries did most immigrants come from before 1890? What did they hope for? 3. What countries did immigrants come from after 1890? Why did they leave their native countries? 4. How did most of the eastern European /and Asian/ immigrants earn their living? 5. Why did the first Chinese immigrants come to the USA? 6. Name one important problem which most immigrants faced. 7. Why was immigration limited in the 20th century? 8. What is the immigrant contribution to American culture? 9. Do immigrants still come to the USA? Can you give examples? 10. Do you think this process will go on?

Exercise 6. Retell the story on a taciturn Yankee in Indirect Speech.

Calvin Coolidge, the 30th President (1923-1929) of the USA, was the taciturn New Englander. He was known as "Silent Cal", because he made few public statements and rarely wasted a word. Born in the small town of Plymouth Notch, Vermont, Coolidge rose to fame as governor of Massachusetts, later becoming Vice President and then President of the USA. He was known for his dry wit, common sense, and frugality; though seemingly out of step with the "roaring '20s", people saw in him the virtues of their pioneer forefathers. His near-silence within the Washington social whirl was the subject of a number of anecdotes. He rarely smiled, almost never laughed, and sat silently through official dinners. At one party, a prominent Washington society woman was sitting next to him. "Oh, Mr. President", she said gushingly, "you are so silent. I made a bet today that I could get more than two words out of you". "You lose", the President replied.

A Republican lawyer from Vermont, Coolidge worked his way up the ladder of Massachusetts state politics, eventually becoming governor of that state. His response to the Boston Police Strike of 1919 thrust him into the national spotlight and gave him a reputation as a man of decisive action.

Soon after, he succeeded to the Presidency upon the sudden death of Warren G. Harding in 1923. Elected in his own right in 1924, he gained a reputation as a small-government conservative, and also as a man who said very little.

Note: taciturn – молчаливый, неразговорчивый *Syn. close, reticent, secretive, not talkative uncommunicative.*

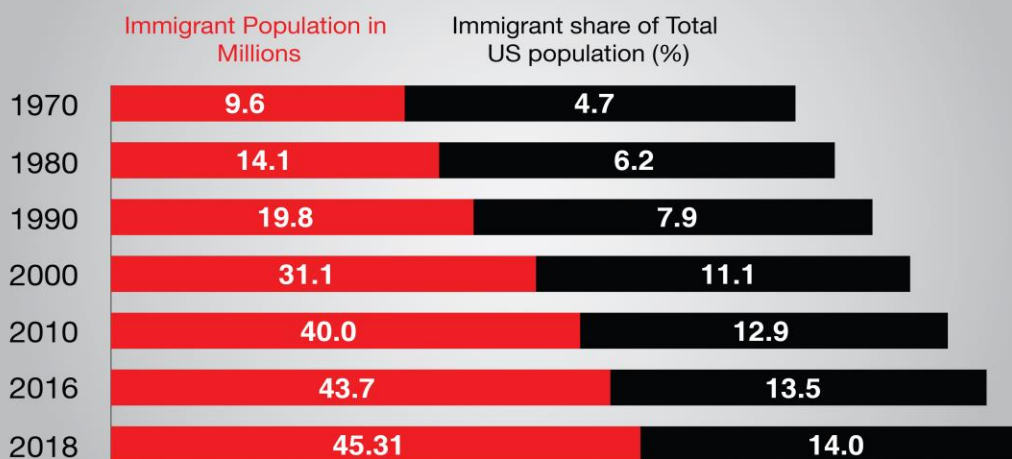


Coolidge signing the Immigration Act and some appropriation bills.

His reputation underwent a renaissance during the Ronald Reagan administration, but the ultimate assessment of his presidency is still divided between those who approve of his reduction of the size of government programs and those who believe the federal government should be more involved in regulating and controlling the economy.

The growth of immigrant population in the US

Y-AXIS



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Population by Race for the USA

Race	July 1, 2000	percentage of total	July 1, 2012	percentage of total
White	195,701,752	69.4	202,988,134	63.0
Black	34,405,800	12.2	41,312,371	12.8
Hispanic / Mixed	35,661,885	12.6	54,746,061	17.0
Other / Mixed	16,392,974	5.8	23,120,578	7.2
Total Races & Hispanic*	282,162,411**		322,167,144**	

THE NEW ENGLAND YANKEE

The word "Yankee" has several meanings. To people in other countries, a Yankee is a person from the USA. In the southern USA, the word Yankee means a Northerner, and to most Northerners it means a New Englander. To New Englanders a Yankee may mean someone from Maine.

No one knows for sure where the word came from. One theory is that it is back formation from Dutch "Jan Kees" (John Cheese), a nickname (mistaken for plural) applied by the Dutch of colonial New York to English settlers in Connecticut. Another theory is that it comes from the Scottish word "yankie" (a sharp and clever woman).

Others suggest that it is an Indian pronunciation of the word *English*, or of *anglais*, the French word for English. British officers (whom the Colonists referred to as "redcoats" or "lobsterbacks" because of their red-coated uniforms) used "Yankees" as a term of disrespect for the Colonial farmer-soldier. Eventually, however, the Colonists began to take pride in their new name, and in the tune "Yankee Doodle", which the British had formerly used in scorn of them.

To people from the South of the USA, *Yankee* may mean a Northerner. To people from other countries, *Yankee* means an American. But, properly used, *Yankee* has a more specific meaning: It refers to people who live in New England.

The New England Yankee has a distinct character, shaped in part by the history and geography of the region. Puritans from England settled New England in the 1600s.

The Puritans were a religious group who objected to the rituals of the Church of England.

The Puritans wanted to "purify" the religion, making it stricter and simpler. They were also very strict about the way people lived. For example, when a sea captain back from a three-year voyage kissed his wife on their doorstep, he was publicly punished. The land was even harsher than the people. Its soil was thin and poor for farming. And before any land could be farmed, large stones had to be cleared away. The stones were used for walls, many of which still exist. What, then, is the Yankee character? Yankees are known for being honest but shrewd; realistic and to-the-point; practical rather than romantic; untalkative, thrifty, principled, and independent.

Many stories illustrate the realistic and untalkative Yankee nature. In one story, a tourist asks a Maine fisherman whether the fisherman has lived in the same village all his life. "Not yet", the fisherman replies. In another story, a tourist who has lost his way in Vermont stops a couple to ask for directions. "I want to go to Bennington", he says. "We've no objections", one of the New Englanders replies. Calvin Coolidge, the thirtieth President of the USA, was a Yankee.

Once he and a friend took a ride from Boston to a town 30 mi. inland. "It's cooler here", Coolidge said as they returned to Boston. These were the only words he spoke during the entire trip. (When Coolidge was president, Americans called him "Silent Cal.")

Yankee thrift is well expressed by a New England saying: Eat it up, wear it out, make it do, do without. Frederick Tudor, a Bostonian, is an example of the business shrewdness of the Yankees.

As a young man, Tudor heard someone say jokingly that, if ice were a crop, New England would be wealthy. Tudor remembered this joke and, years later, figured out how to break up ice and ship it south. Tudor became a very rich man. The Yankee character may partly explain the special role that New England has played in USA history.

In the 18th century, the American Revolution began in New England. Yankees were among the strongest supporters of independence. In the 19th century, many New Englanders said slavery did not fit with their beliefs and principles. New England Yankees led the movement to end slavery in America.

Exercise 1. Choose the keywords and phrases that best convey the gist of the text.

Exercise 2. Write out all new words and phrases into your glossary.

Exercise 3. Make up some dialogues from the information above.

AMERICA – THE MELTING POT?

Is the USA a melting pot? In other words, have immigrants to the USA merged with the Native Americans and ceased to be Germans, Japanese, Poles, Irish, etc.?

The USA is the third largest country in the world with a population of more than 325 mln. according to the U.S. Census Bureau. A child is born every 8 seconds, and a person dies every 12 seconds. In addition to Native Americans who were already living on the continent, the population of the USA was built on immigration from other countries. Despite recent moves to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the USA every 33 seconds, according to the Census Bureau. Because of this, the USA is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The USA is sometimes described as a "melting pot" in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the USA and Europe.

The way people "melt" in the USA differs. "Different groups of immigrants integrate in different ways", De Rossi told Live Science. "In the USA, Catholic Spanish-speaking communities might keep their language and other cultural family traditions, but are integrated in the urban community and have embraced the American way of life in many other ways."

It has been suggested that a "pot of stew" might be a more suitable word than "melting pot", for in a stew, the meat and vegetables keep their own characteristics, but thanks to the spices and the way it is cooked, the stew has a distinctive flavour of its own. The implications of "melting pot" disturb American social workers and language teachers, many of whom feel that racial and national groups should be encouraged to preserve their customs, traditions and languages.

At the same time it is agreed that all Americans, whatever their origins, must learn to speak English clearly and fluently, and that they must learn to adapt themselves to the American way of life.

However, there are ethnic groups who still stick together, who speak their own languages and have preserved many of their old customs. There are Hispanic communities – Mexicans, Cubans, Puerto Ricans – most of whom still speak Spanish as their first language.

There are the American Indians and various Asian groups, all of whom speak their own languages.

Then there are the 20 mln. Blacks who, though they speak English, for the most part live separately. Many descendants of European immigrants have also stayed together in groups.

Large numbers of the hundreds of thousands of Italians live together in neighbourhoods which are predominantly Italian. There are large German and Irish neighbourhoods in cities like Chicago, and German and Scandinavian farming communities on the Great Plains and in Michigan.

The little city of Frankenmuth, Michigan, founded by German missionaries in 1840, still has a population, which is about 90% German in origin. 50 % of the people still speak German, and there are special German services in the Lutheran church every Sunday. With the exception of the Anglo-Saxons, the Germans are the largest ethnic group in the USA.

Americans of German ancestry have made a considerable contribution to their adopted land and have helped to enrich a distinctive American English language is a little known fact that there were already half a million Germans in America at the time of the American Revolution. The commanders-in-chief in both world wars were of German ancestry – General Pershing in World War I and General Eisenhower in World War II. Some Irish Americans whose ancestors came to the USA in the middle of the 19th century still think of themselves as Irish, and still express their resentment of the British who treated them with such cruel indifference during the Great Potato Famine of 1848.

1/2 mln. Irish men, women and children died of starvation and neglect.

Many Blacks are beginning to trace their roots right back to the African tribes from which their ancestors were torn in the days of slavery and some of them are identifying themselves more and more with Africa. Some black leaders disapprove, reminding them that their culture and their language are not African. They are American. But many blacks are too bitter against white culture to feel American. The Oriental Americans have proved very successful immigrants, although between them they add up to less than 1% of the population. The Chinese in their Chinatowns are very self-contained and industrious. Japanese Americans were shamefully treated during World War II but have re-established themselves and have come to gain the respect and admiration of their fellow Americans.

The pattern of immigration to the USA has been roughly as follows:

1820-1860: 5 mln., mostly British, Irish and Germans.

1860-1920: 30 mln., mostly mid-Europeans and Russians.

The make-up of the population in the USA has been roughly as follows:

1760: about 1.7 mln. (mostly English, except for 1/2 mln. Germans).

1860: about 30 mln. (predominantly English, Scottish and Irish).

1980: more than 210 mln. (probably less than 45% English, Scottish and Irish).

If present levels of immigration continue, by the year 2050 America's population will increase by 50 % to 383 mln. More importantly the racial balance will change. Hispanics will overtake Blacks (or African Americans, as they are now called) to become the largest minority at 21%.

Asians and Pacific Islanders will increase five times to more than 12 %. This will push the total of minorities to over 50 % of the population. The USA is a country of immigrants, but today's newcomers are different. Immigrants in the 19th and early twentieth centuries became part of the great American melting pot. They taught me language and integrated into the culture of their new home.

But today's immigrants keep their own culture. They have their own TV channels, daily newspapers and magazines. The English language has almost disappeared in many places.

Parts of Florida, California and Texas are now Spanish-speaking. The Hispanic community is a billion dollar market and Spanish. In a huge supermarket in Rockville, Maryland, every customer is from the Far East. You'll hear Japanese, Korean and Chinese, but you won't hear any English.

This language problem won't get any better. Immigrant parents are demanding education for their children in their own language. If this happens, it will soon be possible to grow up in America and never speak English. Politicians are asking: How far will this go? What kind of country will it produce?

Senator Robert Byrd, a Democrat from West Virginia recently told the Senate: "When I phone the local garage I can't understand the person on the other end of the line and he can't understand me.

These people are all over the place and they don't speak English. Do we want more of tins?" Both Democrats and Republicans are demanding strict immigration controls.

The biggest problem is illegal immigration. African Americans are very worried about this, because the illegal immigrants compete with them for houses, schools and especially jobs. Work is the key to the problem. While the white middle classes complain, many of them (including politicians and lawyers) employ illegal immigrants as cheap nannies, Housekeepers, gardeners, chauffeurs and maids. If there are jobs, the immigrants will continue to come.

Exercise 1. Try to explain your point of view on the main idea of the text.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Explain the melting pot concept.

The melting pot concept is most commonly used to describe the assimilation of immigrants to the USA, though can be used in any context where a new culture comes to co-exist with another.

In recent times, refugees from the Middle East have created melting pots throughout Europe and the Americas. This term is often challenged, however, by those who assert that cultural differences within a society are valuable and should be preserved. An alternative metaphor, therefore, is salad bowl or mosaic, describing how different cultures mix, but still remain distinct.

The USA was founded upon the concept of opportunity for every immigrant, and to this day this right to immigrate to the U.S. is defended in its highest courts. The term first originated in the U.S. around 1788 to describe the cultures of many European, Asian, and African nationalities merging together in the newfound culture of the new USA. This idea of melting cultures together lasted through much of the 19th and 20th centuries, culminating in the 1908 play "The Melting Pot", which further perpetuated the American ideal of a homogenous society of many cultures.

However, as the world was overtaken in global warfare in the 1910s, 20s and again in the 30s and 40s, Americans began to establish an anti-globalist approach to American values, and a large contingency of citizens started calling for banning immigrants from certain countries based on their cultures and religions.

Due perhaps to an overwhelming sense of patriotism among older-generation Americans, the idea of preserving the "American culture from foreign influence" has taken centre stage in recent elections in the USA. For this reason, progressives and civil rights activists arguing on behalf of allowing immigration of refugees and impoverished peoples have renamed the concept to be more of a mosaic, where the elements of different cultures sharing one new nation cohesively form a mural of all beliefs working side by side. As idealistic as this seems, it works in many instances.

Sweden, for instance, has seen no change in crime despite allowing in a large swathe of Syrian refugees in 2016 and 2017. Instead, the refugees, respecting the culture of the land they've been welcomed to, work side by side with their allies to build better communities. It is easy to define certain countries' cuisines because the food and recipes are indigenous of the region, often derived out of necessity or a means for survival – the ingredients naturally coming from the local land or sea.

However, since America is a country made up of cultures from many other countries, it can be somewhat challenging to define American cuisine – what recipes are truly American?

The USA is a melting pot of cultures as a result of the many immigrants that came here from various other countries across the globe. In turn, this makes American cuisine many things, including diverse, homey, original, unique, ethnic, comfortable, gourmet, spicy, bland, casual, and formal. But most of all, when it comes to American cuisine, the whole is greater than the sum of its parts, and this country has established several dishes that are considered examples of American food tradition.

A myriad of dishes could be listed as American, but there are a certain few that fit the quintessential image of American food. Think of what you would most miss if you were out of the country.



THE AMERICAN NATION

Most Americans have great *vigour and enthusiasm*. They prefer to *discipline* themselves rather than be disciplined by others. They pride themselves on their independence, their right to make up their own decision. They are prepared to *take the initiative*, even if there is a risk in doing so.

They have courage and do not give in easily. They would take any sort of job anywhere rather than *be unemployed*. They don't care to be looked after by the Government. The average American changes his or her job nine or ten times during his or her working life. Americans have *warmth and friendliness*, which is less *superficial* than many foreigners think. They are considered sentimental.

When on ceremonial occasions they see a flag, or attend parades celebrating America's glorious past, tears may come to their eyes. They like to dress correctly, even if "correctly" means *flamboyantly*.

They love to boast, though often with tongue in cheek. They can laugh at themselves and their country, and they can be very self-critical, while remaining always intensely patriotic. They have a wide knowledge of everyday things, and a *keen interest* in their particular city and State.

Foreigners sometimes complain, that they have little interest in or knowledge of the outside world. The majority of Americans *feel proud* to amass wealth and possessions through hard work.

There is "*money snobbery*" in the USA, which sometimes takes strange forms.

The American's dream is success in his job, success earned by his own skill and hard work.

There is no one an American *admires* more than the self-made man, no matter what kind of family he comes from. In the USA, about 90% of the population is well enough off to expect a *brighter future*. The USA still has one of the highest living standards in the world, although there is an "underclass" of some 20 mln. people, black, white and Hispanic.

A great part of the violence in American society begins in the ghettos and inner cities where this underclass lives. Besides crime and violence the USA has many other serious problems like *unlawful immigration, pollution, unemployment, race relations*, and many more. However, the Americans face their problems boldly and with determination.

20 years ago, blacks and whites were fighting each other in many American cities. Today more and more blacks hold positions of authority in every walk of life.

The USA is reputed to be a classless society. There is certainly not much job snobbery or social snobbery. The *manual worker* is usually quite at ease in any company. This is partly explained by the fact that people of all income groups go together to the same schools. The Americans believe in "*free enterprise*" (the freedom to do business without any interference from the government). They are *proud of their country* and believe in its happy future.

Exercise 1. Read, translate italic phrases and try to render the text with their help.

Vigour and enthusiasm; to take the initiative; to be unemployed; warmth and friendliness; to be superficial; flamboyantly; to think with tongue in cheek; to be self-critical; to have a keen interest in; to feel proud; to be proud of their country; "money snobbery"; a brighter future; unlawful immigration; pollution, unemployment; race relations; manual worker; free enterprise.

Exercise 2. Translate the words and phrases with the keyword "vigour".

Intellectual vigour; to lose one's vigours; to regain one's vigours; law still in vigour; to do with vigour; to lose/to regain one's vigour; to attack with renewed vigour; vigourou.

Exercise 3. Remember the notions.

Vigour is physical or mental energy and enthusiasm.

Exercise 4. Remember that.

Does he have enough vigour to get everything done? – У него хватит сил всё сделать?

Exercise 5. Summarize your findings on the main positive features of American nation and issue in a short presentation (75 words).

BLACKS & WHITES

Although no longer slaves after the Civil War, American blacks took no significant part in the life of white America except as servants or labourers. Many thousands of them emigrated from the war-ravaged South to the North from 1865 to 1915 in the hope of finding work in the big industrial cities. Whole communities of blacks crowded together into ghettos in New York City, Chicago and Detroit, where once the poor white immigrants had lived.

These ghettos, neglected by the city authorities, became slums. The schools, to which black children went, were hopelessly inadequate. Unemployment in black ghettos remained consistently higher than in white communities. Stable family life was difficult to maintain.

Unemployed fathers would on occasion walk out of their homes and never return. Children neglected by their parents turned in some instances to drugs and crimes. There are more than 700 murders a year in cities like New York, Detroit, Los Angeles and Houston, and most of these deaths are of blacks killed by blacks. The black ghettos are dangerous both for blacks and non-blacks.

In the late 1970s, nearly a third of all blacks still belonged to the so-called "underclass", Americans of all races so "under-privileged" and poor that they cannot seize the opportunity for advancement.

It has been estimated that there are more than 20 mln.

Americans in this category, 10% of the population, are including many millions of whites. Race relations in the USA continue to be a thorny problem.

The era of blatant discrimination ended in the 1960s through the courageous actions of thousands of blacks participating in peaceful marches and sit-ins, to force Southern states to implement the Federal desegregation laws in schools and public accommodations.

Down came the "whites only" notices in buses, hotels, trains, restaurants, sporting events, restrooms and on park benches that once could be found everywhere throughout the South.

Gone were the restrictions that prevented blacks voting. Gone, too, were the hideous lynchings, which since the Civil War had caused the death of thousands of innocent blacks – hanged without trial by white mobs. However, even today, poor, uneducated blacks do not always receive the same degree of justice that the more affluent and better educated can expect.

Despite some setbacks, race relations are improving. Blacks are gaining in self-confidence.

In more and more areas they are winning control of their communities, and their standard of living is going up faster than that of the poor whites. It is still a hard struggle. There is still prejudice and even some hatred, but in most walks of American life there are now more blacks than ever before.

It is said that television had an enormous influence on frustrated and bitter blacks, for it showed them how much better whites overall lived than blacks.

At the end of the 1960s, there were serious riots in many cities. Radical blacks like the Black Panthers demanded a free black state within the Union, and advocated violence to achieve that end and to protect themselves against what they felt was police brutality toward blacks.

For a while, violence overshadowed the influence of the greatly respected pacifist black, Martin Luther King, who had provided the inspiration and leadership for those devoted to a peaceful change and whose murder in 1968 stunned America. The violence quickly died down.

Blacks began to use their votes to exert political pressure. Cities like Atlanta (Georgia), Gary (Indiana), and Los Angeles (California) elected black mayors. Integration of schools, despite resistance from white groups, goes on, and the proportion of blacks in American colleges has increased dramatically in the last 20 years. There are reasons to maintain a cautious optimism that progress in race relations will continue.

Exercise 1. Make notes of your new knowledge about American life.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Analyze the topical vocabulary, learn it and make up sentences with it.

to practice discrimination – дискриминировать

to subject smb. to discrimination – подвергать дискриминации

age discrimination – дискриминация по возрасту

religious discrimination – дискриминация по религиозным убеждениям

sexual (sex) discrimination – дискриминация по половому признаку

racial (race) discrimination (racism, racism) – расовая дискриминация

employment discrimination – дискриминация при найме на работу

occupational discrimination – дискриминация при выборе профессии

wage discrimination – дискриминация в оплате труда

antidiscrimination – борьба с дискриминацией

discrimination against the native population – дискриминация местного населения

to practise discrimination – проводить дискриминационную политику

to subject to discrimination – ограничивать кого-л. в правах

colour-bar – дискриминация по цвету кожи

to discriminate (against) – проводить политику дискриминации

discrimination against women – дискриминация женщин

non-discrimination – отсутствие дискриминации

discrimination between the important and trivial problems – способность отличать серьёзные проблемы от незначительных

a lack of discrimination – неразборчивость

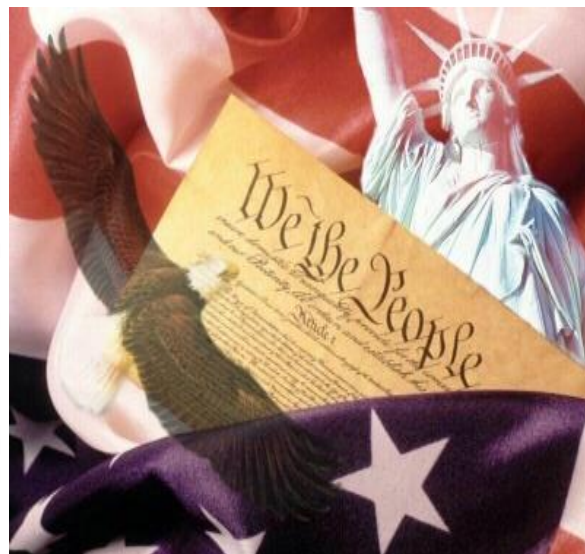
to show discrimination in one's choice of – проявлять разборчивость при выборе чего-л.

without discrimination – без разбора

Exercise 5. Try to understand the notions.

1. Discrimination is the practice of treating one person or group of people less fairly or less well than other people or groups. 2. Discrimination is known what is good or of high quality. 3. She is exempt from sex discrimination laws. 4. There is discrimination against immigrants. 5. The state performs measures to counteract racial discrimination. 6. Those who could afford to buy showed little taste or discrimination. 7. Young children have difficulties in making fine discriminations. 8. We will then have an objective measure of how colour discrimination and visual acuity develop at the level of the brain.

Exercise 6. Summarize the ideas about race discrimination problems in the USA with the help of the phrases given above.



MEDICINE & HEALTH CARE

As in physics and chemistry, Americans have dominated the Nobel Prize for physiology or medicine since World War II. The National Institutes of Health, the focal point for biomedical research in the USA, has played a key role in this achievement.

Consisting of 24 separate institutes, the NIH occupies 75 buildings on more than 120 hectares in Bethesda, Maryland. Its budget in 1997 was almost \$13 thousand mln..

The goal of NIH research is knowledge that helps prevent, detect, diagnose, and treat disease and disability – everything from the rarest genetic disorder to the common cold. At any given time, grants from the NIH support the research of about 35,000 principal investigators, working in every U.S. state and several foreign countries. Among these grantees have been 91 Nobel Prize-winners.

Five Nobelists have made their prize-winning discoveries in NIH laboratories.

NIH research has helped make possible numerous medical achievements. For example, mortality from heart disease, the number-one killer in the USA, dropped 41 % between 1971 and 1991.

The death rate for strokes decreased by 59 % during the same period. Between 1991 and 1995, the cancer death rate fell by nearly 3 %, the first unstained decline since national record keeping began in the 1930s. And today more than 70 % of children who get cancer are cured.

With the help of the NIH, molecular genetics and genomics research have revolutionized biomedical science. In the 1980s and 1990s, researchers performed the first trial of gene therapy in humans and are now able to locate, identify, and describe the function of many genes in the human genome. Scientists predict that this new knowledge will lead to genetic tests for susceptibility to diseases such as colon, breast, and other cancers and to the eventual development of preventive drug treatments for persons in families known to be at risk. Perhaps the most exciting scientific development under way in the USA is the NIH's human genome project.

This is an attempt to construct a genetic map of humans by analyzing the chemical composition of each of the 50,000 to 100,000 genes making up the human body.

The project is expected to take 15 years to complete, at a cost of at least \$ 3 000 mln.

Research conducted by universities, hospitals, and corporations contributes to improvement in diagnosis and treatment of disease. NIH-1 funded the basic research on Acquired Immune Deficiency Syndrome (AIDS), for example, but many of the drugs used to treat the disease have emerged from the laboratories of the American pharmaceutical industry.

Those drugs are being tested in research centres across the country. One type of drug that has shown promise in treating the AIDS virus is the protease inhibitor. After several years of laboratory testing, protease inhibitors were first given to patients in the USA in 1994. One of the first tests showed that not only did the drug make the amount of virus in the patients' blood almost disappear, but that their immune systems rebounded faster than anyone had thought possible.

Doctors have combined protease inhibitors with other drugs in "combination therapy". While the results are encouraging, combination therapy is not a cure, and, so far, it works only in the blood; it does not reach into the other parts of the body – the brain, lymph nodes, spinal fluid, and male testes – where the virus hides. Scientists continue to experiment with combination therapy and other ways to treat the disease, while they search for the ultimate solution – a vaccine against it.

Although most Americans have some form of private health insurance, some people cannot afford insurance. They can get medical coverage through two social programs established in 1965.

Medicaid is a joint federal-state program that funds medical care for the poor.

The requirements for receiving Medicaid and the scope of care available vary widely from state to state. At a cost of about \$156000 mln. a year, Medicaid is the nation's largest social-welfare program. Medicare, another form of federal health insurance, pays a large part of the medical bills incurred by Americans who are 65 and older or who are disabled, regardless of age.

Medicare is financed by a portion of the Social Security tax, by premiums paid by recipients, and by federal funds. Everyone who receives Social Security payments is covered by Medicare.

One of the most troubling health care problems facing the USA has been providing care for those who cannot afford health insurance and who are not eligible for either Medicaid or Medicare. It has been estimated that one in seven Americans is without health insurance at least part of the year.

They may be persons who are unemployed or have jobs without medical coverage or who live just above the poverty line. They can go to public hospitals, where they will get treatment in an emergency, but they often fail to obtain routine care that might prevent illness.

Assisting these uninsured Americans was one of President Bill Clinton's priorities when he came into office in 1993. After widespread discussion and debate across the country and at all levels of the citizenry, in 1996 Congress passed legislation designed to make health insurance more available to working families and their children. The new law expands access to health insurance for workers who lose their jobs or who apply for insurance with a pre-existing medical condition, and it sets up a pilot program of tax-deferred savings accounts for use in paying medical bills.

Although health care costs continue to rise, the rate of increase has levelled off in recent years, because of the proliferation of HMOs and other factors. In 1990 health expenses increased 9 % over the previous year, and by 1994 that rate had fallen to 4.8 %. The development of the arts in America – music, dance, architecture, the visual arts, and literature – has been marked by a tension between two strong sources of inspiration: European sophistication and domestic originality.

Frequently, the best American artists have managed to harness both sources. This chapter touches upon a number of major American figures in the arts, some of whom have grappled with the Old World-New World conflict in their work.

Exercise 1. Summarize what is good and bad about medicine in the USA.

Exercise 2. Analyze the topical vocabulary, learn it and make up sentences with it.

to practise medicine – заниматься врачебной практикой

to study medicine – изучать медицину

aerospace (space) medicine – аэрокосмическая медицина

alternative (complementary, fringe) medicine – нетрадиционная медицина

folk medicine – народная медицина

forensic medicine – судебная медицина *Syn. medical jurisprudence*

medicinem an – знахарь, шаман, врач *Syn. sorcerer, wise man*

medico – врач, доктор, лекарь, медик *Syn. physician студент-медик*

medical aid – медицинская помощь

medical arrangement – медицинское обеспечение

medical attendance – медицинская помощь, медицинское обслуживание

the medical profession – медицинские работники, врачи

medical garden – сад для выращивания лекарственных растений

medical man – врач

medical examination/inspection – медицинский осмотр

medical assessor – судебно-медицинский эксперт

medical society – общество врачей

medical school – высшее медицинское учебное заведение

medical history – 1) история болезни 2) история медицины

medical service – 1) медицинское обслуживание 2) санитарная часть

medical ward – терапевтическое отделение больницы *Syn. therapeutic, medicinal*

medicare – страхование здоровья престарелых (правительственная программа в США & Канаде)

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Analyze the text on new immigration policy.

According to Amy Taxin of the Associated Press, the federal government's strategy for getting rid of 300,000 backlogged immigration court cases has led to about 7.5% of all deportation cases to be suspended. This new strategy gives the Immigration and Customs agency more discretion in closing cases. Many cases where immigrants have families or full time employment are being closed, but what does this mean for immigrants who currently have cases under review?

What does the new policy mean for immigrants?

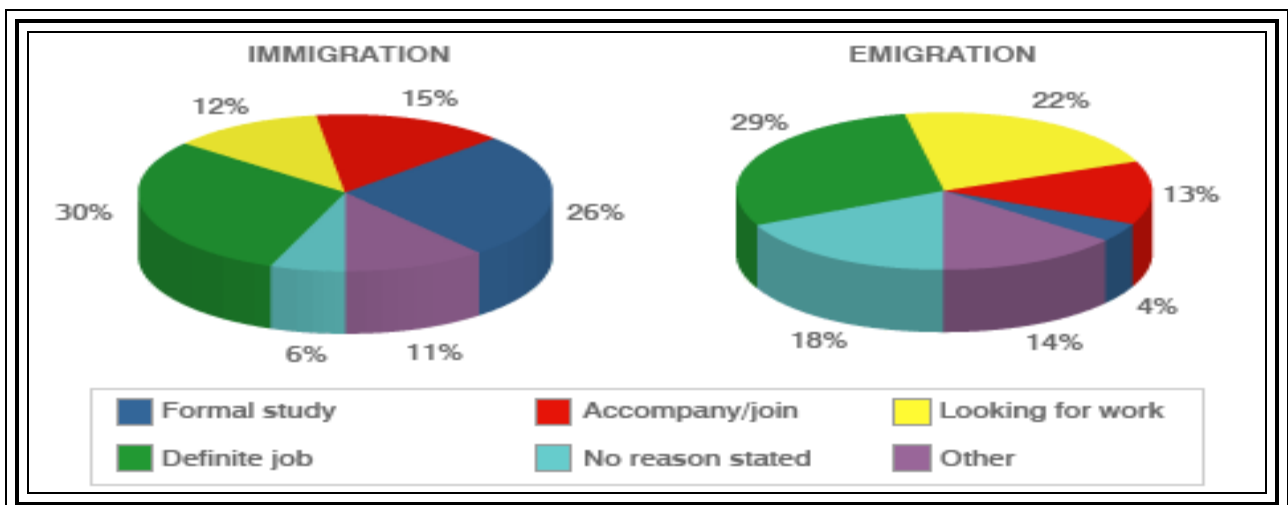
Amy Taxin gives an example of Miguel Rojano, an immigrant who was offered to have his case put on hold. In his case, and many others, its sometimes not always good to put a case on hold. Most importantly, having a case suspended does not mean that it will be dropped permanently.

Also, even if the case is dropped permanently, this is no guarantee that the defendant will win citizenship. For Miguel Rojano, he consulted with his lawyer and decided that he would actually be better off pursuing the case than putting it on hold. Not only was he confident that he would not lose, pursuing the case puts him in a better position to win a green card.

Is the new immigration policy good or bad for immigrants?

While the new policy will make it easier to many immigrants to live in LA without the constant fear of deportation, the offer to put cases on hold may be insufficient. In many cases, immigrants might be better off pursuing their case, but it is always a good idea to consult an immigration lawyer.

Crystal Williams, the executive director of the American Immigration Lawyers Association believes that by putting cases on hold, they are not truly clearing the backlog at all, and she would like to see immigrants also offered work permits if they accept the deal: "The whole program may not end up being as effective as it should be because they're not truly clearing out the easy cases – they're just putting them on a shelf."



C H A P T E R II. THE COMPOSITION OF THE USA

UNIT I. THE MID-ATLANTIC STATES

THE MIDDLE ATLANTIC REGION

If New England supplied the spirit of invention, the Middle Atlantic region provided 19th-century America with its muscle. The largest states of the region, New York and Pennsylvania, became major centres of heavy industry. Here were most of the factories that produced iron, glass and steel.

Here, too, were a number of the nation's greatest cities. The Middle Atlantic region had been settled from the first by a much wider range of people than New England.

Dutch made their homes in the woodlands along the lower Hudson River in what is now New York. Swedes established tiny communities in present-day Delaware.

English Catholics founded Maryland and an English Protestant sect, the Quakers, settled Pennsylvania. In time, the Dutch and Swedish settlements all fell under English control.

Yet the Middle Atlantic region remained an important early gateway to America for people from many parts of the world. Early settlers of the region were mostly farmers and traders.

Early settlers of the region were mostly farmers and traders. The traders dealt mainly in furs brought to coastal towns by trappers from inland areas of New York and Pennsylvania. Many of the farmers of New York, northern Pennsylvania and northern New Jersey were New Englanders.

These people had moved south and west in search of better land, bringing their way of life with them. Another large group of farmers in Pennsylvania came from Germany. These people included the Mennonites, members of Protestant sect that believed in living simply. In the early years, the Middle Atlantic region was often used as a bridge between New England and the South.

Philadelphia, Pennsylvania, a mid-point between the northern and southern colonies, became the home of the Continental Congress, the group that led the fight for independence. The same city was the birthplace of the Declaration of Independence in 1776 and the USA Constitution in 1787.

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The same city was the birthplace of the Declaration of Independence in 1776 and the USA Constitution in 1787. At about the same time, some eastern Pennsylvania towns first tapped the iron deposits around Philadelphia. Steam soon replaced water as a source of power, creating greater need for iron. Heavy industries sprang up throughout the region because of nearby natural resources.

Several mighty rivers, such as the Hudson & the Delaware, were transformed into vital shipping lanes. Cities along these waterways – New York on the Hudson, Philadelphia on the Delaware, and Baltimore on Chesapeake Bay – expanded into major urban areas.

Industries needed workers and many of them came from overseas. Late in the 19th century, the flow of immigrants to America swelled to a steady stream. In the words of the region's most beloved poet, Walt Whitman, the USA became "not merely a nation but a teeming nation of nations".

New York City was port of entry for most newcomers. In the 1890s and early 1900s, mln.s of them sailed past the Statue of Liberty in New York harbour on the way to a fresh start in the USA.

Today New York ranks as the nation's largest city, its hub of finance and a cultural centre for the USA and the world. It still bears traces of its Dutch past in the names of neighbourhoods such as Harlem. Yet very few faces on the city's streets are Dutch faces. New York has the largest Jewish population of any city in the world. About three out of 10 of the faces one sees are likely to be those of black Americans, many of whose families moved to the city long ago from the South.

Black Americans are an important force in all the region's cities. But families of Italian and Eastern European descent are more apparent in urban areas outside New York City.

Recently the region's heavy industries have fallen on hard times. Like the factories of New England, these industries have found it hard to compete with cheaper goods made elsewhere.

Exercise 1. Give the main idea of the passage.

Exercise 2. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. The largest states of the region, New York and Pennsylvania, became major centres of light industry. 2. Dutch made their homes in the woodlands along the lower Hudson River. 3. Swedes established large communities in present-day Delaware. 4. In time, the Dutch and Swedish settlements all fell under English control. 5. Early settlers of the region were mostly farmers and traders. 6. New Englanders had moved south and west in search of better land. 7. A large group of farmers in Pennsylvania came from Germany. 8. The Middle Atlantic region was often used as a bridge between New England and the South. 9. The Continental Congress was the group that led the fight for independence. 10. Philadelphia was the birthplace of the Declaration of Independence in 1776 and the USA Constitution in 1787. 11. Late in the 18th century, the flow of immigrants to America swelled to a steady stream. 12. New York City was port of entry for most newcomers. 13. In the 1890s and early 1900s, mlns. of them sailed past the Statue of Liberty in New York harbour on the way to a fresh start in the USA. 14. Black Americans are not an important force in all the region's cities. 15. The Middle Atlantic region has managed to prosper.

Exercise 3. Give the main idea of the text on Crossing Barriers.

Westward expansion of European settlements in North America was not a steady movement. It took place as a series of uneven spurts and pauses. Several barriers – geographical, social and political – slowed the westward movement at various times.

In 1700, European settlements in English-speaking North America stretched along the Atlantic coastline from southern Maine to South Carolina. While most settlements were less than 50 mi. (80 km) from the coast, a few were located further inland along tidal rivers.

This was called "the tidewater phase" of settlement. Over the next 50 years, the fertile river valleys in New England were settled; so was the valley of the Mohawk River in upstate New York.

Settlers moving west from Philadelphia cleared oak forests of central Pennsylvania and produced an area of hilly green farms. Settlements also spread westward along river valleys in Virginia and, to a lesser extent, in the Carolinas and Georgia. By the 1760s, the westward movement reached the first major barrier – the Appalachian Mountain Range. This mountain range stretches northeast to the southwest. It somewhat parallels the Atlantic coastline. When they reached the foothills of the Appalachians, settlers found that most rivers flowing from west to east were blocked by waterfalls or rapids. For a number of years, westward expansion was blocked.

Then in 1775 explorer Daniel Boone (1734-1820) and a party of axmen cut the Wilderness Road through the forested Cumberland Gap, a natural pass in the Appalachians. The road through the Cumberland Gap enabled settlers to move with mules, horses and cattle into the fertile lands that now make up the states of Kentucky and Tennessee.

From 1776 to 1783, Britain's 13 American colonies formed the USA of America and fought a War for Independence. The war was ended by the Treaty of Paris in 1783.

The treaty set the western boundary of the USA of the Mississippi River, which flows south from near the Canadian border to the Gulf of Mexico at the port of New Orleans. Peace led to a great westward movement of people into the new American territories between the Appalachian Mountains and the Mississippi River. The Ohio River, flowing from Fort Pitt (now Pittsburgh) westward to the Mississippi, served as a major highway for the settlers and their goods.

Exercise 4. Try to translate the text on Texas & Southwest in writing.

By the 1830s, American settlers in the large Mexican province of Texas outnumbered Mexicans.

They talked about independence from Mexico. This desire for Texas to become independent sharply increased in 1833 when General Antonio Lopez de Santa Anna overthrew the Mexican government and set himself up as dictator of all Mexico.

Santa Anna cut off all new American migration to Texas and increased taxes on Americans already living there. In response, the Texans revoked in October 1835 and proclaimed the Lone Star Republic. At the beginning of the revolt, the Texans suffered several defeats. But they reorganized and formed a small, skilled army. Finally on March 21, 1836 the Texans under the command of Sam Houston defeated a much larger Mexican army at the battle of San Jacinto.

General Santa Anna was captured, and the independence of Texas was assured.

Many Texans didn't want independence; they wanted their land to be part of the USA. Several requests were made to have the USA annex (take over) the Lone Star Republic.

These requests were politely refused. As a result, the government of Texas started showing increased friendship for Britain. This caused some Americans to worry that Texas might become linked to British North America. Finally, in 1845, Texas became a state of the USA of America.

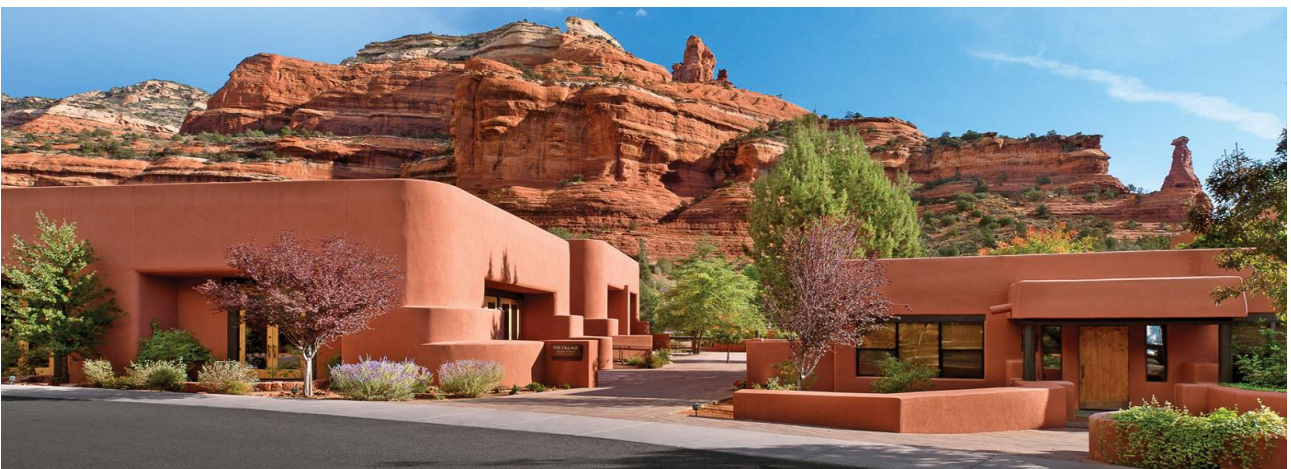
Mexico refused to recognize this action. This led to numerous raids and small battles along the disputed boundary between Mexico and Texas.

On April 24, 1846, 1,600 Mexican soldiers surrounded and killed 63 Americans on land claimed by Texas. President Polk asked Congress for a declaration of war against Mexico. He got it. Mexico was defeated in the war and its capital, Mexico City, was occupied.

Some Americans talked about taking over all of Mexico. But President Polk rejected that view. He wanted acceptance of Texas as part of the USA and the purchase of California and the New Mexico regions. A peace treaty between Mexico and the USA ended the war on February 2, 1848.

It set the boundary between Texas and Mexico along the Rio Grande River. For a payment of \$18,250,000 Mexico turned over the immense California and New Mexico regions to the USA.

These regions include the present states of California, Nevada, Utah, Arizona and New Mexico. Beyond the continental USA, Alaska was purchased from Russia in 1867 and the Hawaiian Islands were annexed to the USA in 1898. Both these regions did not become states until 1959.



NEW YORK

New York State is very nearly the size of England. And upon it nature has mapped out her own brand of dukedoms and baronies the Adirondack and Catskill mountains, the Finger Lakes, the valley of the Hudson River – each a world unto itself, with its own mood, myths, and varied charms.

New York City sees itself as a centre, but it has always been a gateway, the front door to America for immigrants and commerce. The western boundary of Manhattan, the Hudson River, was and is the start of a corridor to the heartland of the continent. It was named for Henry Hudson, who explored it in 1609. The broad expanse of the Hudson River is one of the greatest of all American landscapes. It inspired the Hudson River school of painters and scores of writers.

The bright, hazy light of the river was captured in the canvases of artists Jaspas Cropsey and John Frederick Kensett in the style known as *luminism*. Church built his home and studio on a hill overlooking it. Washington Irving, author of "Rip Van Winkle" and "The Legend of Sleepy Hollow", wrote his short stories and books in a comfortable cottage by the river.

The U.S. Military Academy occupies a promontory on the Hudson.

West of the Hudson raised the Catskill Mountains. To the north, the Adirondack Mountains form one of the nation's oldest preserves. For nearly two centuries, visitors have come to relax by the tranquil blue lakes and exquisite waterfalls of the Adirondacks, as well as to fish, hunt, and hike.

The largest lake is the Champlain Lake. New York's other famous lakes lie in the west-central part of the state. Viewed on a map or from the air, the five largest lakes look like the outspread fingers of a huge hand – hence their name, the Finger Lakes. Vineyards stud the peaceful countryside around the Finger Lakes, which became a major producer of wine in the 19th century. North of the Finger Lakes lies Lake Ontario, New York's northern border for 200 mi.. Below the lake, in the westernmost part of the state, is the grandest of New York's natural wonders Niagara Falls.

More than 3,000 feet wide the "sublime cataract" as a traveller called it in the 1840's straddles the Canadian border. Among the New York natives who become internationally acclaimed authors are Herman Melville, Arthur Miller, Eugene O'Neill, Walt Whitman, Edith Wharton, Henry James, James Baldwin, and J. D. Salinger. New York City has always been a melting pot. As early as the mid-1600's, at least 18 languages were spoken there. In 1788 New York ratified U.S. Constitution, becoming the 11th state. Its motto: Ever Upward. Its nicknames: Empire State, Excelsior State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What has mapped out its own brand of dukedoms? 2. Is New York City the front door to America for immigrants and commerce? 3. What is the heartland of the continent? 4. What is the broad expanse of the Hudson River like? 5. Where was the light of the river captured? 6. Where do the Catskill Mountains raise? 7. What is the largest lake? 8. Where is the grandest of New York's natural wonders Niagara Falls? 9. How many languages were spoken there as early as the mid-1600's? 10. When did New York ratify U.S. Constitution?



Exercise 3. Read the text on New Jersey and discuss the main idea of it.

New Jersey is a peninsula, bounded on the west by the Delaware River and on the east by the Hudson River and the Atlantic Ocean. This position has made it the crossroads of the East Coast.

As early as colonial times New Jersey's rich farmlands – today among the most productive in the nation – attracted immigrants from Germany, Scandinavia, and the British Isles.

During the American Revolution, the peninsula's position gave it strategic importance throughout the mid-Atlantic region. George Washington and his army spent more time in New Jersey than in any other colony and fought four major battles there. In the south of the state lies an area unlike any other: the Pine Barrens.

1 mln. ac of pine and oak forests, white cedar swamps, cranberry bogs, sand roads, and 17 trillion gallons of the cleanest water on earth have been preserved here since the Pinelands Protection Act of 1979. The most celebrated inhabitant is the Pine Barrens tree frog, a two-inch long green amphibian with lavender stripes and a voice as loud as a duck's. In addition, more than 850 species of plants have been found here, among them wild blueberries, which were cultivated by Elizabeth White in Whitesbog in 1916. Ever since a traditional Pinelands summer has begun with blueberry picking in June and ended with cranberry harvest in September and October.

Cape May New Jersey's southernmost point, extends into the Atlantic Ocean like a welcoming hand, beckoning migrating birds. When the great flocks of migrating birds arrive in New Jersey each spring, bird watchers from all over the world gather at Cape May to take part in one of the most unusual tournaments: the World Series of Birding.

The competition serves to catalogue the species that pass along the Atlantic flyway.

Participants organize into teams that vie to spot the greatest number of different species within 24 hours. Cape May with its unique mix of ocean bay shores, saltwater meadows, freshwater creeks, and thick forests, is one of the best places in the country for such a contest: more than 400 of North America's 700 species have been seen here. In 1787 New Jersey became the third state to ratify U.S. Constitution. Its motto: Liberty and Prosperity.

Its nicknames: Clam State, Garden State, Jersey Blue State, Pathway of the Revolution.



State symbols of New Jersey & Pennsylvania



New Jersey State Capitol Building in Trenton



Pennsylvania



PENNSYLVANIA

Farmers have tilled the fertile soil of southeast Pennsylvania since the 1600's. As soon as William Penn proclaimed "the foundation of a free colony for all mankind", his Quaker brethren arrived from England and Wales to clear the land for crops. An official policy of religious tolerance then drew Germans. So industrious were these "Pennsylvania Deutsch" that south-eastern Pennsylvania became one of the colonial America's most important breadbaskets. Philadelphia was and is the metropolis of eastern Pennsylvania. Overlooked today by a statue of William Penn high atop City Hall, the city was laid out in 1682. The orderly green town became the birthplace of America's independence.

Pennsylvania's Appalachians are not so lofty as most stretches of the range. Still, for centuries they proved to be a formidable barrier. Settlers who crossed them named the range the Endless Mountains.

If crossing Pennsylvania by land was difficult, it was impossible by water: no east-west river system crosses the state. Nonetheless, rivers have been of critical importance to Pennsylvania.

The Delaware gave Philadelphia access to the sea; the Lehigh earned coal and iron ore from the Appalachians to the foundries of Bethlehem; the Susquehanna linked Pennsylvania farmlands with Chesapeake Bay. But perhaps the most important water route is at Pittsburgh, where the Allegheny and the Monongahela rivers come together to form the Ohio River, the great migration and trade route to the West. Pittsburgh was the "Gateway to the West". When its role in migration of pioneers was finished, the city gained renown and wealth as the foremost manufacturer of steel.

Until the 1970's, factories lined the banks of its three rivers for miles on end.

Some 70 miles southeast of Pittsburgh is situated one of the finest man-made works in Pennsylvania – the celebrated house called Fallingwater, which Frank Lloyd Wright designed for the Pittsburgh businessman Edgar J. Kaufman in 1936.

Built of local sandstone and concrete, it perches on a craggy waterfall in a forest setting.

The house is a mingling of elements that express the character of Pennsylvania: an energetic combination of natural and manmade, rugged and refined.

Pennsylvania was the second state to ratify Constitution in 1787.

Its motto: Virtue, Liberty and Independence. Its nicknames: Keystone State, Quaker State.

Exercise 1. Render the score of the text briefly in English.

Exercise 2. Analyze the information on Delaware and give the main idea of it.

Delawareans relish their state's nickname Small Wonder, taking as much pride in the small as in the wonder. Despite its tiny size Delaware offers a wealth of beauty and a bonus of serenity.

In the north and west, Delaware is part of the hilly Piedmont province of the Appalachians.

During the 19th century, the rushing streams of the foothills powered flour and paper mills, whose efficiency prompted the Frenchman Du Pont to set up a black gunpowder mill along the Brandywine Creek. Today northern Delaware, in large part because of the Du Pont Company's successes, is a bustling urban centre with Wilmington at its hub.

This region, so like a quiet French watercolour, is called Chateau Country. Northern Delaware comprised only one-sixth of the state. It is separated from southern Delaware by the Chesapeake and Delaware Canal, which links the Chesapeake Bay to the Delaware River. Southward from this busy shipping channel spread the farming tracts of central Delaware.

The modern poultry industry was born here in Sussex County in 1923, when Mrs. Wilmer Steele raised a brood of 500 chicks for quick sale. Where the rolling waves of the Atlantic meet the more serene waters of Delaware Bay a crook of land called Cape Henlopen protrudes.

Not far from it, Rehoboth Beach, the "nation's summer capital", for years has provided a haven for refugees from the oppressive summer heat of Washington, D. C. Delaware was the first state to ratify U.S. Constitution in 1787. Its motto: Liberty and Independence.

Its nicknames: Diamond State, First State, Peach State, Small Wonder.

MARYLAND

Small though it is, Maryland has such a dazzling variety of natural and man-made features – remote mountains, crowded urban areas, fertile farmlands, modern industrial centres, old tobacco plantations – that the state has been called an America in miniature.

It seems fitting, then, that America's national anthem, "The Star-Spangled Banner", was written in Maryland, and that its capital, Washington, D. C., was built on land donated by the state.

The most striking of Maryland's natural features and a great national treasure is the Chesapeake Bay. This 200-mile-long estuary, which bisects the state, has so many arms, inlets, and islands that its total shoreline is greater than the distance from Maryland to California.

On the Bay side, major highways pass through expansive fields of wheat, corn, and soybeans, and smaller country roads wind through old villages whose names – Oxford, Cambridge, St. Michaels – reflect the area's British heritage. The Chesapeake Bay is one of the nation's most bountiful sources of seafood, especially blue crab. Maryland is so proud of its blue crab that it publishes tips on how to catch, cook, and eat it. Western Maryland contrasts dramatically with the flat coastal plain.

Here the scenic Blue Ridge, where wealthy Americans once built idyllic retreats, now draw hikers, skiers, and white-water rafters. In southern Maryland are mi. of tobacco fields that have been a part of the landscape since colonial days. The tobacco crop built the elegant town houses and mansions of Annapolis.

In the next century, Baltimore grew and prospered becoming a preeminent centre of shipping and manufacturing. In 1788, Maryland became the 7th state.

Its motto: Manly Deeds, Womanly Words. Its nicknames: Free State, Old Line State.



UNIT II. THE NEW ENGLAND STATES

NEW FRONTIER

People made the difficult and dangerous voyage to America for many different reasons.

Some sought adventure. Others wanted gold and silver. Many made the voyage to escape oppression or to be free to practice their religion. Beyond these reasons was the additional drive for living space. Very few of the settlers could have hoped to own land in Europe. However, in America, the land seemed to be there for the taking. Waves of land-hungry settlers established farms and homesteads in the primeval forest. The forest was so vast and overpowering that each clearing was viewed as a victory in "taming the wilderness". In some places, however, after settlers cut away the trees and removed the brush, they found the soil to be rocky or poor in nutrients.

Many areas of New England – the region now made up of Massachusetts, Maine, Connecticut, Rhode Island, New Hampshire and Vermont – have shallow, coarse soil. The winters are harsh and the growing seasons are short. Under these conditions, pioneer farming in much of New England and parts of New York, New Jersey and Pennsylvania proved to be difficult and disappointing.

After years of struggle, some people sold or abandoned their farms and moved westward in search of more fertile land. Farther south, in what are now the states of Delaware, Maryland, Virginia, North and South Carolina, and Georgia, the soil was generally richer. Except for some swampy coastal areas, the soil is mostly red-yellow clay. In early colonial times, that soil was very fertile.

The long growing season, abundant rainfall, warm climate and relatively flat land made the southern coastal region ideal for certain cash crops. At various times, these included tobacco, rice, sugarcane, corn and cotton. By the mid-1600s, it was clear that these crops could be grown most economically on large landholdings – plantations – worked by slaves.

Many small farms in the South were sold to help make up the large plantations, and their former owners moved west in search of fertile land. They were joined by new settlers from Europe, who bypassed the settled plantation areas near the coast. Most soil in the South was originally very fertile, but the continuous growing of demanding crops such as tobacco and cotton took nutrients from the soil. In addition, the frequent heavy rains of the region tended to erode – wear away – exposed topsoil. In many areas, this led to a decline in the yield of crops per hectare. Plantation owners often dealt with this problem of worn-out soil by expanding – by buying and using more land for their cash crops. Plantations spread to the west.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. Why did the people make the difficult and dangerous voyage to America? 2. Could very few of the settlers have hoped to own land in Europe? 3. Waves of land-hungry settlers established farms and homesteads in the primeval forest, didn't they? 4. What kind of soil did the settlers find after cutting away the trees and removing the brush? 5. Where did the settlers move after years of struggle? And why? 6. In what part of America was the soil richer? 7. When was it clear that the crops could be grown most economically on large landholdings? 8. How were those landholdings called? 9. Where was the soil originally very fertile? 10. Where did the landholdings spread? 11. Who was joined by new settlers from Europe, who bypassed the settled plantation areas near the coast? 12. What was sold to help make up the large plantations? 13. What problem did plantation owners often deal? 14. What took nutrients from the soil? 15. What made the southern coastal region ideal for certain cash crops?

Exercise 3. Analyze the topical vocabulary, learn it and make up sentences with it.

On a frontier – на границе

to advance (extend) a frontier – раздвигать границы

to extend the frontiers of science – раздвигать границы науки

to cross a frontier – пересекать границу

frontiersman – человек, живущий или работающий в приграничной зоне

rugged (broken, uneven, stony) country (terrain) – пересеченная местность

rugged environment – неблагоприятные условия

rugged topography – неровный рельеф

cultural barrier – культурные различия

language barrier – языковой барьер

racial barrier – расовые разногласия

to erect (place, set up) a barrier – поставить барьер

to overcome (take) a barrier – взять барьер, преодолеть препятствие

to break down (remove) a barrier – сломать барьер

to draw (establish, fix, set) a border (boundary) – провести, установить границу

to cross (slip) across a border – перейти, пересечь границу

to patrol a border – охранять границу

closed border – закрытая граница

common border – общая граница

disputed border – спорные приграничные территории

fixed border – установленная граница

open border – открытая граница

unguarded border – неохраняемая граница

to smuggle goods across a border – переправлять контрабандный груз через границу

to border on – граничить, находиться рядом

to redraw a boundary – пересмотреть границу

to form a boundary – урегулировать границу

a boundary dispute – пограничный спор

boundary waters – пограничные воды

to abolish national boundaries – отменять границы между государствами

to alter boundaries – изменять границы

to draw (fix / set) boundaries – проводить границы

to extend boundaries – расширять границы

to guarantee boundary – гарантировать нерушимость границы

artificial boundaries – искусственные границы

boundary established by a treaty – граница, установленная договором

identification of the boundary – идентификация границы

revision of boundaries – пересмотр границ

state boundaries – государственные границы

territorial boundary – территориальная граница

boundary dispute – пограничный спор

boundary waters – пограничные воды

within legal boundaries – в рамках закона

withdrawal to internationally recognized boundaries – отвод войск к международно-признанным

границам

ancient boundaries – существующие с незапамятных времён границы

Exercise 4. Analyze the information and use it in practice.

NEW ENGLAND

I. This hilly region is the smallest in area of all those listed above. It has not been blessed by large expanses of rich farmland or by a climate mild enough to be an attraction in itself.

Yet New England can lay historic claim to having played a dominant role in the development of modern America. From the 17th century into the 19th century New England was the nation's preeminent region with regard to economics and culture. The earliest European settlers of New England were English Protestants of firm and settled doctrine.

Many of them came in search of religious liberty, arriving in large numbers between 1630 and 1830. These immigrants shared a common language, religion and social organization.

Among other things, they gave the region its most famous political form, the town meeting (an outgrowth of the meetings of church elders). In these meetings, most of a community's citizens gathered in the town hall to discuss and decide on the local issues of the day.

Only men of property could cast a vote. Even so, town meetings allowed New Englanders a kind of participation in government that was not enjoyed by people of other regions before 1790.

Town meetings remain a feature of many New England communities today. At first, New Englanders found it difficult to farm land in large lots, as was possible in the South. By 1750, many settlers had turned to other pursuits.

II. The mainstays of the region became shipbuilding, fishing and trade. By the mid-19th century New England possessed the largest merchant marine in the world.

In their business dealings, New Englanders became known for certain traits, and are still thought of as being shrewd, thrifty, hardworking and inventive.

These traits were tested in the first half of the 19th century when New England became the centre of America's Industrial Revolution. All across Massachusetts, Connecticut and Rhode Island, new factories appeared. These factories produced clothing, rifles, clocks and many other goods. Most of the money to run these industries came from the city of Boston, then the financial heart of the nation. One famous writer even referred to Boston as "the hub of the universe."

III. In fact, the cultural life of the region was very strong. Nathaniel Hawthorne wrote novels such as *The Scarlet Letter* exploring the themes of sin and guilt. Ralph Waldo Emerson and Henry David Thoreau wrote essays on the importance of following "one's own star." Older colleges and universities blossomed, while newer ones sprang up.

New England's oldest schools of higher learning, such as Harvard University (Massachusetts), Yale University (Connecticut), Brown University (Rhode Island) and Dartmouth College (New Hampshire), were originally religious in their purpose and orientation, but gradually became more secular.

During this period, New England was also a source of pioneers for the westward movement. New Englanders transplanted themselves and many of their ideas to Ohio and the northern Midwest, to the Pacific northwest and finally all the way to Hawaii. As some of the older stock of New England traveled onward, a newer stock gradually began to take its place. Immigrants from Ireland, Italy and Eastern Europe arrived in large numbers in the cities of the southern part of the region. Immigrants from French Canada moved into the mill towns of New Hampshire and Maine.

IV. Despite a changing population, much of the older spirit of New England still survives today.

It can be seen in the simple, wood frame houses and white church steeples that are features of many small towns. It can be heard in the horn blasts from fishing boats as they leave their harbours on icy, winter mornings. Living may be easier in some other regions, but most New Englanders envy none of them. "However mean your life is, meet it and live it" wrote Henry David Thoreau; "do not shun it and call it hard names". Thoreau's advice has a new meaning these days. Many industries have left the region and moved to places where goods can be made more cheaply.

Clothing mills, shoe plants, clock factories and other businesses have shut their doors for the last time. In more than a few factory towns, skilled workers have been left without jobs.

V. Yet there are also signs of hope for a brighter future. One of them is the growth of newer industries such as electronics. The electronics industry produces radios, television sets, computers and similar items. Whatever the future brings, there is not much doubt that the region will face it with pride. True New Englanders do not think of their hills and valleys merely as home but also as a centre of civilization. A woman from Boston was once asked why she rarely travelled. "Why should I travel," she replied, "when I'm already there?"

Exercise 1. Choose the suitable heading (A-F) for each paragraph (I-V) of the article above. There is one extra heading, which you do not need to use.

A. Hope for a brighter future. **B.** The earliest European settlers. **C.** The strong cultural life. **D.** Old spirit of New England. **E.** The main traits of business dealings. **F.** The nation's preeminent region.

Exercise 2. Answer the questions.

1. What region can lay historic claim to having played a dominant role in the development of modern America? 2. How long was New England the nation's preeminent region with regard to economics and culture? 3. Who were the earliest European settlers of New England? 4. Town meetings remain a feature of many New England communities today, don't they? 5. What became the mainstays of the region? 6. When did New England possess the largest merchant marine in the world? 7. When was New England also a source of pioneers for the westward movement? 8. Are there signs of hope for a brighter future? 9. How do true New Englanders think of their hills and valleys? 10. H.D. Thoreau's advice has a new meaning these days, doesn't it?



THE SEA

From the time the first settlers discovered they could not expect much from the soil of New England, the sea played a major role in the region's economy.

In colonial times, New England prospered from fishing and trade. One kind of trade was the "triangular trade": New Englanders brought sugar up from the islands of the West Indies, used the sugar to make rum, took the rum to West Africa and traded it for slaves, and then sold the slaves in the West Indies. Cod was the main fish export. Its importance was reflected everywhere – from graveyards, to the Massachusetts Legislature, where the "Sacred Codfish" was prominently hung.

The American Revolution disrupted trade with England, and New Englanders had to find new trading partners. They soon were trading with Russia, Sweden, and even China.

Whaling became an important activity. As the whaling industry grew, so did New England seaports like New Bedford, Salem, Marble-head, and Nantucket.

The mid-1800s were the era of the Yankee clipper ships. These elegant wooden ships, built in New England, were designed for speed and broke many records. When the 1849 Gold Rush suddenly populated San Francisco, clippers took goods to California. The trip around Cape Horn at the tip of South America was dangerous but worth it. The miners had gold and not much else. In California, goods were worth 20 times what they were worth in the East!

Since these trips were long and captains did not socialize with their crew, many captains took their wives along for company. The women from New England sea towns often knew as much about sailing as the men. When Captain Patten fell ill of brain fever while rounding Cape Horn in a storm, Mary Brown Patten, his 19-year-old wife, took command and sailed the ship safely to San Francisco.

The discovery in the 1850s of underground sources of oil marked the decline of the whaling era in New England. The days of the clipper ship ended even more quickly. The clippers simply could not compete with the metal steamships developed in England in the 1860s. By the late 1800s, the sea no longer played such an important role in New England's economy. But money earned from the sea was used to build factories. The result was a new direction for New England's economy.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. Did the sea play a major role in the region's economy? 2. What did New England prosper in colonial times from? 3. What was one kind of trade? 4. What did they bring up from the islands of the West Indies? 5. What was the main fish export? 6. Why did New Englanders have to find new trading partners? 7. What countries were they trading with? 8. What became an important activity? 9. When was the era of the Yankee clipper ships? 10. What town did the 1849 Gold Rush suddenly populate? 11. Where did clippers take goods? 12. Is it worth to travel around Cape Horn? 13. How many times were goods worth in California what they were worth in the East? 14. Did the women from New England sea towns know as much about sailing as the men? 15. What marked the decline of the whaling era in New England? 16. Could the clippers simply compete with the metal steamships developed in England in the 1860s? 17. When did the sea decline to play an important role in New England's economy? 18. What was the result of it?

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

MASSACHUSETTS

Massachusetts abounds in images that have helped form the sense of America's past: the Pilgrims landing at Plymouth Rock, the first Thanksgiving, the Boston Tea Party, the minutemen at the battles of Lexington and Concord. Yet the state that looms so large in the nation's story is not very big at all. Only five states are smaller, and three hours is all it takes to drive from the Atlantic coast to the ski slopes of the Berkshires in the west.

Massachusetts seashores are among New England's finest, with rocky coves and inlets and vast stretches of sandy beach. Its eastern shore is pummelled by the open Atlantic, while its western coast is swept by the gentle waves of sheltered Cape Cod Bay.

Martha's Vineyard and Nantucket, the islands just south of the cape whose fortunes were founded on 19th-century whaling evoke a strong feeling of the area's nautical history. It was Nantucket that Herman Melville depicted in his classic novel "Moby Dick".

Inland, beyond the broad coastal plain, lies a wide swath of uplands – a southward extension of the White Mountains. From these heights, the land slopes gently down to the banks of the Connecticut River, New England's longest and most important waterway.

Massachusetts was among the first states to experience the rapid growth of cities, and today it is one of America's most urbanized and industrialized regions.

Massachusetts residents have learned to live in comfortable proximity with history, and many places are so authentically preserved and restored that they bring the past to life.

But what characterizes Massachusetts today is more than the mixing of old and new; it is the invigorating blend of diverse ethnic groups: Irish, Portuguese, Italian, Greek, Jewish, Chinese, French Canadian, and most recently, Indian, Korean, and Japanese. Whatever their native origins, these new residents have been quick to adopt the spirit of independence that made the citizens of Massachusetts leaders in American Revolution – a spirit that has inspired Bay Staters ever since.

Massachusetts is famous for its colleges – 106 in all. Harvard, the oldest college in the nation, was founded at Cambridge with a colonial government grant in 1636. Mount Holyoke, the oldest women's college, was established at South Hadley in 1837. A lake near Webster has the remarkable Indian name, which means "I fish on my side of the lake, you fish on yours, and no one fishes in between."

The faint-hearted call it Lake Webster. By ratifying Constitution in 1788, Massachusetts became the 6th state. Its motto: By Sword We Seek Peace, but Peace Only Under Liberty.

Its nicknames: Baked Bean State, Bay State, Old Colony State.

Thanksgiving is a legal holiday for giving thanks to God. It is observed every fourth Thursday in November.

The Boston Tea Party was a kind of protest of American colonists against the tax on tea levied by the British Government. It happened in Boston in 1773. A group of American colonists boarded three British ships loaded with tea and pitched 340 chests of tea into the water.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What forms the sense of America's past? 2. Does the state loom so large in the nation's story? 3. What did Herman Melville depict in his classic novel "Moby Dick"? 4. Massachusetts was among the first states to experience the rapid growth of cities, wasn't it? 5. What characterizes Massachusetts today? 6. What is Massachusetts famous for? 7. How many are they? 8. Is it the invigorating blend of diverse ethnic groups? 9. Have new residents been quick to adopt the spirit of independence? 10. What made the citizens of Massachusetts leaders in American Revolution? 11. When was Harvard, the oldest college in the nation founded? 12. When was the oldest women's college established at South Hadley? 13. What does the remarkable Indian name of a lake near Webster mean? 14. When did Massachusetts become the 6th state? 15. What is its motto?

BOSTON

Boston is the capital of Massachusetts, as well as the largest city and the cultural and commercial centre of New England. The city was founded in 1630, 10 years after the Pilgrims landed in Plymouth.

It has been called the "Athens of America" because of its renown as a centre of learning and intellectual activity (more than 60 colleges and universities are located in the metropolitan area).

Many museums, concert halls, and theatres provide cultural and entertainment options – from the internationally acclaimed Museum of Fine Arts to the Boston Symphony Orchestra and Boston Pops to an abundant local and pre-Broadway theatre scene. Seasonally, sports events feature the Boston Celtics (basketball), the Boston Red Sox (baseball), and the New England Patriots (football).

On Patriots' Day (officially April 19th, but celebrated on the third Monday in April) thousands of runners from all over the world compete in the Boston Marathon, the nation's oldest road race, which first took place in 1897. Prominent among Boston's many tourist attractions is The Freedom Trail, a walking tour through historic Boston that encompasses 16 of the most treasured sites in American history. The Freedom Trail is an actual red line painted on the sidewalks and streets of Boston. It is an excellent way to tour the city, as the trail winds through many of the city's diverse neighbourhoods.

In the downtown section of the city is Boston Common, the nation's oldest public park. Early in the city's history, in 1634, this piece of land was set aside as a military training field and a public cattle pasture. (Many of the streets in downtown Boston are narrow and winding, said to be so because they began as cow paths.) In the late 1600s women who were found guilty of witchcraft were hanged in the Common, and in his boyhood Benjamin Franklin grazed his family's cow there.

Next to the Common is Boston's formal Public Garden, where, in the spring and summer, people enjoy riding in the graceful swan boats on the Garden's scenic pond. Just across the Charles River from Boston is Cambridge, home of Harvard University & the Massachusetts Institute of Technology.

Harvard's museums are world famous; its Widener library, with about six mln. books, is the world's largest university library. Cambridge also had a part in the American Revolution: It was under an elm tree in the Cambridge Common that George Washington took command of the Continental Army on July 3, 1775. South of Boston is historical Plymouth, where the pilgrims settled in 1620, and Cape Cod, the region's most famous ocean resort – a hook-shaped peninsula with 300 mi. of long, sandy beaches. West of Boston there are the picturesque and historic towns of Lexington and Concord.

It was on Lexington Green in the early morning hours of April 19, 1775, that the captain of the Colonial Militia announced. "Don't fire unless fired on. But if they mean to have a war, let it begin here" – words which, with the battle that followed, changed the course of history.

Lexington is called "the birthplace of American liberty". In Concord one can see the Minute Man Historical Park (commemorating the "minutemen" – colonists who remained ready to act as soldiers at a minute's notice) and the homes of authors Louisa May Alcott, Nathaniel Hawthorne, and Ralph Waldo Emerson. Nearby is Walden Pond, made famous by Henry David Thoreau.

In the North of Boston are the historic and charming seacoast towns of Salem, Gloucester, and Rockport. At Salem, famous for the witchcraft hysteria in 1690, the visitor can see the Witch Museum, as well as the House of Seven Gables, made famous by Nathaniel Hawthorne. In Gloucester, a bronze statue of the Gloucester Fisherman overlooks the ocean in memory of the more than 10,000 fishermen who lost their lives at sea.

Exercise 1. Give the main idea of the information briefly in English.



CONNECTICUT

The third-smallest state, only 73 mi. north to south and 100 mi. east to west, Connecticut is shaped roughly like a rectangle, its jagged 253-mile southern boundary washed by Long Island Sound. In the densely populated southwestern corner, Darien, Greenwich, and other bedroom communities are home to affluent suburbanites who commute to nearby New York City.

Eastward, on the coast, are picturesque seafaring towns – Essex, Mystic, Stonington – where the pace is more leisurely and village life centres on boats.

The state's greatest asset is its splendid network of river ways. Chief among them is the Connecticut, which rises in northern New Hampshire and sweeps down a 410-mile course to Long Island Sound, bisecting the state of Connecticut. This fine river system with its bounty of cheap water power made Connecticut a leading industrial state in the mid-19th century. Still, it was not until the beginning of the American Industrial Revolution that Connecticut really came into its own.

Connecticut did not just benefit from the revolution; it helped create it. Hartford native Eli Whitney, inventor of the cotton gin, pioneered the use of interchangeable parts in the manufacture of firearms. His innovation was just one step away from the assembly line and mass production.

American steel manufacturing began in Connecticut, and over the years Connecticut entrepreneurs invented or produced: revolvers, clocks, bicycles, sewing machines, postage meters, shaving soap, jet engines, and nuclear submarines. Thus, did Yankee ingenuity earn Connecticut a place among the nation's most prosperous state? Hartford, the state capital since colonial times, has also been its economic centre. Mark Twain made his home there, and although he travelled widely throughout the USA, Hawaii, Europe, and even to Egypt, he deemed Hartford "the prettiest town". Today its shiny glass and steel office towers are headquarters for some 50 companies whose business has long been synonymous with the city – insurance. In 1788, Connecticut becomes the fifth state to ratify Constitution. Its motto: He Who Transplanted Still Sustains.

Its nicknames: Constitution State, Land of Steady Habits, Nutmeg State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Describe the best sights of the state.



Boston



Hartford Connecticut

RHODE ISLAND

The smallest state in the country Rhode Island measures a modest 47 mi. from north to south and only 40 mi. from east to west. However, it has the surprising variety of destinations within its borders – emerald forests, eye-soothing farmland, dynamic cities, and spectacular seascapes.

In northwestern Rhode Island, forests of birch and cedar are dotted with shining lakes and ponds. Country roads pass by sprawling dairy and poultry farms, recalling the early years when outlying towns were called plantations and the state was given the official name State of Rhode Island and Providence Plantations.

In the north-eastern part of the state, the Blackstone River courses south to Pawtucket. Here Samuel Slater built the first water-powered cotton mill in 1790, ushering in an industrial revolution that drew legions of immigrants to Rhode Island. South of Slater's restored mill in Pawtucket lies Rhode Island's cosmopolitan capital, Providence. Roger Williams founded the city in 1636, and in the next two centuries, it became one of the East Coast's busiest ports. The Providence of today, though a busy urban centre, is filled with reminders of the past. Dozens of elegant 18th century homes, each with a bronze plaque recording the date it was built and the name of its first owner, are found along Benefit Street and the area surrounding Brown University on College Hill.

Sweeping from the Atlantic Ocean all the way inland to Providence is Rhode Island's most impressive natural treasure – gigantic Narragansett Bay, which endows the tiny state with a staggering, 400-mile coastline. On the bay are some 35 islands, known by such quaint and quirky names as Hog, Hen, Rabbit, Patience, Hope, and Despair. The largest is named Rhode Island but to avoid confusion residents use the island's Indian name, Aquidneck.

On the southern end of Aquidneck lies the celebrated resort town of Newport. 200 years ago it was an active port and a centre for shipping. But in the last century Newport has become a symbol of opulence with luxurious yachts and mansions.

Rhode Island was the first colony to declare its independence from England in 1776. In 1790 it joined the Union as the 13th state.

Its motto: Hope. Its nicknames: America's First Resort, Land of Roger Williams*, Little Rhody, Ocean State, Plantation State, Smallest State.

***Roger Williams** (c. 1603 - 1683) - the founder of Providence and father of Rhode Island, clergyman Williams held strong views on the separation of church and state, which later influenced the framers of U.S. Constitution.



VERMONT

To find solace from the hectic life of cities and suburbs, Americans often head to places where, it is said, "time seems to have stopped". In Vermont, time not only stopped, it went backward.

Hills and valleys that were once stripped bare of trees for agriculture turned green again as forests reclaimed abandoned fields and pastures. Moose, salmon, the peregrine falcon, which were chased from the region decades ago, have started to come back. The poet Robert Frost, who lived for a while in South Shaftsbury in the 1920's, said that Vermont is "a state in a natural state".

Vermonters had Ice Age glaciers to thank for the abundance of stones in their soil. The glaciers also carved the Green Mountains into a gentle range forming a kindly mountains cape.

Although the Green Mountains give the state its character, they do not completely dominate its topography. More than half of the state's western border is formed by Lake Champlain, the sixth-largest lake in the country. Beyond its shores lie the Lake Champlain lowlands.

Not only is this area the most fertile farmland in the state, it is one of Vermont's most picturesque places. The northeastern corner of the state is another world entirely. Isolated, with very few roads, this sparsely settled expanse of 2,000 square mi. is called the Northeast Kingdom.

White and black spruces flourish in its cold climate. The timber industry provides employment for the few people who make their home here. Vermont is a meeting ground of temperate-zone and arctic plant life. Dogwoods flower in the state's milder areas, while in the north one can find holdouts of alpine tundra left over from the Ice Age.

Today the sugar maple is the most common hardwood species in Vermont. It is sap from this tree that gives Vermont its maple syrup and it is the sugar maple that puts on the spectacular show of reds and purples for which the state is famous.

Botanists who have studied the secret workings of autumnal beauty have discovered that an accumulation of sugar gives these leaves their vibrant colours.

Vermont boasts the country's marble production. The world's largest granite quarry, 350 feet deep and covering 20 acres, is in Barre. The Lincoln Memorial is made of Vermont marble. The state also produces over £100 mln. of cheese a year, including its famous Cheddar.

In 1791, Vermont joined the Union as the 14th state.

Its motto: Freedom and Unity. Its nickname: Green Mountain State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What do Americans do to find solace from the hectic life of cities and suburbs? 2. What does time do in Vermont? 3. What has started to come back? 4. What did the poet Robert Frost say? 5. What do Vermonters have to thank for the abundance of stones in their soil? 6. What gives the state its character? 7. What are Vermont's most picturesque places? 8. What is called the Northeast Kingdom? 9. What does the timber industry provide? 10. Is Vermont a meeting ground of temperate-zone and arctic plant life? 11. What does Vermont boast? 12. When did Vermont join the Union?



NEW HAMPSHIRE

Nestled between Maine and Vermont, and extending from Massachusetts to the Canadian border, New Hampshire lies in the heart of New England. It can easily lay claim to being the state most representative of New England. Nature prevails in its northern reaches, where people are scarce and wildlife is not only plentiful but relatively undisturbed. Bears, moose, and bobcats roam the dense woods, while moles, beavers, and otters frolic in streams and ponds. In White Mountain National Forest stands of pines, spruces, maples and birches skirt breathtaking gorges and dramatic cliffs.

The highest peaks in New England bear the names of American statesmen and presidents: Adams, Eisenhower, Franklin, Jackson, Jefferson, Madison, Monroe, Webster – and, most majestic of all, 6,288 foot Mount Washington. South of White Mountain National Forest, lie many crystal-clear lakes.

Their names – Kanasatka, Winona, Winnisquam, Ossipee – conjure up visions of the Indians who once plied their waters with birch bark canoes.

Largest of the lakes is Winnepesaukee, whose name means "Smile of the Great Spirit".

The southwestern corner of New Hampshire is a serene and scenic land with classic New England villages. Most of the state's residents live and work in Southeastern New Hampshire.

Some of them are descended from the original British settlers; others, from European or Canadian immigrants. Whatever their ancestry, however, they proudly uphold the Yankee traditions of thrift, conservatism, and especially independence – as evidenced by the state's motto stamped on every New Hampshire license plate: "Live Free or Die!"

In 1788, New Hampshire became the ninth state by ratifying U.S. Constitution.

Its nicknames: Granite State, Mother of Rivers, Switzerland of America, White Mountain State.

Exercise 1. Render the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



MAINE

It seems reasonable to say that Maine is located "up north", but ever since early New England mariners sailed downwind in an easterly direction from Boston to reach its coast, Maine has been dubbed Down East. Earlier residents called the region Dawnland because they saw it as near the rising sun. More realistic than poetic was Land of the Frozen Ground. Its truth is echoed by present-day Mainers, who joke that their state has two seasons: July and winter.

The Maine coast meets the Atlantic Ocean with long peninsulas, granite cliffs, and more than 2,000 offshore islands. Seven chains of lakes, more than 2,500 in all, spill across the centerpiece of the state's vast woodlands. In the northeast, vast fields of potato plants carpet the earth with white blossoms. Maine is the third largest producer of potatoes in the U.S. Potatoes mean so much to the economy in Aroostook County that children are excused from school to help with the harvest.

Nearly 90 % of Maine is still blanketed with forest – maple, oak, spruce, fir, and especially white pine, the state's official tree. When explorer Henry Hudson sailed into Penobscot Bay in 1609 with a broken mast, he found that a white pine with its tall, straight trunk, made perfect replacement.

In 1691, the British government decreed that white pines more than 24 inches in diameter growing within three mi. of the shore belonged to the British navy.

Maine is the nation's largest producer of lobster. Now a delicacy, lobster was considered so ordinary in colonial times that some indentured servants had clauses in their contracts stipulating that they could be served the shellfish at no more than five meals a week.

Maine entered the Union in 1820 as the 23rd state.

Its motto: I Direct. Its nicknames: Border State, Lumber State, Pine Tree State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Describe the best sights of the states.

Exercise 3. Answer the questions.

1. Name the New England colonies. 2. What are the natural and climatic conditions of New England like? 3. What city became most important in New England? 4. What did Roger Williams call the settlement he founded? 5. What products did the New Englanders trade with the West Indies? 6. How was life in the colonies changing with the growth of trade? 7. What is bartering? Give an example. 8. When did Maine enter the Union? 9. What is its motto? 10. What are its nicknames?



UNIT III. THE GREAT LAKES STATES

ILLINOIS

Illinois was the place where the sky began, the place where new settlers emerged from the shadows of the eastern woodlands into a vast, sun-drenched plain. Here, standing at the edge of an ocean of grass, Americans got their first glimpse of the immense fertility of the continent.

So rich was the soil of the prairie that the first settlers who farmed it did not have to work very hard to survive. It took only 50 days of plowing, planting, cultivating, and harvesting to bring in a 10-acre corn crop. One traveller thought that Illinoisans "do the least work in the world". In 1837 John Deere made farming still easier, manufacturing a steel plow that cut through the tough grass roots.

Deere's plow ushered in the age of large-scale agriculture. Today, 80 % of the state's land is devoted to farming, and Illinois produces much of the nation's corn, soybeans, and wheat.

In the south farmers cultivate lush orchards of plums, apples, peaches, cherries, and pears.

The contrast between industrialized north and rural south is one of the aspects that gives Illinois its dynamism. From its early days, this Midwestern state has been a crossroads of cultures, politics, religions, and economic forces. It was the place where the people and attitudes of North and South mingled. Railroads, meatpacking, steel, banking, commerce, and a host of other enterprises drew millions of immigrants, creating the mighty "City of the Big Shoulders" – Chicago.

The atomic age begins when, in 1942, Enrico Fermi and other University of Chicago scientists produced the first self-sustained nuclear reaction. Illinois joined the Union in 1818 as the 21st state.

Its motto: State Sovereignty – National Union. Its nicknames: Corn, Prairie State, Land of Lincoln.

Exercise 1. Describe the best sights of the state.

Exercise 2. Answer the questions.

1. What is Illinois like? 2. Where do Americans get their first glimpse of the immense fertility of the continent? 3. Was the soil of the prairie rich or poor? 4. When did John Deere make farming still easier? 5. What ushered in the age of large-scale agriculture? 6. How many %s of the state's land is devoted to farming? 7. What gives Illinois its dynamism? 8. What has been a crossroads of cultures, politics, religions, and economic forces from its early days? 9. What drew millions of immigrants? 10. How is the city called? 11. What did Enrico Fermi produce? 12. When did Illinois join the Union?



MICHIGAN

Lying at the heart of the Great Lakes, the state is embraced by four of these five inland seas – Lakes Michigan, Superior, Huron, and Erie. The Great Lakes were formed at the end of the last Ice Age, when melt water from a vast continental ice sheet filled five enormous basins that had earlier been hollowed out by the ice. Scattered across the state are more than 11,000 lakes many of them laced together by mi. of sparkling rivers that slice through dark forests and spill over countless rapids and waterfalls. Most of Michigan's lake-strewn terrain is gently rolling.

Virtually all of it used to be covered with dense forests that long ago attracted the attention of loggers. Especially prized were the stands of towering white pines, which could easily be milled into building material. The pines also supplied building material for the cities that began to spring up on the treeless Great Plains. By the turn of the century, the state's woodlands started to disappear.

The waters divide the state into two distinct parts – the Lower Peninsula and the lushly forested Upper Peninsula. The Upper Peninsula remains a place apart even though it has been linked to the Lower Peninsula since 1957 by a bridge. If the peninsula is bitterly cold for much of the year, the summers there are enchanting. The romantic landscape with islands swamps and pine forests was immortalized in Henry Wadsworth Longfellow's poem "The Song of Hiawatha" which he based in part on the legends of Indians in this region.

Northern Michigan is the site of the National Mushroom Hunting Championship every May, when mushroom fanciers take to the woods to search out the prized morel mushrooms that grow there in profusion. The eight-day National Cherry Festival, held every July, celebrates Michigan's status as the nation's leading cherry producer. Parades, live entertainment, spoiling events, and cherry pies are its main attractions. In 1837 Michigan Joined the Union as the 26th state. Its motto: If You Seek a Pleasant Peninsula, Look About You. Its nicknames: Auto State, Great Lake State, Wolverine State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. Where is Chicago situated? 2. What is Chicago famous for in spite of its being situated far from any ocean? 3 Where are the beaches? 4. What factors promoted Chicago's unprecedented growth in the 19th century? 5. When did the Great Chicago Fire occur? 6. What positive role did it play in the development of the city? 7. Why were there so many new inventions made in Chicago at that time? 8. How did the local architects respond to the extremely high cost of urban territory? What is the Chicago school of architects? 9. Did the new trends in architecture and building industry solve the housing problem?

Exercise 3. Answer the questions.

1. Where is the state located? 2. How many inland seas is the state embraced by? 3. When were the Great Lakes formed? 4. How was it? 5. How many lakes are scattered across the state? 6. Is most of Michigan's lake-strewn terrain gently rolling? 7. What attracted the attention of loggers? 8. When did the state's woodlands start to disappear? 9. How many parts do the waters divide the state into? 10. Where was the romantic landscape with islands swamps and pine forests immortalized?





Chicago, the third largest city in the USA



Michigan



Wisconsin

WISCONSIN

From the beginning, this luxuriant river-scored land possessed a seemingly inexhaustible inventory of natural abundance – fur-bearing animals, towering white pines, and loamy soil for farming.

Within a century of white settlement wheat farmers had depleted the fertile soil and most of Wisconsin's virgin white pines had been cut to the ground.

William Dempster Hoard used his newspaper, "Hoard's Dairyman", to convince farmers to stop growing wheat and to take up dairying instead. By doing so, they secured Wisconsin's economic future is the nation's prime producer of milk, butter, and cheese. The Belle of Wisconsin was the largest cheese ever made – 40,060 pound Cheddar. It was said that the yellow monster could top more than a mln. crackers or provide more than 300,000 grilled cheese sandwiches. After touring the country in its Cheesemobile, the Belle was sliced and sold in 1989.

One of the earliest environmental tasks in America was the fight to save the 32,000 ac Horicon Marsh. Horicon and the other wetlands in Wisconsin were first seen only as an impediment to agriculture and many tracts were drained in an effort to extend farmiland. However, in the 1920's Wisconsin conservationists banded together to restore the marsh to its natural state and sought federal and state protection for the land. Now Horicon is one of the largest marshes in the U.S. It teems with wildlife – otters, herons, migrating Canada geese, and the imperilled redheaded ducks.

Beyond the wetlands, the splendour of Wisconsin is apparent on the shores of the Great Lakes. Door Peninsula is strung with rocky coves and fishing villages reminiscent of the New England coastline. Just off the tip of peninsula is Washington Island. At the far north of the state is a cluster of 22 islands called the *Apostles*. Standing in Lake Superior like sculpted brown-stone platforms, these islands support dense forests of white pine, birch, spruce and cedar. Wisconsin joined the Union in 1848 as the 30th state. Its motto: Forward. Its nicknames: America's Dairyland, Badger State*.

* The nickname of **Badger State** dates from the 1820's, when miners dug holes in the hillsides to use them as winter homes. Those who fled the severe cold were called suckers, after a fish that migrates south in winter.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



INDIANA

Hoosiers, as Indianans like to be called are calm, competent, competitive, and colourful.

The same can be said of the state that is their home. It is a green, leafy, unpretentious sort of place, with plenty of trees in the cities and towns, patches of woods scattered here and there across the rural countryside, and dense forests in the south.

When Indiana entered the Union in 1816 almost the entire state was part of a great hardwood forest stretching from the Mississippi River to the Appalachians.

Today only 19 % of the state is wooded and three quarters of the land is devoted to agriculture.

The southern hills were the first part of Indiana to be settled as backwoodsmen, mainly from similar areas in Tennessee, Kentucky, and Virginia, crossed the Ohio River in search of a new land.

Typical of these yeoman farmers were Abraham Lincoln's parents, who arrived from Kentucky in 1816, the year Indiana became a state and the future president was seven years old.

Even today the legion retains its heritage giving Indiana perhaps the most southern character of any northern state. Settlers from the East began entering Indiana in significant numbers during the 1830's, when the National Road reached Indianapolis. Their first task was to clear the vast tracts of level, fertile land for farms. After the Civil War, lumbering operations began, and in a matter of decades the great forest had disappeared, to be replaced by the farms country roads, quiet villages and amiable tree-lined streets that have become Indiana's hallmarks.

The origin of the nickname Hoosier is unclear. It may derive from "Who's here?" – once a common reply to a knock at the door; from *hoozer*, early English dialect for something large; or from Samuel Hoosier, a contractor who favoured Indiana workers for building a canal along the Ohio River in 1825. Indiana was admitted to the Union in 1816 as the 19th state.

Its motto: The Crossroads of America. Its nickname: Hoosier State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions

1. Who are Hoosiers? 2. What are they like? 3. When did Indiana enter the Union? 4. What was the entire state like? 5. How much percentage of the state is wooded? 6. How much of the land is devoted to agriculture? 7. Who were typical of these yeoman farmers? 8. How old was the future president when the year Indiana became a state? 9. When did settlers from the East begin entering Indiana in significant numbers? 10. What was their first task? 11. When did lumbering operations begin? 12. Is the origin of the nickname Hoosier clear? 13. What is the motto of the state?



OHIO

Before 1800, Ohio was a rugged frontier, the gateway to the Northwest Territory and the scene of ferocious battles between white men and Indians. Over the years, it evolved into a land of farms, where life centred on the Bible and the plough. Today the character of Ohio is perhaps best reflected in the state's "40 towns" – small cities with population of 10,000 to 25,000, usually including a Main Street, a brick court house and a town square with a band shell for summer concerts.

Bustling cities and tranquil towns predominate across the Ohio landscape, but the state has a generous share of natural wealth – secluded forests, deep caverns, extensive marshlands, and glistening lakes. Most notable of the lakes is Erie.

Ohio's rich farmland drew a group of people for whom farming was not just a livelihood but a way of life. The Amish – Swiss and German followers of the religious leader Jacob Amman, who faced persecution in their homelands – took up residence in Wayne, Holmes, and other counties south of Cleveland. There they have preserved the ways of their ancestors to the present day.

Dressed in old-fashioned clothes the Amish travel by horse and buggy, hitching their reins to parking meters in the towns where they shop. Their country stores stock nonelectrical tools and appliances for their own use, while visitors come to buy the exceptional Amish cheeses, honeys, and handmade quilts. Far below Cleveland, in the south-eastern part of the state, lie the Appalachian foothills.

This area embraces some of Ohio's most beautiful countryside.

The Ohio River serves as the state's southeastern border. Between the Ohio River and Columbus – the state capital, positioned like a bull's eye in the centre of the state – thousands of square mi. of rich farmland are interspersed with reminders of Ohio's Indian past.

The ancient Adena and Hopewell Indians built earthen mounds, which they used for fortification, burial, or ceremonial purposes. A number of the monuments have survived to this day.

The most mysterious is the Great Serpent Mound. About 5 feet high 20 feet wide, and a quarter mile long, it was named for its snakelike appearance. The tail coils into a spiral and the head has wide open jaws that grasp a giant oval egg.

The Great Serpent Mound, it is supposed, played some significant role in Adena religious ceremonies. In 1803, Ohio became the 17th state. Its motto: With God, All Things Are Possible.

Its nicknames: Buckeye State, Gateway State, Heartland of the Nation, Mother of Presidents*.

* Seven Ohio natives became U.S. presidents: Ulysses S. Grant, Rutherford B. Hayes, James A. Garfield, Benjamin Harrison, William McKinley, William Howard Taft, and Warren G. Harding. William Henry Harrison was an Ohio resident when he took office.

Exercise 1. Digest the information briefly in English.



UNIT IV. THE BORDER SOUTH STATES

VIRGINIA

Virginia's many nicknames – Old Dominion, Mother of Presidents, Mother of States – attest to the state's deep roots in American history. It was in Virginia in 1607 that Jamestown, the first permanent English colony in America, was founded. Eight of America's presidents were born in Virginia, and eight other states, in whole or in part were carved out of Virginia's original territory.

Two great wars ended on Virginia soil – the Revolutionary War at Yorktown and the Civil War at Appomattox. The flavour of Virginia's past is nowhere more evident than in Williamsburg.

Between 1699 & 1780 it was the state capital and the busiest city in the colonies, but it fell into decline after 1780. Not until the 1920's was the town brought back to life. Today with restored and reconstructed buildings, the town is a living time capsule showing life as it was in colonial days.

Williamsburg is set amid the low, sandy plain known as the Tidewater. Roads with names like the "Plantation Route" and "Colonial Parkway" lead to former battlefields, historic towns, and stately plantations along the James River that empties into the Chesapeake Bay.

Just across the bay lies Virginia's Eastern Shore, a section of the long Delmarva Peninsula that the state shares with Delaware and Maryland. Salt marshes, truck farms, fishing villages, and windswept dunes occupy it. Northern Virginia is close to the hubbub of greater Washington, D. C.

Across the Potomac from the nation's capital, Arlington National Cemetery occupies the land once owned by Robert E. Lee*. South of Washington D C lies Mount Vernon, the plantation home of George Washington for 45 years. In Virginia's midsection a wide, fertile plateau of farms and forests extends from the Tidewater in the east to the Blue Ridge in the west.

Interspersed among vineyards, tobacco fields, and peach orchards are thriving cities like Richmond, the lovely capital overlooking the falls of the James River.

To the west of the Blue Ridge Mountains, the beautiful Shenandoah Valley stretches for more than 200 mi. The valley (whose Indian name means "daughter of the stars") presents a broad, colourful patchwork of vineyards, apple orchards, emerald pastures, and fields of grain. The valley was carved by an ancient sea, which left behind spectacular limestone formations, including the famous Natural Bridge. George Washington carved his initials on it. Thomas Jefferson bought it.

The Monocan Indians worshipped it. Today Natural Bridge is called one of the seven natural wonders of the world. In 1788, Virginia entered the Union as the 10th state. Its motto: Thus Always to Tyrans. Its nicknames: Mother of Presidents*, Mother of States*, Mother of Statesmen, Old Dominion.

Robert Edward Lee (1807 - 1870) - general of the Confederate armies in the American Civil War.

Eight U.S. presidents were born in Virginia: George Washington, Thomas Jefferson, James Madison, James Monroe, William Henry Harrison, John Tyler, Zachary Taylor, and Woodrow Wilson. Virginia is dubbed the Mother of States because land from its original territory now makes up wholly or in part, the states of Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio, West Virginia, and Wisconsin.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

No	Activity			
	Events	When	Where	Score
1.				

WEST VIRGINIA

"Take me home country roads" – so go the lyrics to a song about West Virginia.

There is something about this state – the most mountainous east of the Mississippi River – that taps the American longing for home summoning up the taste of hot buttered biscuits, the whine of a lonesome fiddle, and the creak of a rocking chair out on the front porch.

West Virginia is mountain country, The Blue Ridge cuts across the state's eastern neck, while the Allegheny Plateau dominates the interior. The first settlers who trickled into the area in the early 1700's from Pennsylvania and the Atlantic coast put down roots in valleys carved out by rampaging rivers. After they broke away from Virginia in 1861 at the start of the Civil War, their state became the first and only one to be formed through secession.

Eastern West Virginia is a place so high and wild that some of its corners seem almost subarctic. The mountains are blanketed in forests of spruce, hemlock, oak, and hickory.

To the west, the state is speckled with small farms and quiet hamlets. The presence of pure silica sand made glassmaking a major industry throughout the northwestern part of the state, while hulking steel mills mushroomed around the northern panhandle city of Wheeling.

South of Charleston is coal country. Coal underlies nearly half of West Virginia, which boasts about 500 working mines. Here is one of America's wildest waterways, the New River, a playground for white-water rafters.

Glassblowing and manufacturing are highly developed arts in West Virginia. In addition to fine glassware, nearly all the glass marbles manufactured in the U.S. are made in West Virginia.

In 1863 West Virginia joined the Union as the 35th state.

Its motto: Mountaineers Are Always Free.

Its nicknames: Mountain State, Panhandle State, Switzerland of America.

Exercise 1. Digest the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Remember famous people born in Virginia.

Nobel Prize Winners

- Woodrow Wilson (Peace, 1919)
- John C. Mather (Physics, 2006)

USA Presidents

- George Washington (1st President)
- Thomas Jefferson (3rd President)
- James Madison (4th President)
- James Monroe (5th President)
- William Henry Harrison (9th President)
- John Tyler (10th President)
- Zachary Taylor (12th President)
- Woodrow Wilson (28th President)

NORTH CAROLINA

Unlike most coastal states, North Carolina was settled from its interior because its coastline offered no suitable ports. Two early attempts at colonization in 1526 and 1585 failed utterly.

The third attempt, in 1587, ended in mystery when its 119 men, women and children vanished without a trace except for one word – croton – carved on a tree.

The gleaming strands of barrier islands both tempted and thwarted 16th century seamen as they tried to navigate the cruel shoals off Cape Hatteras (the "graveyard of the Atlantic"). Today these lovely islands are North Carolina's crown jewels. Inland across blackish marshes and inlets teeming with fish, crabs and snowy egrets, lies the tidewater land of swamps, lazy rivers, and Carolina bays.

To the west of this wide coastal plain rises the Piedmont, a region of gentle slopes and low ridges that has become the most populous and progressive part of the state. West of the Piedmont are the beautiful North Carolina Mountains – Blue Ridge, Great Smokies, and others. Ascending from foothills to summit, one may pass through several different zones of climate and vegetation.

The mountain country was settled after 1770 by farmers from Pennsylvania, Virginia, and Maryland who were looking for new land. Later the whole Asheville area became a summer retreat for wealthy Rockefellers, Fords, Roosevelts and Vanderbilts.

North Carolina is the nation's leading producer of tobacco, textiles, and furniture.

North Carolina became the 12th state in 1789.

Its motto: To Be Rather Than to Seem.

Its nicknames: Old North State, Tarheel State*, Turpentine State.

* The nickname **Tarheel State** dates from the Civil War. When a group of soldiers retreated during a battle, their fellow North Carolinians threatened to put tar (a state product) on their heels so they would "stick better" the next time around.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How was North Carolina settled? 2. When were two early attempts at colonization failed utterly? 3. When was the third attempt? 4. How did it happen? 5. How are the gleaming strands of barrier islands called today? 6. What has become the most populous and progressive part of the state? 7. How are the beautiful North Carolina Mountains called? 8. How and when was the mountain country settled? 9. What became a summer retreat for wealthy Rockefellers, Fords, Roosevelts and Vanderbilts later? 10. What does North Carolina produce? 11. When did North Carolina become the 12th state?



TENNESSEE

Road signs at the Tennessee border once welcomed puzzled visitors to the "Three States of Tennessee", and residents, when asked where they hail from still specify East, Middle or West Tennessee.

The Tennessee flag shows three stars enclosed within a circle, representing the three Tennessees, and even the state constitution recognizes what it calls "three grand divisions".

Stretching from the craggy Appalachian Mountains to the banks of the Mississippi River, Tennessee does, in fact, encompass three distinctly different regions.

The first East Tennesseans settled isolated mountain ridges in the mid-1700's. They laboured tirelessly to hew beams for their homes, clear the land for crops, and preserve food for winter. Their self sufficiency passed down from one generation to the next continues today. According to one Smoky Mountain dweller, "Our land produces everything we need except sugar soda coffee and salt".

The natural beauty of Great Smoky Mountains National Park attracts mln.s of visitors each year. Hovering over the landscape year-round is a bluish haze – created by moisture and oils released by trees – that inspired the names of both the Blue Ridge and the Smoky Mountains.

In Middle Tennessee, the Cumberland River meanders through the centre of the state. Once it served as a highway through the wilderness and brought the first settlers to the site of present-day Nashville on Christmas Day, 1779. Today the city of Nashville is a cosmopolitan centre where universities and financial institutions mingle with the machinery of state government.

The city owes its world renowned, however, not to the progress on which it prides itself, but to the earthy sounds of country music. In West Tennessee, the land is flat and the soil is rich.

From the early 1800's cotton was the mainstay both of West Tennessee's strong plantation culture and of the emerging city of Memphis, which land speculators laid out on bluffs overlooking the Mississippi. The name Memphis taken from the ancient Egyptian city on the Nile was the inspiration of one of the town's founders – future president Andrew Jackson.

While most of West Tennessee remains agricultural, Memphis is one of the South's busiest ports and commercial centres. It is the city where W.C. Handy gave voice to that unique brand of American music known as the blues. From Beale Street, the blues surged downriver to New Orleans, upriver to St. Louis and Chicago, and thence around the world.

In 1796, Tennessee entered the Union as the 16th state.

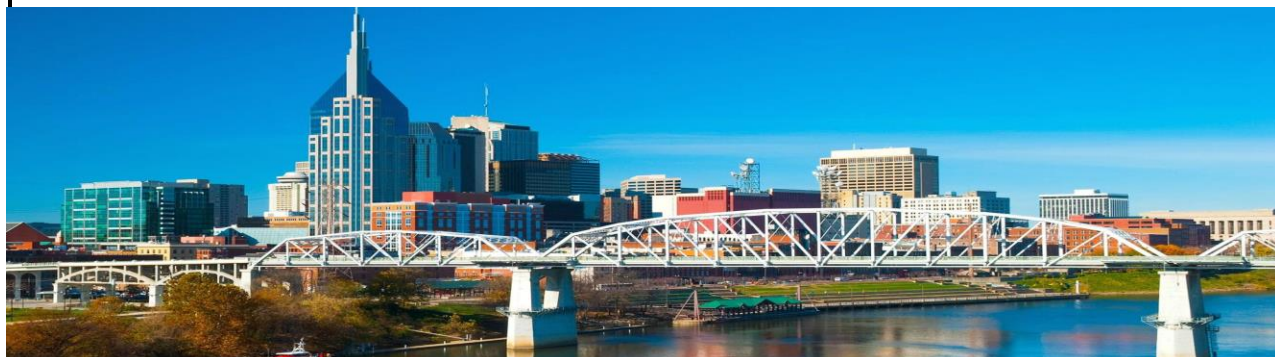
Its motto: Agriculture and Commerce.

Its nicknames: Mother of South-western Statesmen, Volunteer State.

Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



KENTUCKY

Kentucky was one of America's legendary frontiers, thrown open when Daniel Boone* blazed the Wilderness Road through Cumberland Gap just as the American Revolution was beginning.

Until then, the formidable Appalachian Mountains had discouraged the colonists from even attempting to explore this virgin territory. It was a land of deeply forested hills and valleys roamed by bears, buffaloes and elk, and Boone's expedition suddenly made it attainable.

Following his trail or travelling down the Ohio River, settlers poured into the new frontier from Virginia, the Carolinas and Pennsylvania – 12,000 of them by the end of the Revolutionary War.

Many of the early pioneers planted their corn and hemp in the promising bluegrass meadows of north-central Kentucky. Others farmed the fertile Pennyroyal to the south, a region named for the aromatic herb that flourishes there. Civilization advanced so rapidly in the Bluegrass Region that prospering farmers soon replaced their sturdy log houses with elegant Georgian and Greek revival estates, where they grew fine tobacco, bred fast horses, and distilled bourbon whiskey.

Lexington, founded in 1755, was proudly pointed out as the "Athens of the West".

In fact, Kentucky was then and is today a region of extreme contrasts created by the state's unique geography. The Bluegrass owes its prosperity both to the Ohio River, which made Louisville an important port, and to the rich limestone soil that nourishes the famous blue tinged grass.

The beautiful farmland of Pennyroyal is dotted with geological oddities: sinkholes, subterranean streams, and a vast labyrinth of caverns culminating in Mammoth Cave. In the west, the hilly land of the western coalfield region is rich in mineral deposits and dotted with mining towns.

The eastern highlands are another world. With spectacular waterfalls, towering hardwood forests, and cliff sides, the highlands reflect both the heartbreaking beauty and backbreaking challenge of Appalachia. Central Kentucky's famous blue grass is, of course, green, but its tiny buds lend a slight blue-purple cast in spring. Cumberland Falls boasts a moon bow, a rare atmospheric phenomenon similar to a rainbow but generated by moonlight. The ethereal spectrum appears in the mist above the water. Kentucky joined the Union in 1792 as the 15th state. Its motto: United We Stand, Divided We Fall. Its nicknames: Bluegrass State, Tobacco State.

Daniel Boone (1734 -1820) – American frontiersman.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions

1. What was one of America's legendary frontiers? 2. What had discouraged the colonists from even attempting to explore this virgin territory? 3. What was the land like? 4. Who planted their corn and hemp in the promising bluegrass meadows of north-central Kentucky? 5. Where did others farm? 6. What did prospering farmers soon do? 7. Why? 8. When was Lexington founded? 9. How was it called? 10. Why is Kentucky a region of extreme contrasts? 11. What does the Bluegrass owe its prosperity to? 12. Is the beautiful farmland of Pennyroyal dotted with geological oddities, isn't it? 13. What is the hilly land of the western coalfield region rich in the west? 14. What are the eastern highlands like? 15. Cumberland Falls boasts a moon bow, doesn't it?



UNIT V. THE DEEP SOUTH STATES

GEORGIA

In 1733, the new colony of Georgia spread all the way from the marshy islands of the Atlantic coast to the banks of the Mississippi. Exotic and virtually tropical in the eyes of the English, Georgia also held promise as a place to produce the spices, silk, and wines needed by the mother country.

Soon it was evident that those commodities would never materialize – but the land was life with other possibilities. The marshes along the coast were ideal for growing rice.

The earth would also give up marble, granite, and even gold. The central part of the state is Piedmont. It was here that Georgians would eventually make good – both by mining the region's bedrock of granite and by turning its gentle slopes into the cotton fields that would become the basis for Georgia's first great industry. A railway hub established in the Piedmont in the 1830's grew into the city of Atlanta. In the Civil War, Union General Sherman reduced most of it to ashes.

Today, some 130 years later, the shimmering skyscrapers of the resurrected city rise like monuments to Georgians' initiative and enterprise.

South of the Piedmont, the land becomes lower and flatter toward the coastal plain. Much of this part of the state is fertile farmland where wheat, soybeans, and still more cotton are grown.

Peach trees fill the flats south of Macon, while the town of Vidalia considers itself the onion-growing capital of the world. Macon boasts more cherry trees than any other U.S. city.

Sprinkled along the Atlantic coast are the barrier islands Georgians call the Golden Isles for the warm colour of their sands. The islands have admitted the modern world to differing. Of the islands preserved in their natural state, Cumberland is the largest and wildest.

Even today wild horses roam there. Cumberland Island seems caught in time – a lovely remnant of the exotic Georgia that greeted the first fleet of settlers more than 250 years ago.

In 1788, Georgia ratified U.S. Constitution and became the fourth state. Its motto: Wisdom, Justice, and Moderation. Its nicknames: Empire State of the South, Goober State, Peach State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



ATLANTA

Atlanta, the capital of Georgia and seat of Fulton County, is the transportation, commercial, and financial centre of the southeastern USA. It has a population of 394,017 (2000). Atlanta is located in north central Georgia in the rolling foothills of the Blue Ridge Mountains. The city's relatively high elevation (320 m) creates moderate summer weather and four climatically distinct seasons. Atlanta's metropolitan area has the population of 2,833,511 (2000). More than two-thirds of the residents of the city are black. The city itself, which has grown rapidly in the 20th century, showed the first signs of declining population in the mid-1970s and between 1980 and 1990 declined by 7.3%; the suburbs have continued to grow. Tied to the booming economy of the metropolitan area is the development of MARTA, Atlanta's rail rapid transit system. Atlanta's excellent transportation facilities (it owes its location to a railroad rather than a river) have attracted numerous industries.

The most important of them are manufacture automobiles, airplanes, soft drinks, and textiles.

Nevertheless, distribution (wholesaling, warehousing, trucking) remains the major economic activity. Atlanta has many corporate regional headquarters and has become the centre of federal government activity in the Southeast. Hartsfield Atlanta International Airport is one of the country's major ones.

Among the city's major institutions of higher education are Georgia State University (1913), Georgia Institute of Technology (1885), Atlanta University (1865), and Emory University (1836).

The Robert W. Woodruff Arts Centre houses a theatre company, a symphony orchestra, the Atlanta College of Art, and the High Museum of Art. Other places of interest are the Martin Luther King, Jr., National Historic Site, the museum of the Jimmy Carter presidential library, and Grant Park, which has the city zoo and Cyclorama, a Civil war memorial. Stone Mountain state park is nearby.

In 1821, Greek Indians ceded land, including the future state of Atlanta, to the state of Georgia.

The city sprang up at the southern end of a railroad built (1837) from Chattanooga, Tennessee, and was originally called Terminus. Renamed Marthasville in 1843, it was incorporated as a city in 1847, at which time it received its present name. During the Civil War, Atlanta was, because of its rail connections, a major Confederate supply station. It was occupied by Union forces under Gen.

William Tecumseh Sherman was the architecturer in 1864. Most of its buildings were burned on Sherman's assertion that the burning of the city would enable it to become a great city of the future eventually proved to be true. After the Civil War, Atlanta regained its position as transportation centre of the Southeast served as the state capital since 1868 and was made permanent capital in 1877.

In the 20th century, the city has actively sought new industries and businesses and has been the leading Southern city in instituting civil rights legislation. In 1990, Atlanta was selected as the site of the 1996 Summer Olympic Games.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What is the capital of Georgia?
2. What is Atlanta like?
3. What is the population of the city?
4. Where is Atlanta located?
5. What creates four climatically distinct seasons?
6. How many residents of the city are black?
7. What is the name of Atlanta's rail rapid transit system?
8. What is its development tied?
9. What are the most important of numerous industries?
10. What kind of sights can you describe in Atlanta?
11. When has the city actively sought new industries and businesses?

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

DIALOGUE

IF SLAVERY IS NOT WRONG, NOTHING IS WRONG

Atlanta, capital and largest city of Georgia, is the leading commercial and industrial centre of the southern USA. Its industry produces automobiles, aircraft, textiles, chemicals, food, iron and steel.

It has one of the nation's busiest airports. Among the institution of higher learning are the Georgia Institute of Technology (Georgia Tech); Georgia State College and Emory University.

Atlanta's history is closely linked with the Civil War. The conflict between the North and the South worked a profound revolution in the life of the South. An important Confederate communications centre during the Civil War, Atlanta fell to General Sherman in September of 1864 and was almost completely destroyed. After the war, a new city was constructed and industrialization proceeded rapidly. Alex arrived at Atlanta International in the morning and was met by Dr. Morris of Georgia Tech.

That same afternoon he was having coffee with Dr. Morris, a Georgia resident since his birth.

MORRIS: I'm sure you'll find Georgia beautiful. It really is a lovely place. A land of very-coloured soil, mighty oaks and pines, picturesque hills, cotton fields and peach trees of course. But to many people Georgia connotes all the problems of the black Americans today and all that was associated with slavery before the Civil war.

ALEX: As far as I know the great majority of slaves lived in the South then, where they worked in cotton, tobacco and sugar cane fields.

MORRIS: Yes, they suffered greatly, both physically and emotionally, working long hours in the fields and living in crowded, primitive dwellings. When the first machine for cleaning cotton of its seeds was invented, the export of cotton jumped sky-high. Slave labour was believed to be especially economical in growing cotton. Slavery rapidly became the basis of wealth and of the official system in the South.

Meanwhile the slave owner prospered.

ALEX: I understand it was the corner stone of southern prosperity?

MORRIS: It sure was, and it rested on "the great truth that the Negro is not equal to the white man, that slavery, the subordination to the superior race is natural and normal condition".

ALEX: Black Americans were freed in 1863, weren't they?

MORRIS: Exactly. Lincoln's Emancipation Proclamation freed the slaves in the Confederate States. Shortly after the end of the Civil War, in 1865, all the slaves were freed. You understand that as long as slavery persisted in the South, the nation could not take full advantage of the industrial revolution which had begun. And as long as slave labour was easily available, the South remained tied to purely agriculture, stagnant economy. As long as such a major part of the country lagged behind, the modernization of the production technology as a whole could not advance. You see my point?

ALEX: Of course. So the Civil War not only freed the black slaves from slavery. It also freed the Northern capital to start the huge industrial and agricultural expansion that followed. And what happened after slavery had been abolished?

MORRIS: The black American was declared a citizen with equal rights. But I'm by no means suggesting that all the problems were solved. The black American was uneducated, unskilled, and unprepared to provide for his own basic needs. The blacks began migrating north, to the cities, because there they found greater freedom. But there discrimination forced them into densely populated, segregated communities often referred to as ghettos.

ALEX: Oh, yes, I know that.

MORRIS: For a variety of reasons schools in black communities were generally academically behind schools in the white areas, so even now black children are less likely than white children to finish high school and enter a college or university. Of course with inferior education they have always been worse equipped to compete in the job market.

And yet I must say that more and more Blacks get university these days.

ALEX: So the emancipation of the blacks left a lot of problems unsolved...

MORRIS: It sure did.

ALEX: What happened here in the South immediately after the end of the Civil War?

MORRIS: Well, essentially this is what happened: the Northern states set about "reconstructing" the Southern states economically, politically and socially. One of the main problems was the economic chaos: once slavery was gone, the slave owner went bankrupt. The poor whites from the north – "scallywags" and "carpet-baggers" they were called – rushed to the South to rebuild it and to become rich. Many of these people were opportunistic, and did not always understand the complexities of the situation in the South.

ALEX: This was the "Reconstruction" period, wasn't it?

MORRIS: That's right. Black workers and poor whites made cotton and built a "prosperous" state.

"If Slavery is not Wrong, Nothing is Wrong" - words of Abraham Lincoln

The Confederacy – the league of Southern states that withdrew from US in 1860-61. Official name – Confederate states of America.

Sherman, William Tecumseh (1820-1891) – commander of Union troops in the Civil War. His famous march from Atlanta through central Georgia to Savannah on the Atlantic coast cut the Confederacy in two and precipitated its defeat.

Atlanta International – Atlanta's airport

Reconstruction – the process, after Civil War, of reorganizing Southern states which had seceded and re-establishing them in the Union (1867-1877)

scallywag – white Southern Republican during the Reconstruction, contemptuous term used by Southern Democrats.

carpet-baggers – Northern politicians or adventurers who went South to take advantage of the unsettled condition after Civil War, contemptuous term with reference to the luggage they used in travelling light.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How is Atlanta's history linked with the Civil War? 2. What was the status of black Americans before the Civil War? 3. How did the invention of the machine for cleaning cotton influence slave labour in the South? 4. When were black Americans officially freed? 5. How did slavery hinder the industrial development of the country? 6. Why did black Americans start migrating north when they were declared free? 7. Why couldn't children from black communities compete academically with white children? 8. What happened in the South immediately after the end of the Civil War?



SOUTH CAROLINA

South Carolina is a quiet Atlantic seaboard state tucked between the mountains of North Carolina and the red clay hills of Georgia. Its beauty is subtle rather than spectacular, emanating from grassy savannas and shady pinewoods, lonely marshlands and windswept beaches.

The first English and French colonists who settled near Charles Town in 1670 discovered that the swampy lowlands surrounding them were ideal for rice paddies. Starting with a single bag of Madagascar rice bought from a sea captain in about 1685, the colonists were exporting their own crop by 1690.

By 1700, a complex plantation system was established. Meanwhile, the hilly and forested Piedmont above the lowlands was being settled by arrivals from the northern colonies.

Mostly hardworking farmers, they resented the airs and influence of the coast-dwelling aristocrats.

Conflicts between up-country and low country arose early and persisted even after the state's capital was moved, as a compromise to Columbia, midway between the two areas.

Regional distinctions began to blur only when the cotton craze swept the entire state in the late 1700's. Vast tracts of forest fell to make way for the new crop. In the rugged north-western corner of the state the Cherokee Foothills Scenic Highway winds close to such impressive sights as craggy Caesar's Head Table Rock Mountain, and 420-foot Raven Cliff Falls.

The hilly Piedmont region forms the industrial core of the state. In the southeast lies the low country, including the 60-mile sweep of beach known as the Grand Strand; the historic towns of Georgetown and Charleston, the marshy wetlands, and the fabled Sea Islands. In 1788 South Carolina joined the Union as the 8th state.

Its mottoes: While I Breathe, I Hope Prepared in Mind and Resources. Its nicknames: Iodine State, Keystone of the South Atlantic Seaboard, Palmetto State, Rice State, Swamp State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What is South Carolina like? 2. Where is it located? 3. When were the first English and French colonists settled near Charles Town? 4. What did they discover? 5. When did they start grow rice? 6. Until when did the colonists export their own crop? 7. When was a complex plantation system established? 8. Did conflicts between up-country and low country arise early? 9. When did regional distinctions begin to blur? 10. What forms the industrial core of the state? 11. When did South Carolina join the Union as the 8th state? What are its mottoes?



ALABAMA

Rushing brooks and streams slice through Alabama's dark forests, then join to form rivers and mighty waterways. Here, in the Heart of Dixie, there is more navigable water than in any other state – a 1,350-mile system so much a part of Alabama's history that rivers form the dominant element in the state's Great Seal. The north of Alabama is dominated by the green mountains and valleys of the Appalachian Highland. The once wild Tennessee River loops through this part of the state. Farther south, the mountains soften into wooded hills, the hills into a gentle coastal plain.

On the Gulf Coast stands Alabama's oldest city, Mobile.

In the early 1800's cotton lured hordes of settlers, mostly southerners who made their way to the state. Most of the new arrivals tilled the thin soil of the northern hills and southern plains.

The centre of the state, named the Black Belt for its dark clay soil, became the domain of the legendary southern planter. Cotton ruled the Black Belt until boll weevils ravaged the fields and compelled farmers to diversify.

In 1919, the town of Enterprise erected the Boll Weevil Monument to honour the tiny insect that by destroying the region's cotton crop had forced farmers to diversify – and prosper.

Today cotton culture has almost vanished. The flat meadows have been transformed into glazing lands for beef and dairy. Soybeans are the big new crop. Paper, textile, chemical, and food processing plants are flowering now as cotton once had. Oil and gas finds in southern Alabama added a lucrative new element to the state's economy

Alabama joined the Union in 1819 as the 22nd state.

Its motto: We Dare Defend our Rights. Its nicknames: Cotton State, Heart of Dixie.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



MISSISSIPPI

Lovely and languorous Mississippi is the most traditionally southern of all the Deep South states. Here the legendary cotton fields sprawl in the sun beside sloping green levees. Here stand cool white-columned mansions shaded by magnolias that bear huge creamy blossoms.

Mockingbirds sing deliriously from the treetops. Confederate cemeteries are still decorated with fresh flowers, and longleaf pine forests sweep grandly south to the splendid Gulf Coast beaches.

Perhaps the most distinctive region of the state is the Delta, an elliptical floodplain lying between the Mississippi and Yazoo rivers. This is a cotton country – flat, nearly treeless, home of the very rich and the very poor. It was this fertile land that made possible the leisurely and luxurious plantation lifestyle for which Mississippi has been both envied and censured.

The Mississippi Delta area is known not only for cotton but for its music, in particular the blues.

This uniquely American musical form evolved from the work songs of the Delta slaves.

East of the Mississippi floodplain, much of the state is a mix of undulating hills and prairies, forests, and farmland. The highest elevations are the southernmost ridges of the Appalachian Mountains.

The best known of the prairie regions, just west of these hills, is the long, narrow Black Belt, so named for its dark and fertile soil. Most of the lower third of the state is known as the Pine Hills, or the Piney Woods. Driving through these silvery-green pinewoods, one comes at last to the coastal lowlands, where U.S. Highway 90 runs for 26 mi. along the wide sandy man-made beaches of the Gulf of Mexico. Such natural beauty, impressive all through the state, strengthens the love of land that makes Mississippi natives reluctant to leave. Nearly 90 % of the people living in Mississippi were born there, and many are eager to write about it, sing about it, or capture it on canvas.

William Faulkner, one of America's great writers, modelled his mythical Yoknapatawpha County on his home county where he spent most of his life. The Piney Woods nurtured opera star Leontyne Price, and the Black Belt produced Elvis Presley. Countless other musicians, poets, dancers, and painters have drawn inspiration from this land.

In 1817, Mississippi became the 20th state. Its motto: By Valour and Arms.

Its nicknames: Bayou State, Border-Eagle State, Eagle State, Magnolia State, Mudcat State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. Why is Mississippi the most traditionally southern of all the Deep South states? 2. How are Confederate cemeteries still decorated? 3. What is the most distinctive region of the state? 4. Is this a cotton country? 5. What made possible the leisurely and luxurious plantation lifestyle? 6. What is the Mississippi Delta area known for? 7. How did uniquely American musical form evolve? 8. What is the best known of the prairie regions? 9. How long are the wide sandy man-made beaches of the Gulf of Mexico? 10. Who has drawn inspiration from this land?





State symbols of Alabama & Mississippi



State bird
Cardinal



State flower
Rhododendron



State tree
Sugar maple

State symbols of Arkansas



State symbols of Hawaii & Idaho & New Mexico

ARKANSAS

Drifting along the Buffalo River, following the Great River Road across the flat and verdant Delta, or standing in the evening darkness amid the pines of the Timberlands – throughout Arkansas one finds tranquillity and remoteness that seem inherent in the land. Even native Arkansawyers are often unfamiliar with large stretches of the 53,000 mi². To most Americans, Arkansas means the Ozarks in the state's northwestern quarter, a peaceful land with steep hills and deep hollows.

The peace and quiet have made the Ozarks a magnet for retirees and others who simply would like a little distance from the hustle and bustle of city life. Today the Ozarks are among the fastest growing rural areas in America. However, not all of Arkansas is uplands. Along the flat and fertile floodplains of the Mississippi River – the Delta region – a different way of life developed. Cotton made this country, bringing with it enormous plantations and a slow-paced, genteel society.

Now rice and soybeans have replaced cotton, and Arkansas produces more rice than any other state. Southwest of the Delta lies the Timberlands, a region of gentle hills cloaked in dense pine forests. Spiritually, the region is more akin to the West than to the South.

The north of the valley is well known for its natural springs, both hot and cold, which became a major tourist attraction as early as the first decades of the 1800's. Veiled in vapour, the bubbling hot springs here were hallowed by local Indians for their supposed healing powers long before white settlers built the bathhouses that made the town of Hot Springs a world-renowned health spa.

At Hot Springs, you can enjoy the purity of bottled spring water that fell as rain in the mountains here some 4,000 years ago.

Arkansas was admitted to the Union in 1836 as the 25th state. Its motto: The People Rule.

Its nicknames: Land of Opportunity, Natural State, Wonder State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



LOUISIANA

Louisiana's lush landscapes are just as remarkable as Louisiana's culture, which is well known for its distinctive foreignness. Louisiana's language, folklore, and cuisine are strongly seasoned by other influences – Spanish, African, West Indian, American Indian – and each lends its own special accent to Louisiana's cultural potpourri. The state's unique character owes much to its lakes, bayous, lagoons, marshes, swamps – and above all, the majestic Mississippi River.

As it snakes down from Arkansas, the Mississippi serves as Louisiana's eastern border, flowing past cotton fields, sweeping by the plantation homes, and swinging around New Orleans. New Orleans is not a typical American city. It is a city, the main business of which is pleasure. New Orleans began in 1718 as a neat square, which French engineers laid out in the river's swampy curve and filled in with oyster shells and cypress logs – an area known today as French Quarter.

Here the French and Spanish built their charming houses and courtyards, intermarried, and over the years created the rich hybrid culture known as Creole. New Orleans remains diverse and intriguing – a city where life is one marvellous parade. During the world-famous Mardi Gras the city hosts colourful festivities that culminate in a raucous, gorgeous parade. Mardi Gras is held the week before Lent (the period of fasting before Easter).

Around the turn of the century, New Orleans became the birthplace of jazz, one of America's greatest contributions to music. There are still many jazz clubs in New Orleans, for example the club in Bourbon Street in the French Quarter. If you visit New Orleans in spring, you can go to the New Orleans Jazz Festival. In this town, even such solemn occasions as funerals call for a parade, with a jazz band playing dirges on the way to the cemetery.

At lunchtime, a visitor can taste local traditional dishes: alligator soup and crawfish pie.

Although abundant in the swamps, bird life is most spectacular in Louisiana's coastal wetlands.

Here migratory birds of every kind – waterfowl, shorebirds, songbirds, and birds of prey – gather to spend the winter months. At night, the birds' noisy honking, squawking, flapping, and splashing can be heard for miles around, mingled with choruses of croaking frogs and bellowing alligators. Such sounds epitomize Louisiana: a place both strange and wonderful.

Louisiana became the 18th state in 1812.

Its motto: Union, Justice, Confidence. Its nicknames: Bayou State, Pelican State, Sugar State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What is unusual about New Orleans as an American city? 2. How does the history of New Orleans explain its being different from typical American cities? 3. What is the French Quarter? 4. What is characteristic of the district's architecture? 5. What is New Orleans famous for in the way of music? 6. What is the New Orleans Jazz Festival? 7. Can you name two traditional New Orleans dishes. 8. Which is New Orleans' most famous festival? How is it held?



FLORIDA

Florida's destiny has been moulded by water. Jutting into the Atlantic for 450 mln. this most celebrated of America's peninsulas has no point more than 60 mi. from its coastline. Rainfall averages more than 50 inches a year, making Florida one of the wettest states. As a result, some 30,000 lakes are scattered throughout its interior. The second largest natural freshwater lake after Lake Michigan is the 700-mi² Lake Okeechobee. Water draining from Okeechobee flows slowly southward, creating vast marshlands of the Everglades. A ribbon of islands, sandbars, and coral reefs festoons the coast culminating 150 mi. off the southern shore at the tip of the Keys.

These warm and sheltered waters attract one of the most astounding arrays of wildlife found anywhere in world. Alligators, crocodiles, manatees, sea turtles, more than 350 species of birds, and 700 species of fish can be found in or around Florida's ponds and coastal waters. Florida also attracts a great number of tourists. Florida's tourist population outnumbers its year-round residents by more than 3 to 1. Tourism is a leading industry in the state. The Gulf Stream bestows its favours on Florida.

A subtropical climate reigns over the southern end of the peninsula and the Keys, while the rest of the state is temperate. Florida's weather is so consistently fur that the St. Petersburg "Evening Standard" did not charge for its newspaper if the sun was not shining by press time. This "sunshine offer" remained in effect from 1910 until the paper closed in 1986. The climate has also made Florida a magnet for business, and it has become one of the fastest growing states. The ever-burgeoning symbol of this boom is Miami. Yet just over 100 years ago, its site was a jungle of alligator-infested swamps.

In the 1920's, millionaire developer Carl Fisher laid the foundation for one of the most famous resort areas of the century and Miami has ripened into a global tourism metropolis.

The Everglades are the largest subtropical wilderness in the USA. Vast grasslands, which look like the African savannah, stretch to the horizon. In fact, this is a freshwater marshland and sloughs, a "river of grass" 100 mi. long, 50 mi. wide, and rarely more than a few inches deep.

Everglades's wildlife is diverse: lime-green tree frogs and colourfully banded tree snails, powerful cougars or Florida panthers, great blue herons, white ibises, bald eagles, and the powerful reptile known as the keeper of the Everglades – the alligator, which despite its fearsome reputation helps preserve wildlife. By the early 1980's, Florida has established a highly diversified economy.

On its relatively few but huge farms, Florida grows more citrus than any other state. Sugar cane, beef, and fishing bring great incomes. Manufacturing includes food processing, chemicals, aerospace equipment, and computers. Florida entered the Union in 1845 as the 27th state.

Its motto: In God We Trust. Its nicknames: Alligator State, Everglades State, Orange State, Peninsula State, Sunshine State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

	Activity			
No	Events	When	Where	Score



UNIT VI. THE GREAT PLAINS STATES

MINNESOTA

The waters of Minnesota – from the Mississippi and other major rivers to a multitude of streams, lakes, swamps, and bogs – have determined much of the state’s destiny.

The paths of glaciers, the courses of rivers, and the locations of lakes large and small have all influenced where people built their homes, towns, and cities, where they planted crops, developed industries, spent their leisure time, and even buried their dead.

Some 10,000 years ago, the glacial ice that bulldozed its way across the land deposited tons of rich, virgin topsoil. From the 1850’s to the early 1900’s, news of this bountiful soil, ideal for farming, attracted swarms of Scandinavians, Germans, and other immigrants seeking a new life.

The Nordic newcomers – whose icy homelands prepared them for the cold winters – flourished and multiplied, as evidenced today by the proliferation of blond, fair-skinned folk in Minnesota.

The agricultural way of life continues, and it explains a great deal about the nature of Minnesotans.

Thrifty, practical, plainspoken, cautious – these are traits assigned to Minnesotans both on and off the farm. Rich farmland is not the only legacy of the ancient glaciers. Their enormous bulk gouged out pits that became the myriad lakes Minnesota is famous for. It is a land of lakes where one out of six people owns a boat, one out of three has a fishing license, and nearly everyone spends at least some part of the year relaxing by a lake. Northern Minnesota grows about three fourths of the world’s native wild rice and the southern part of the state produces over a dozen varieties of apples.

In 1858, Minnesota became the 32nd state. Its motto: Star of the North.

Its nicknames: Bread and Butter State, Gopher State, North Star State.

Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and make a chart about it.

	Activity			
№	Events	When	Where	Score
1.				



NORTH DAKOTA

North Dakota's best known landscape may be the mysterious badlands, but lush fields of wheat and sunflowers are far more characteristic of this mid-western outpost.

Farming is the mainstay of North Dakota. The state is the most rural in the nation, with only four cities – Fargo, Grand Forks, Bismarck, and Minot – having population of more than 20,000.

Until well into the 19th century, the area was inhabited mainly by Indians.

In the 1880's, thousands of immigrants, eager to obtain the land offered by the Homestead Act*, arrived in a migration known as The Great Dakota Boom. Norwegians, Germans, and Canadians flocked to the territory and found a level prairie that soon they transformed into a sea of wheat – and became the envy of the nation for their hugely profitable farms.

However, the wealth was not easily won. The immigrants found North Dakota winters as bitter as those of their homelands. Efforts by large corporations to monopolize the wheat trade threatened farmers and caused them to band together in populist movements. Perhaps it was the common dependence on wheat that made all men equal.

The settlers brought all three of North Dakota's distinct geographic regions into cultivation.

The valley of the Red River of the North is blanketed with fields of sugar beets, potatoes, beans, and more sunflowers than even Kansas grow. Wheat is also grown in the western portion of the state that lies within the Missouri Plateau. Mineral discoveries here have helped diversify the economy, with lignite mined near Beulah and oil pumped around Williston.

The Missouri Plateau boasts the state's most dramatic scenery: the badlands. Three separate sections of this extraordinary terrain are now a national park named for Theodore Roosevelt who lived on his North Dakota ranch, Elkhorn, from 26 to 28. This park is a fantastic world of canyons, buttes, and spires that the Little Missouri River, rain, and wind have carved out of the plain.

To call North Dakota's weather extreme is to understate the case. During one year, 1936, the temperature ranged all the way from 60°F to 121°F. In 1889, North Dakota joined the Union as the 39th state. Its motto: Liberty and Union, Now and Forever, One and Inseparable.

Its nicknames: Flickertail State, Land of the Dakotas, Peace Garden State, Sioux State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

No	Activity			
	Events	When	Where	Score
1.				



SOUTH DAKOTA

South Dakota is a land of bewildering variety and breathtaking extremes. Here are limitless expanses of space and very few people, sweeping treeless plains and steep forested mountains, sunny skies and torrential rains, rich farmland and uninhabitable badlands, scorching heat and bone-chilling cold, soothing silence and historic strife.

This giant land – the size of Ohio and Indiana combined – is so thinly populated that cattle outnumber people five to one. In South Dakota, the sun shines brightly and cheerfully almost every day; yet monstrous thunderstorms can appear out of nowhere.

In summer, 100-degree temperatures are not uncommon, but in winter the thermometer plunges well below zero, ushering in ground-splitting frosts and arctic blizzards.

Rectangular South Dakota is sliced through the middle by the mighty Missouri River, which makes its way through the state from north to south for some 550 mi.. This great river cuts the state into two distinct halves. To the east are low hills, small lakes, and endless stretches of fertile cropland – the legacy of glaciers – where wheat, corn, oats, and hogs are raised. Called East River, this half of the state is where 70 % of South Dakotans live. The land west of the river (or West River), untouched by glaciers, is laced with deep canyons, ragged badlands, mountains, and rolling plains. Here legions of buffalo once grazed, blackening the land as far as the eye could see.

The western half of South Dakota is steeped in frontier history. In the early days, intrepid explorers and fur traders fought the elements, and the 19th century saw frenzied gold rushes and bloody battles with the proud Sioux, who defended their territory against the encroaching white man.

Today vast Indian reservations and sprawling cattle ranches share the land. To the southwest are the hauntingly beautiful Badlands. Here, over mln.s of years, wind, rain, snow, and ice carved out an eerie, lifeless moonscape of gorges, mesas, ridges, pyramids, and spires.

Skirting the state's western border are the Black Hills, so named by the Sioux because they look dark and sombre when viewed from the distant plains.

In the 1870, the stampede for gold saw white men by the thousands invade the Black Hills, which the Sioux regarded as the sacred home of the Great Spirit. The Sioux rose in outrage, ushering in the 15-year-long Indian wars. They ended in 1890 with the death of some 200 Indians, shot by U.S. troops near Wounded Knee Creek. Today travellers flock to the scenic Black Hills for recreation. In 1889 South Dakota joined the Union as the 40th state. Its motto: Under God the People Rule. Its nicknames: Artesian State, Blizzard State, Coyote State, Land of Infinite Variety, Sunshine State.

Under the **Homestead Act** of 1862, 160 acres of land in the West were offered to any citizen or intended citizen 21 years of age to settle the land. The act didn't limit the amount of land that could be sold to individuals.

Exercise 1. Digest the score of the information briefly in English.



IOWA

The very word *Iowa* stands as a virtual synonym for America's agricultural heritage and bounty. Only California and Texas, which are several times Iowa's size, exceed the state in the value of farm products. More than any other state, Iowa still represents Thomas Jefferson's ideal nation of well-educated farmers. It boasts both the greatest number of farms of any state except

Texas and the highest literacy rate in the nation. Despite its image as a state of farmers, Iowa's town and city-dwellers outnumber farm residents by almost 10 to 1. They live in places like Des Moines, Iowa's capital and a major centre of the insurance industry; Cedar Rapids, home of one of the nation's largest cereal mills. But the heart and soul of Iowa resides in its rural towns – more than 1,000 of them scattered across the state.

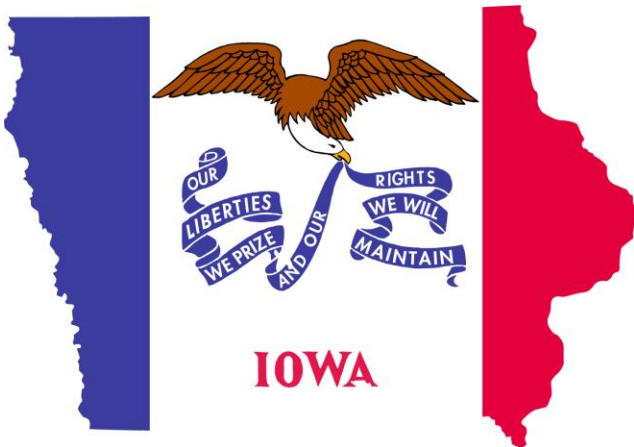
A rolling celebration of Iowa's small towns occurs each July; when about 10,000 bicyclists from all over the country ride, clear across the state. The weeklong event, called Ragbrai (an acronym for the sponsoring Des Moines Register's Annual Great Bicycle Ride Across Iowa) serves up a smorgasbord of Midwestern specialties. Ragbrai riders are apt to encounter, say, a pig roast in Pisgah, Danish pancakes in Kimbalton, a beer tent in Belle Plaine, and corn on the cob in Exira.

Dr. John Vincent Atanasoff built the first electronic digital computer in 1939 in Iowa State University, at Ames. Iowa was admitted to the Union in 1846 as the 29th state. Its motto: Our Liberties We Prize, and Our Rights We Will Maintain. Its nicknames: Corn, Hawkeye State, Land Where the Tall Corn Grows, Nation's Breadbasket.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



NEBRASKA

Nebraska sweeps to the horizon in broad, gently undulating hills and open, sun-drenched vistas. These treeless expanses perplexed some of the first white people who ventured onto the prairie in the 19th century. The immense herds of elk and antelopes they saw astonished the first explorers. Prairie potholes – shallow basins filled intermittently with water – supported untold numbers of ducks and geese, and the nutritious native grass fed enormous herds of bison, or American buffalo.

This land developed into the Cornhusker State, a realm of farms and ranches. Livestock feedlots and towering grain elevators, where 95 % of the terrain is given over to the production of corn, soybeans, wheat, sorghum, and other crops, and to the raising of beef cattle and hogs.

North-central Nebraska remains uncultivable, a 19,000-square-mile region of ancient sand dunes. These Sandhills of Nebraska, as they are called, were once the domain of nomadic Great Plains Indian tribes. Today the Sandhills are a kingdom of cattle ranches. The name Nebraska comes from the Oto Indian word *nebrathka*, which means flat water. This is what the Otos called the great river that flows west to east across the state. French traders called it the Platte.

The river led the way west for the tide of overland migration that began in the 1840's. An estimated 350,000 people headed westward through the Platte Valley between 1840 and 1866.

Migration to Nebraska has not been limited to humans. Every year in late March half a mln. sand hill cranes converge on the Platte in the central part of the state, pausing here on their northward migration to their mating grounds in the Arctic. The convocation of cranes is one of the great wildlife spectacles in North America. In 1867, Nebraska joined the Union as the 37th state. Its motto: Equality before the Law. Its nicknames: Antelope State, Bug-Eating State, Cornhusker State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



KANSAS

The original inhabitants of this land called themselves the *Kansa*, "people of the south wind".

Therefore, when the name of the Indian tribe was applied to the whole territory that became Kansas it was appropriate. Far from the gentling influence of any ocean, Kansas is beset by extremes of weather brought in by constant wind. Hot southerly winds ripple the prairie grasses all summer, until autumn reverses them and the winds sweep back through as freezing blasts from the north.

Early European visitors here were like the wind: they passed through Kansas, seeing little reason to stay. The pioneers who rushed to Kansas from New England in the 1850's to help install enough antislavery voters to ensure Kansas a free state were people of strong convictions, leaders in a variety of causes: abolition, prohibition, and woman suffrage.

Eastern Kansas has wooded regions, each with its own special mix of trees. But the typical tree is the cottonwood. Named the official state tree in 1937, the cottonwood was the perfect choice.

Tough and fast growing, it sends down deep taproots for water and assumes a stately form. It can grow along river courses where the flow is fir underground in dry seasons.

Across the state, the land supports some 200 varieties of native grasses and a few introduced species too. Chief among the imports is the hardy winter wheat, brought in by immigrants from Russia. Winter wheat transformed central Kansas into the breadbasket of America and created many typical Kansas scenes: wheat fields stretching to the horizon; tall grain elevators, visible for mi. around; combines clanking across the fields at harvest-time. Kansas is the leading producer of helium in the U.S. Winchita, called the Air Capital of the World, has three major aircraft companies, which make two thirds of the world's general aviation planes. Kansas entered the Union in 1861 as the 34th state.

Its motto: To the Stars through Difficulties.

Its nicknames: Breadbasket of America, Cyclone State, Sunflower State. Wheat State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

No	Activity			
	Events	When	Where	Score
1.				



MISSOURI

Missouri is a study in contrast mountain mists and prairie grasses, surging rivers and cloistered caves. It is also a natural crossroads, for Missouri, located in the very heart of America, serves as a link between East and West, North and South. Much of the state consists of rich farmland.

North of the Missouri River, fertile plains are covered by expanses of golden grain. In contrast most of the state south of the Missouri River is taken up by the varied landscapes of the Ozark Mountain region – an area of forests, lakes, rivers, rugged hills and low mountains. The Ozarks contain some 10,000 springs. The area is also honeycombed with thousands of caves carved out of limestone by underground streams. A spelunker's heaven, Missouri in 1990 reported a record of 5,000 caves within its borders.

Some of the creatures that live in them, such as blind white cavefish, that spend their lives in total darkness, or grotto salamander can be found nowhere but in Ozarks.

From the outset the Mississippi and Missouri Rivers, flowing through the state from top to bottom and from side to side attracted explorers and fur traders. Early river towns such as St. Charles (the state's first capital) and the Town of Kansas (now Kansas City) became busy ports.

Today St. Louis and Kansas City continue to serve as two nation's busiest inland ports. North and South also converged in Missouri. Abolitionists and slaveholders alike lived in the state, and during a long and bloody Civil War Missourians fought on both sides – some, tragically, against their own kin. Irving Dilliard, who wrote, summed up the state's many-faceted, contradictory nature in the 1950's: "Missouri is the abolitionist North with its belief in equal rights for all men and women. It is the plantation South with its old ideas of a leisure society.

It is the industrial East, busy, noisy, mechanical, and commercial. It is the grazing west, mi. and mi. of pasture and livestock in every direction." In 1821 Missouri became the 24th American state. Its motto: The Welfare of the People Shall Be the Supreme Law. Its nicknames: Bullion State, Cave State, Lead State, Mother of the West, Ozark State, Show me State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



OKLAHOMA

Oklahoma stands where North America changes from shady woodlands to stark desert buttes.

In the eastern part of the state, lush, green, wooded hills and valleys spilling over from Missouri and Arkansas are so reminiscent of the South that Oklahomans call this area Little Dixie.

At the state's centre, vast grasslands stretch southward from the great American prairie.

Farther west, in the panhandle, stark silhouettes of lonely buttes dominate the flat, dry High Plains terrain. The weather can change dramatically here. Cool, dry air from the north colliding with southern breezes gives the state nearly constant winds and violent storms. When a stranger asks, "Does the wind blow this way all the time?" a native Oklahoman is likely to reply, "No. Half the time it blows the other way." As if taking a cue from the weather, the state itself has had a volatile past.

Oklahoma was home to the Plains Indians when, in 1825, the U.S. government declared the region Indian Territory. During the next half century, more than 60 tribes from the East and the northern Plains were forcibly moved to reservations there. Then, under pressure from homesteaders, the government took back reservation lands. At noon on April 22, 1889, the territory was instantly transformed as white settlers raced to claim homesteads in the first Oklahoma's land rushes.

By evening whole cities of tents had sprung up on the grassy plains.

When these homesteaders arrived, the Oklahoma tall grass prairie was a waving sea of green.

But within 40 years the soil was so overtilled that it was waiting for disaster, and in the 1930's tragedy struck in the form of drought. As vegetation died, the dry soil was blown away by the winds.

Oklahoma turned into America's Dust Bowl.

After World War II, however, Oklahomans harnessed their abundant system of rivers to build water-management projects aimed at preventing disaster in future droughts.

Since the 1880's the oil boom has sped Oklahoma's development, so that today the rocking arms of oil well pumps are familiar sights in fields, and even on city streets.

Oklahoma entered the Union in 1907 as the 46th state. Its motto: Labour Conquers All Things. Its nicknames: Boomer State, Sooner State.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



TEXAS

Texas encompasses so many regions that it might be a country – and it once was. As a sovereign nation after its separation from Mexico in 1836, Texas was unique among territories admitted to the Union. Also unique was the agreement that it negotiated with the USA: a promise that Texas can, if it chooses, form as many as five new states within its borders.

"Big", the Texan's world-famous brag, is no exaggeration. Texas has two time zones and takes up one-twelfth of the contiguous USA. Its coast on the Gulf of Mexico is the third longest of any states, after Florida and California. The sheer size of Texas explains not only its range of landscapes but also its diversity of plant and animal life. The state supports more than 5,000 species of flowering plants and 100 kinds of cacti. It is also home for mountain lions, ocelots, coyotes, prairie dogs, and two of nature's stranger creatures – the horned toad and the armadillo. The human population is varied as well. Some 26 % of the state's residents are Hispanic in origin, and many cities are virtually bilingual. This long-standing cultural mix goes by the name of Tex-Mex.

White settlement in Texas took hold in the fertile valleys of the Brazos and Colorado rivers in 1821. Most settlers were farmers, tilling the rich river bottoms and establishing lucrative cotton plantations.

Cotton is still mainstay of the Texas economy, blanketing much of the flat black land in the eastern half of the state. Interspersed with fields of alfalfa and sweet potatoes, cotton fields stretch up to the dense Piney Woods along the Louisiana border, an area where the main industry is logging.

With its forests and farmland, East Texas has more in common with the Deep South than it does with the Southwest. Another distinct region exists in south-central Texas.

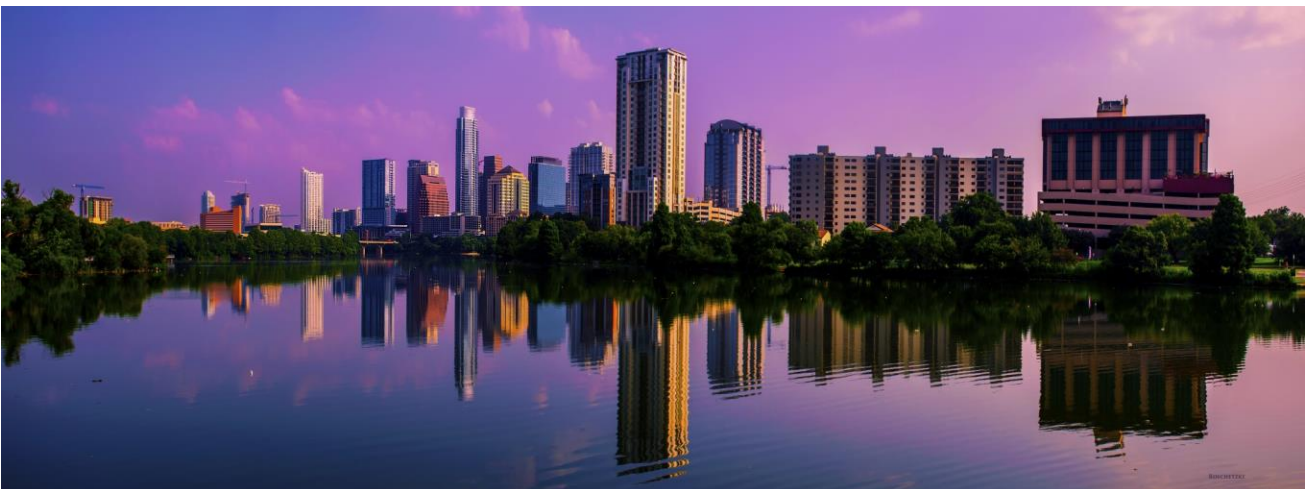
After the flatness of East Texas, the Hill Country comes as a surprise. Rocky, juniper-cloaked hills are cut through by clear green rivers. Unexpected is the Hill Country's German character. German immigrants established the town of New Braunfels in 1845 and later moved west to found the hamlets that thrive in the area today.

Beyond the Hill Country, Texas belongs to the arid West.

Cedars melt into mesquite, the mesquite into cactus-covered desert. In the north, cotton fields and farms give way to the vast ranches and wheat fields. Cowboys still work these ranches, some of which are hundreds of thousands of acres in size. Southernmost of these mountains are the Chisos, which Spanish explorers considered hopelessly inhospitable.

From the dramatic western landscape to the fertile fields of the east, one common factor has united the huge state – oil. When the first gusher blew in at Spindleton in 1901, the Texas oil boom was born, and today there is not a county without a history of oil exploration. Oil, cotton, and cattle created Texas and the outsize myths that surround it. In 1845 Texas entered the Union as the 28th state. Its motto: Friendship. Its nickname: Lone Star State.

Exercise 1. Render the main idea of the information.



UNIT VII. THE MOUNTAIN STATES

COLORADO

Colorado bestrides the Rocky Mountains with a foot in two different Americas. Its eastern edge is firmly planted in the rolling plains of the nation's agricultural heartland. Yet at its western border, 385 mi. away, Colorado is a land of lonely buttes and mesas amid the picturesque plateaus of the desert.

In between is the mountainous terrain where the Rockies, which stretch all the way from New Mexico into Canada, reach their greatest height. Colorado has an average elevation of 6,800 feet with some 1,100 peaks soaring more than 10,000 feet high and 53 peaks above 14,000 feet – making it literally the state nearest heaven. For many years, Colorado seemed too stark and desolate to attract even the hardiest of explorers and settlers. By the 1860's the supposedly useless eastern part of the territory – dry plains covered with endless grasslands – was coming into its own as a cattle range.

Herds were driven north from Texas into Colorado, and investors from the East and Europe, particularly England, put up huge sums to finance what was to become a thriving cattle industry. Many of these investors came to inspect the territory where they were spending their money.

Only then were the mountains appreciated for their astonishing beauty and purity of air.

"An atmosphere of elixir", proclaimed the New England Journalist Samuel Bowles in his book "The Switzerland of America", published in 1869.

Colorado's climate was called "the very quintessence of perfection"; the air was said to be like champagne and so helpful that it not only cured but actually prevented disease. Colorado Springs, a resort then referred to as "Newport in the Rockies". Vacationers there looked so healthy that P.T. Barnum* quipped, "Two thirds of them came here to die, and they can't do it".

For all the stark beauty of western Colorado, the high ground of central Colorado is the state's real treasure. The Colorado Rockies created by geological turmoil are actually five separate ranges: the Front Range, the Sawatch ranges, and the San Juan and Sangre de Cristo Mountains.

The Rio Grande, which springs forth as a stream in the San Juans, meanders through the beautiful San Luis Valley providing drinking water for livestock and irrigation for sprawling fields of potatoes, sorghum alfalfa, corn, and pepper. Beyond their scenic splendour, the five ranges of the Rockies form a great geographic and climatic barrier: the Continental Divide, the towering north-south ridge.

It was mining that first opened the Rockies to settlement. Gold and silver production has been in the doldrums for many years, but substantial amounts of coal, uranium, zinc, lead, molybdenum, oil, and gas have continued to flow from Colorado. Skiing is also a great tourist industry in the state with Aspen being its main ski resort. Colorado entered the Union in 1876 as the 38th state.

Its motto: Nothing without Providence.

Its nicknames: Highest State, Rocky Mountain State, Switzerland of America.

* P.T. Barnum (1810-1891) - American showman engaged in amusement business.

Exercise 1. Choose the keywords that best convey the gist of the information.



WYOMING

In the towering mountain ranges and sweeping grazing lands of Wyoming live fewer people than in any other state. One can wander for weeks through the rugged Tetons without seeing a sign of another person – and when ranch houses are found in the wide-open space, they often are more than 100 mi. apart. If the place names of this sparsely populated state – Bighorn, Yellowstone, Medicine Bow, and Wind River among them – sound as if they belong in a western novel, it may be because the pioneers wanted to make the isolated region seem as romantic as possible. Settlers were desperately needed to populate the territory so that it could apply for statehood. To encourage women to migrate, the territorial legislature in 1869 guaranteed them equal rights to vote and hold office – a radical reform no other democratic government was even willing to consider at the time.

However, Wyoming was also the site of natural wonders. Chief among those wonders is the Yellowstone River region, a surreal quadrant of steam-vented land in the northwest corner of the state.

Yellowstone's mysterious geysers, hot springs, petrified forests, and waterfalls stirred the imagination of all who heard of them. Before long, tale-spinning trappers were describing a sulphurous land where a man could catch a fish in a stream, then toss it over his shoulder to cook it in a boiling pool. Preserved for posterity in 1872 as the world's first national park, Yellowstone has lost none of its supernatural aura. The region has more geysers, hot springs, mud pots, and volcanic steam vents than are found in all the rest of the world. Bordering Yellowstone on the south is Wyoming's second national park, Grand Teton. The majority of state's population lives on the High Plains.

This arid grazing country extends from the Colorado border up to the pine-clad Bighorn Mountains. By the time Wyoming entered the Union it had come to be called the Cattleman's Commonwealth, dominated by ranchers who grazed their huge herds on public lands.

Today ranching continues to be one of Wyoming's leading industries.

West of the plains, the forested slopes of the Rocky Mountains begin. Five national forests lie entirely inside Wyoming. Pines cover a large part of the woodlands, but spruces, Douglas firs, and aspens are common. This green and wildly beautiful part of the state holds on to its aura of seclusion.

In the splendid isolation of Wyoming one can sense the real west, the fabled west that remains an everlasting part of the American dream. In 1890, Wyoming joined the Union as the 44th state. Its motto: Equal Rights. Its nicknames: Big Wyoming State, Cowboy State, Equality State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How many people live in Wyoming? 2. Ranch houses are more than 100 mi. apart, aren't they? 3. Did the pioneers want to make the isolated region seem as romantic as possible? 4. Why were settlers desperately needed to populate the territory? 5. What did they do to encourage women to migrate? 6. Was Wyoming the site of natural wonders? 7. What is chief among those wonders? 8. Did Yellowstone's mysterious geysers, hot springs, petrified forests, and waterfalls stir the imagination of all who heard of them? 9. What is one of Wyoming's leading industries? 10. When did Wyoming join the Union as the 44th state?



MONTANA

Although most of Montana belongs to the Great Plains, it is mountains that give the state its extraordinary beauty. More than 50 majestic ranges make up Montana's share of the Rocky Mountains.

The mountains gave Montana its Wild West image. A gold strike in 1862 at Grasshopper Creek drew the miners, who eventually found silver, coal, copper – and called Butte, the town they founded on one of the world's largest copper deposits, "the richest hill on earth".

Mountains give Montana its name and its grandeur, but the larger portion of the state is given over to sweeping plains – the majestic Big Sky Country. As in other parts of the West, a procession of immigrants put the land to different uses. Some succeeded and stayed, others failed and departed.

First, the Indians came for buffalo. Then, in 1870, white ranchers arrived to make use of the open range and its native grasses, which provide ideal food for cattle. Soon after came professional buffalo hunters in search of animal hides to ship back east. By 1885 the seemingly inexhaustible buffalo herds had all but disappeared, and Montana's native Indian tribes, deprived of the animals that gave them sustenance, were relegated to six reservations by the end of the century.

Today many visitors come to Montana to enjoy a venerable western institution – the dude ranch. Such ranches got their start when railroads began bringing tourists, mainly from the East, to Yellowstone Park in the 1880's and nearby ranchers welcomed the strangers into their homes, charging a fee as a way to help keep things together in tough times.

Later a completely new tourist trade developed, and now more people than ever visit Montana's dude ranches. Some city dwellers choose working ranches where they can become part of the crew for a few days; others want only a little horseback riding or fishing. In 1889, Montana entered the Union as the 41st state. Its motto: Gold and Silver. Its nicknames: Big Sky Country, Bonanza State, Land of the Shining Mountains, Mountain State, Treasure State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



IDAHO

A topographical map of the state looks something like a crazy quilt patched together with odd pieces of mountain and prairie, desert and Lakeland, forest and plain. First part of Oregon Country, then Washington Territory, present-day Idaho – home to only about 1 mln. people – is what was left over when Montana was eventually shorn away. Hugging the western edge of the panhandle and curving partway down the Snake River is Idaho's grassland – Camas Prairie and the fertile Palouse Hills. Wheat, barley, beans and peas are cultivated in this part of Idaho. Potatoes, Idaho's most famous commodity, belong to the Snake River Valley, a distant 300 mi. to the south.

The city of Lewiston, market center for the prairie and once the capital of Idaho Territory, ships grain from the surrounding farmland down the Snake and Columbia rivers to the coast.

Rising at the eastern edge of the prairie are the Clearwater Mountains, ore-rich slopes that drew gold-seekers in the 1870's. Their valleys embrace the greatest concentration of lakes in the west.

The south of the state is arid and flat, with the Snake River swinging in a graceful arc across sagebrush covered plains. But irrigation of the Snake River Valley has turned more than 2 mln. ac into flourishing farmland. 70 % of all Idahoans live within 50 mi. of the river; most are concentrated in the cities of Boise Pocatello, and Idaho Falls; but many live on farms growing sugar beets, beans, and potatoes. Idaho comes honestly by its nickname of Gem State, since at least 70 kinds of precious and semiprecious stones are found there. Idaho became the 43rd state in 1890.

Its motto: Let It Be Perpetual. Its nicknames: Gem of the Mountains, Gem State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



UTAH

Francisco Coronado was Spain's most ambitious conquistador, but even he had to admit defeat when it came to exploring Utah. In 1540, he reported to Mexico that the land north of the Grand Canyon was impenetrable desert unsuited to human habitation. For the next 3 centuries, Utah largely remained a mysterious black hole on the North American continent.

Not until 1843 did explorer John C. Fremont survey the country which he described as a severe and forbidding land filled with "rivers and lakes which have no communication with the sea" and "savage tribes which no traveller has seen or described".

Thus, forewarned, most American pioneers avoided the mountainous badlands. Those who entered seeking a shortcut to California soon wished they had not. Brigham Young, President of the Mormon Church studied Fremont's reports and noted an intriguing fact. Nestled between the Great Salt Lake Desert on the west the towering Wasatch Range on the east and the barren Colorado Plateau to the southeast was a large valley uninhabited by Indians.

Moreover, the valley appeared to be a veritable oasis. In 1847, Young urged the Mormons to follow him to the Salt Lake Valley. By the end of the first year more than 4,000 had answered the call making the soon-to-be-proclaimed State of Deseret (from a word in the "Book of Mormon" that means honeybee) the first functioning theocracy since the early days of the Massachusetts Bay Colony.

Brigham Young's imperial vision ended in 1850 when Congress transformed Deseret into the territory of Utah. However, the dismantling of the Mormon government did not diminish the church's position of primacy. The Mormons still dominate the state's economy and politics.

Salt Lake City, the capital the Mormons built, is among the most orderly of America's metropolises.

The city takes its name from the Great Salt Lake, a shallow saline sea whose size has fluctuated dramatically over the centuries. Today the lake is something of a recreation area with so much buoyancy in its salty water that swimmers cannot help but stay afloat. It has a higher saline content than either the Atlantic or Pacific Oceans.

South of the Salt Lake Valley lies the rugged Colorado Plateau. Over time, rivers and the elements have carved the soft sandstone of the plateau into remarkably intricate forms, creating some of the most extraordinary landscapes on earth. Southern Utah is the site of five national parks – besides Alaska and California, the most in any state. The Colorado Plateau traditionally has been a place where men go to escape. Outlaws hid out in the Capitol Reef area so often that it came to be known as one of the West's many robbers' roosts. Utah is a rockhound's dream, an endless source of agate, obsidian and other stones. The world's largest topaz beds lie just west of the Little Sahara Recreation Area. Uranium deposits are near Moab. In 1896, Utah entered the Union as the 45th state.

Its motto: Industry. Its nicknames: Beehive State, Land of the Saints, Mormon State, Salt Lake State.

Exercise 1. Choose the keywords that best convey the gist of the information.



NEVADA

Well into the first half of the 19th century, the lonely land just east of Sierra Nevada remained an enigma. While some explorers returned with the stories of snow-covered mountains, pine forests, and rushing trout streams, others described the land as hell's antechamber.

Nevada's mineral wealth became uncontested fact when two miners prospecting outside present-day Reno discovered gold and high-grade silver sulphide.

Virginia City became a rich mining town. Gold and silver still contribute to Nevada's economy today. But the state's most valuable asset is its allure for tourists – the neon-lit casinos of Las Vegas, the resorts of Lake Tahoe, and the beauty of the very desert that early explorers deemed a wasteland.

Taxes from gambling provide nearly 40 % of Nevada's general revenues. Las Vegas is not only the nation's gambling capital but its marriage capital as well; the city boasts some 50 wedding chapels.

Despite receiving less than 10 inches of rain a year, Nevada has an amazing diversity of plants and wildlife. Cactus, yucca, sage and other brush plants blossom every spring.

It is Lake Tahoe; however, that is Nevada's most precious gem. Set amid alpine meadows in the Sierra Nevada, the lake is surrounded by snow capped mountain peaks. In 1861, Samuel Clemens arrived from Missouri to look for gold and discovered that Nevada's real treasure was the beauty and serenity of Lake Tahoe. The driest of all the 50 states, Nevada relies on a number of man-made lakes and underground sources to augment its meagre water supply.

Each year thousands of cowboys and other ranch hands gather in Elko to perform poems and songs they have written to pass the time on the range.

Nevada joined the Union in 1864 as the 36th state. Its motto: All for Our Country.

Its nicknames: Mining State, Sagebrush State, Silver State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



NEW MEXICO

Before the Pilgrims stepped ashore in Massachusetts, European settlements were already thriving in what is now New Mexico. Spaniards following the Rio Grande north from Mexico had established missions and ranches in the river valley at the end of the 16th century.

In 1610, they founded the town of Santa Fe. In the early 19th century, American settlers arrived in New Mexico and by 1850, the land was destined to become the 47th state.

Despite Americanization, it is the original Spanish culture, blended with that of the Indians who occupied the land long before the Spaniards arrived that gives New Mexico its special character.

The eastern third of the state, part of the Great Plains is largely agricultural.

From a high plateau in the north, mostly home for cattle ranches, the land slopes south to the wheat, barley, and cotton fields of the lower Pecos River valley. Herds of sheep share the valley with coyotes, badgers, and fleet-footed, antelope like pronghorns.

In the southernmost part of this region is one of the largest known caves in the world, now protected as a national park: Carlsbad Caverns. Southwest of the eastern plains lies a vast, arid region of stark, sun-blasted mountains and desert, split down the centre by the Rio Grande.

The muddy waters of the Rio Grande now bring life and industry to some isolated pockets of this desert. Huge, irrigated fields of chilli peppers are grown around the tiny town of Hatch; groves of pecan trees shade the desert near Las Cruces. Sandwiched between the eastern plains and western deserts is the place where New Mexico's essential character resides – the mysteriously lovely Sangre de Cristo Mountains, jutting down from Colorado and named by the Spaniards after the blood-red colour of the peaks at sunset. Two famous towns in the shadow of the mountains, Santa Fe and Taos, attract ever-growing numbers of visitors from around the world.

Modern Taos traces its reputation as an artist's colony back to a group of New York painters and illustrators who began to move there just before the turn of the century. Since then, painters, sculptors, and writers have made the town their home. They are attracted by the special quality of the light, the isolation, the mix of cultures, and a terrain so dramatic that at times it seems almost unreal.

In 1912, New Mexico became the 47th state. Its motto: It Grows as It Goes.

Its nicknames: Cactus State, Land of Enchantment, Spanish State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. Where were European settlements thriving? 2. Who established missions and ranches in the river valley at the end of the 16th century? 3. When did they found the town of Santa Fe? 4. Is it the original Spanish culture? 5. What gives New Mexico its special character? 6. Is the eastern third of the state, part of the Great Plains largely agricultural? 7. How is the national park called? 8. What famous towns attract ever-growing numbers of visitors from around the world? 9. When did New Mexico become the 47th state? 10. What is its motto?



ARIZONA

Although home to the ruins of an age-old culture, Arizona is one of the youngest states: the nation's lawmakers held off granting statehood until 1912, making it the last of the contiguous 48 to be admitted to the Union. That is only one of Arizona's paradoxes. Though much of it appears barren, the state is rich in wildlife, vegetation, and minerals.

Though dry, it was formed by ancient seas, and rushing rivers carved its breathtaking canyons.

In the northern part of the state the Colorado Plateau is flat and sparsely vegetated. The fabled Grand Canyon is perhaps the most famous natural wonder on earth. The rock of its inner gorge is 2 billion years old but the huge abyss is relatively young, since the Colorado River began chiselling it out only about 5 mln. years ago. South of the central mountains, the desert claims most of the land.

But not all. The city of Phoenix sprawls across one of the region's saucer-shaped valleys.

Clean, dry air was among the drawing cards that lured people to Phoenix and turned it into a capital of high-tech industry in the 1980's. Titan of the Arizona desert is the saguaro cactus.

Towering in the air, arms reaching toward the sun, these plants probably more than any other are etched into the popular imagination as a symbol of the desert Southwest.

Americans have come to the oases on the desert first for the good life of year-round sun and second for jobs. From a largely extractive economy, (its big «C's» were once cattle, copper, cotton, climate, and citrus) Arizona has been transformed into a manufacturing state.

Until the 1980's, Arizona was the greatest copper mining state. Earnest growth in research and industry has made manufacturing the economic mainstay of the state. Electronics has become the real boom industry in the 1980's. After California and Oklahoma, Arizona has the third-highest Indian population in the U.S. Indians are most rural people. Some 20 mln. ac – more than a quarter of the entire state – are set aside for their reservations; among these is the great Navajo Reservation, which spills over into New Mexico and is so large that other Indians say it functions almost like a state.

13 tribes of Indians live in Arizona, each with a distinct culture. Arizona entered the Union in 1912 as the 48th state. Its motto: God Enriches. Its nickname: Grand Canyon State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



UNIT VIII. THE PACIFIC STATES

CALIFORNIA

California is unmatched in its abundance and diversity. Its 500-mile-long Central Valley, lying between the Coast Ranges and the Sierra Nevada, is the most productive agricultural land in the entire Western Hemisphere, with an output of \$11.5 billion in cash crops and livestock each year.

The mist-covered forests of the north are home to the world's tallest living things: the coast redwoods (Sequoia), which reach heights of more than 350 feet and can live for 1,000 years.

A mere two hours' drive east from the balmy beaches of the Pacific is an enormous desert whose rock carvings are visual reminders of past civilizations.

Towering above all these wonders is the state's granitic spine, the Sierra Nevada, a range of rugged mountains larger in area than the Swiss, Italian, and French alps combined. Equally grand is California's 760-mile coastline of jagged cliffs and sandy beaches.

California's population is as diverse as its landforms. One out of four immigrants who enter the USA eventually settles here. Hispanics, mainly from Mexico and Central and South America, make up 28 % of the population of Los Angeles County. More than a third of all Asians living in the USA in 1990 called California home.

The new arrivals have joined with native Californians to build a state that leads the nation not only in agriculture, but in computer science, aerospace biotechnology, and entertainment.

Millions of years ago tectonic forces brought forth the Sierra Nevada, a bold 400-mile link in the mountain chain running from Central America to Alaska. The mountains contained the gold that drew a rush of miners and led to California's settlement and statehood. However, the Sierra offers a gift even greater than gold: water. In winter, moisture carried by prevailing westerly blowing off the Pacific turns to snow when it hits the mountain range. Then in summer water from melting snow recharges the rivers, irrigates the Central Valley, and fills the swimming pools of Southern California.

Across the Central Valley and beyond the capital city of Sacramento, lies the densely populated Bay area of northern California, with San Francisco as its cosmopolitan centre. Just north of the city are the Napa and Sonoma valleys, home to hundreds of the vineyards that produce California's celebrated wines. The giant redwoods of California's northwest are virtually indestructible. Their wood is naturally resistant to water, their thick bark impervious to disease, parasites, and even fire.

For all the favoured green land of the north, most of California's south is arid. But Southern California – especially the green, warm edge of the state that extends from Los Angeles southward to San Diego – has always beckoned to people. Los Angeles' vast network of towns exploded in mid-century into the nation's second largest metropolis, and the city took its place as a symbol of the fast-living, car-based culture that typifies America in the eyes of much of the world.

California joined the Union in 1850 as the 31st state. Its motto: Eureka! (I have found it! – the cry of prospectors in the 1849 gold rush). Its nickname: Golden State.



CALIFORNIA – THE GOLDEN STATE

California is a land of startling contrasts – dense forests, sun scorched deserts, alpine mountains, fruitful valleys. There were about 130,000 Indians living in the region when the Spanish discovered it in 1542. The first permanent Spanish settlement did not appear here until the 18th century.

In 1812, Russian fur traders established Fort Ross on California's northern coast and it functioned as a Russian trading post until 1841 when, by order from Alaska, the fort was dismantled and its population returned there.

In 1822, after Mexico won its independence from Spain, California became a Mexican province, and its social, economic and political life was centred on large ranches. The first organized group of American settlers came to the region in 1841. But even as late as 1846 California's white population was still only about 6,000 Mexicans and Spaniards and no more than 1,000 Americans.

In 1848, after the end of the Mexican War, Mexico ceded California to its powerful neighbour.

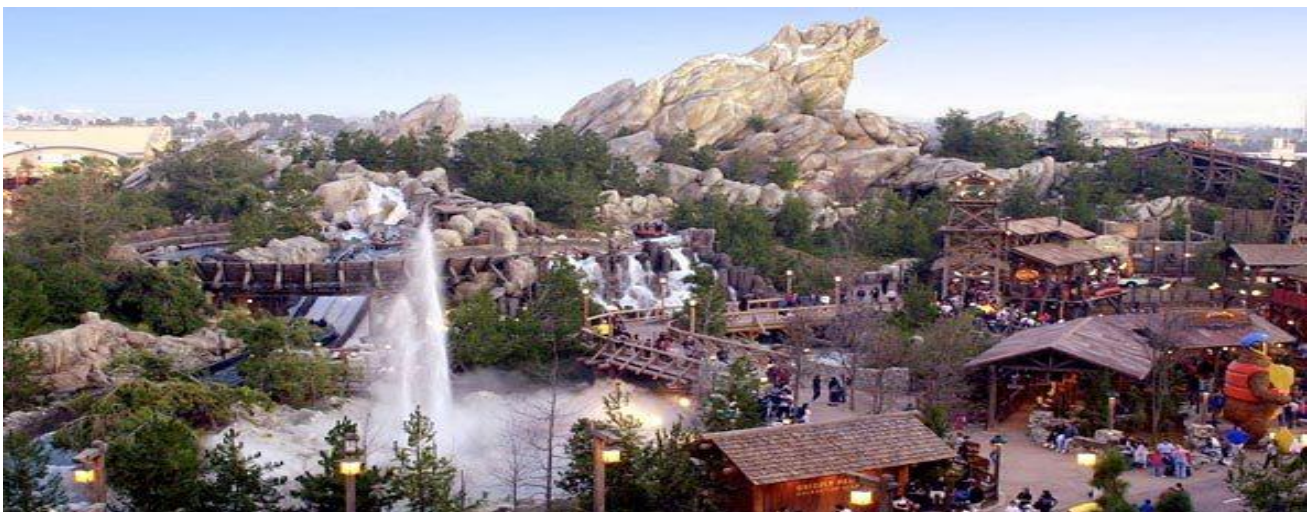
Less than two weeks before the peace treaty was signed, an event of massive importance occurred: the discovery of gold in California, which set off the famous "Gold Rush" of 1849. During this one year over 80,000 Americans as well as thousands of foreigners made their way to California.

The impact on the region was enormous. Almost overnight, the Spanish were reduced to the status of a minority. In the following seven years the influx of newcomers continued and by 1856 the state already numbered 300,000. Most of these settlers tried to make their fortunes by mining gold, yet some turned to agriculture and manufacturing. The building of the first transcontinental railroad, completed in 1869, was an important milestone in the history of the state. Mineral and forest resources of the West were opened for development and immigration to this fabulous land was greatly facilitated.

The late 19th and the early 20th centuries witnessed further increase of manufacturing activity, especially canning and packing of food, shipbuilding and petroleum-refining. The Los Angeles area overtook New York as the world motion-picture capital.

After World War II California experienced another phase of unprecedented population growth: from 9 mln. in 1945 to over 23.5 mln. in 1980. Nowadays it is the most populous of all American states, the national leader in aerospace industry, agriculture and commercial fishing. Its gross national products are exceeded by only five countries of the world (including the USA itself).

It is a land of incredible creative activity, the first in the nation in think tanks, aeronautical, electrical and computer engineers, mathematicians and Nobel Prize winners as well as in the number of magnificent highways and automobiles. The University of California (9 campuses with a total enrolment close to 140,000) does more research and turns out more doctorates than any other institution of higher learning in the country, and most of this work is economically vital to the state of California. Numerous beautiful national parks and national forests, scenic beaches and sun-flooded valleys attract crowds of tourists from all over America and from abroad.



CALIFORNIA – A SYMBOL OF THE AMERICAN DREAM

California is frequently described as being "like America, only more so". In California, America's good points often seem even better and its problems even worse.

Many people think of California as the state that symbolizes the American dream. There, individuals have the opportunity to succeed – to do and be what they want.

Geography adds to the sense that California is somehow a symbol of the American dream.

When you stand on California's high, rocky northern coast, you are aware that you are at the end of the continent. For several centuries, Americans pushed west in search of a better life.

California was as far as they could go. But just what is California like? This question is hard to answer because California is, above all, diverse: in a way, there are many Californias.

Obviously, the rocky coast of the north is very different from the sandy beaches for which southern California is famous. California also has many other different environments. Here are two examples: redwood trees grow in only two places: a small area in China and in northern California.

The redwoods are very tall; a park Death Valley, lowest spot in the U S in California has three of the world's six tallest trees. The redwoods are very old; some are 2,000 years old. Redwood forests and swiftly running rivers are a part of northern California's environment.

California's Death Valley, the lowest spot in the USA, is also one of the hottest and driest.

In Death Valley, temperatures have reached 135°F and often there's no rain for years. Death Valley has life forms like pupfish – a fish that can live in mud for the eleven months of the year when streams are dry. The land in northern California is more like Oregon than like southern California.

The land in southern California is more like Mexico than like northern California. Northern and southern California differ in lifestyle. Northern Californians accuse southern Californians of being superficial and materialistic – of not being serious and caring only about money and the things money can buy.

Southern Californians say that northern Californians are snobby and really are just jealous.

Some Californians have pro- posed that their state be cut in two!

California's people come from many different places and cultures. Over one-fourth of California's population is Hispanic. California has a large Asian population; one-third of all Asian-Americans live in California. It was originally part of Mexico, and some Hispanics are the descendants of old Californian families. Many others are Mexican-Americans who came more recently. Other Hispanics are from countries in Central and South America. Similarly, Asian-Americans in California first came from one country, China, but now are from many countries – from Japan and the Philippines and, more recently, from Korea, Vietnam, Cambodia, and Laos. People keep moving to California from many parts of the USA and the world. So, California's diverse population is becoming even more diverse!

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How is California frequently described? 2. What is California like? 3. How do many people think of California? 4. Do individuals have the opportunity to succeed? 5. Is California diverse? 6. What is California famous for? 7. What is northern California's environment like? 8. What kind of life forms does Death Valley have? 9. How large is Hispanic population in? 10. How large is Asian-Americans population in? 11. What countries do Asian-Americans come into California?

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

GOLD RUSH

Since civilization began gold has been regarded as a symbol of power and wealth. In many societies gold was seen as a magic substance which could protect people against illness or evil spirits.

It is the one material that has always been accepted in exchange for goods or services.

The need to search for gold has been compared to a disease, and is called 'gold fever'.

In the Middle Ages men called 'alchemists' tried to manufacture gold from other metals. In spite of man's constant search for gold, the amount which has been produced since the beginning of time is only enough to make a solid block of eighteen cubic meters, the size of a large house. Gold is measured in troy ounces (31.1 grams). One ounce can be drawn into 80 km of wire.

In 1848, gold was discovered at Sutter's Mill, about 100 mi. east of San Francisco, and the first great gold-rush began. When the news leaked out, farmers, trappers, lawyers, preachers, sailors, soldiers and school teachers rushed to California by whatever means they could.

Within a year 100,000 people, only 8,000 of whom were women, had reached the coast of California. More than half of them had travelled overland across the American continent.

"Gold fever" began to spread. Settlements throughout the USA were deserted. Homes, farms and stores were abandoned as everybody raced for California. Many came by sea, and in July 1850, more than 500 ships were anchored in San Francisco Bay, many of which had been deserted by gold-hungry sailors. A few people became fabulously rich, but it was a risky business. Law and order broke down. Even if a miner "struck it rich" there were always those who would try to take it away: gamblers, outlaws, thieves and saloon keepers. Gold and silver were discovered in Nevada a few years later, and 'gold fever' was an important part of the colonization of the western USA.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What are characteristics of California's landscapes? 2. When did the Spanish settle this land? 3. How long did the Russian trading post function at Fort Ross? What became of its population? 4. How did California become an American territory? 5. What did the "gold rush" mean to California? 6. When did men called "alchemists" tried to manufacture gold from other metals? 7. Where and when was gold discovered? How many people had reached the coast of California within a year? 8. What began? 9. How many ships anchored in San Francisco Bay? 10. What was an important part of the colonization of the western USA?



DIALOGUE

THE AEROSPACE ALLEY

Alex was leaving Atlanta for Los Angeles. He arrived at the Atlanta International on time and headed for the flight departure gate. Flight 81 – Atlanta – Los Angeles took off on schedule. Alex had had a very busy time in Atlanta and so he enjoyed this flight, which allowed him a few hours of relaxation.

As they were approaching Los Angeles the passengers were told that there was heavy smog there, with very poor visibility in the Los Angeles area. As they continued descending the smog grew worse. When Alex's plane landed at the Los Angeles International Airport and he was shaking hands with Nelson, a deeply tanned Cal Tech man, he knew he was meeting a westerner, not a New Yorker.

NELSON: I'm Nelson, and you're Dr. ALEX, right? Glad to meet you, Dr. ALEX.

ALEX: Please call me Alex. It's exciting to meet a real Californian.

NELSON: Well, since you mention it, there's only a handful who came here possibly as long as two hundred years ago. Before that there were only Indians here. So almost all real Californians are from somewhere else. This way, please. That's my car over there. In a matter of minutes they were driving to Los Angeles, the nation's smog capital.

ALEX: When we were approaching Los Angeles we could hardly see the city for the smog. I looked in vain for the heart of the city.

NELSON: I'm afraid there isn't one, not in L.A.

ALEX: L.A.?

NELSON: That's how most of us refer to Los Angeles today, simply by its initials.

ALEX: They're saying in the East that California is the leading state in the nation in the R and D now.

Nelson: I should think it is. I'd say in California the biggest concentration of scientists and engineers is in this area centred around L.A. In fact, the L.A. area is crowded with aerospace R and D heavily supported by the Federal government. Here is the so called "aerospace alley" that runs along the coast through Los Angeles as far as San Diego. And there's much to be said for financial activity in L.A. too. It's becoming a very important financial centre, eclipsing San Francisco, now dominating the west Coast and, in a way, becoming a gateway to Asia.

Most people believe that L.A. is going to be the largest economic and most heavily populated zone in this country. It certainly has many advantages, because of its diverse economy with aerospace, agriculture, high technology, and the entertainment industry.

ALEX: Was there any aircraft production here before World War II?

NELSON: Oh, no. Aircraft production got under way in California during World War II and soon was being led by Lockheed and Douglas. Strong ties were quickly formed between the Federal government, the California aircraft plants, the Livermore Laboratory and the state's scientifically oriented universities.

Gradually the emphasis shifted to missiles and spacecraft and the close relationship between California's economy; the Federal government had been established. Now the major part of manufacturing is tied directly or indirectly to the Pentagon. In fact, this land is America's aerospace capital. While San Diego and the Bay Area also have their share of aerospace factories, the great concentration is in L.A.

Some are grouped around Pasadena north-west of L.A. near Cal Tech; others are mi. to the north. The coastal strip is the home of Lockheed, Douglas as well as the RAND Corporation, the largest "think tank". California is number one in the USA in high technology, in aeronautical and electrical engineering, electronics, and Nobel Prize Winners. Now, through aerospace, California has become the leading defence contractor of the Pentagon.

ALEX: to my knowledge, there are several excellent universities in California.

NELSON: You're absolutely right. For one thing, here in California we can boast of such prestigious schools as Stanford – a private university an hour's drive south of San Francisco, and the University of California (UC) with its nine campuses.

The major campuses are at L.A. (UCLA), Berkeley, where the student revolt began in 1964, San Diego (UCSD) and Santa Barbara. Here at L.A. there's the private University of Southern California (USC).

ALEX: I'd say you're California Institute of Technology, or Cal Tech for short, with its Jet Propulsion Laboratory is the MIT of the West.

NELSON: It sure is.

ALEX: It looks as if all these schools are magnets for industrial companies, right?

NELSON: Exactly. Incidentally, for today's high-tech industries, proximity to raw materials is not so important as it was in the past. The business spirit now seems to flourish best near universities.

Here industrial companies can find research help for their projects. In addition, discoveries made in university laboratories often find a commercial application in new products. Well, here we are.

This is your hotel.

high-tech – high technology – the term is often applied to a broad variety of enterprises from complex electronics to the application of high-tech devices.

R and D – research and development

Lockheed Aircraft Corporation (Lockheed) – Burbank, Ca. One of the largest corporations that produces commercial and military aircraft, missiles, etc.

Douglas Aircraft Company – Santa Monica, Ca., produces aircraft, missiles, computer technology.

Livermore Laboratory – operated by California University (CU0, located in the city bearing that name near Oakland. Field of R and D: research in instrumentation and data acquisition systems to support solar heating system research, etc.

The Pentagon – headquarters of the Department of Defence.

The Bay Area – San Francisco region (including Berkeley, Oakland, etc.) centred around the Bay.

RAND Corporation – (RAND stands for: R = research, An = AN(d), D = development). Its activities range from global military strategy to problem solving in the areas of science and technology, economy, etc.

University of Southern California (USC) – Los Angeles, Calif., founded in 1880, private.

Jet Propulsion Laboratory – Pasadena, Calif. Government contract research facility operated for National Aeronautics and Space Administration (NASA). Supported by the US government. Principal fields of research: physics, propulsion, electronics, communications, etc.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What area in California is known for the biggest concentration of scientists and engineers and how important is Los Angeles? 2. When did aircraft production get under way in California? 3. What well-known firms and corporations are located here? 4. How can you explain the ties formed between the Federal government, the aircraft plants and the state's universities? 5. Why is L.A. called America's aerospace capital? 6. What do the letters RAND stand for? 7. What California's universities are ornaments in the country's higher education? 8. Which of these institutions is known as the MIT of the West? 9. Why do industrial firms tend to cluster near universities?



DIALOGUE

SILICON VALLEY

Nelson's close friend, Fred Melville, a businessman, had a small private plane and he invited Alex and Nelson to spend a weekend in Nevada, the place where he grew up. "I've got a wonderful idea", he said. "Let's get away this weekend you'll be able to see some of Nevada, Alex.

I'm going to visit my parents in my plane". Alex said he had never travelled in a small private plane. "Well, there's a first time for everything", Fred Melville answered. "I'm sure you'll enjoy seeing new places and meeting my old folks", he added. "I bet they've never seen a man from Ukraine. It'll be quite an experience for them. We'll fly from here on Friday at noon, spend all Saturday at my folk's place and be back on Monday, okay?"

Alex accepted the invitation and the next day they took off in the afternoon. After they had been in the air for about two hours Nelson said, "Look, we're crossing the Colorado River, this is a point where three states meet – California, Nevada and Arizona". They landed in a little town in Nevada.

Melville brought them to his parents' home. It was a beautiful ranch. The house was a one-story brick structure surrounded by trees. Here they spent the weekend and had a lot of time to relax and talk.

NELSON: I know you're leaving for San Francisco in two days. How long are you going to stay there?

ALEX: Four days or so. I'm going to Berkeley, then Stanford University which is in Palo Alto. Those places aren't far from the city, are they?

NELSON: Berkeley is just across the Bay, nine mi. from the city, and Stanford is also within an hour's ride of downtown San Francisco. No wonder you're going to Berkeley. Of the nine U.C. campuses it is the brightest light in the U.C. system, I think.

ALEX: They say the city's charm lies in its geographical compactness.

NELSON: Yes, the water surrounds the city on all three sides and the Pacific Ocean actually comes up to it. And the Golden Gate Bridge and the Oakland Bay Bridge are wonders, of course.

By the way, make a point of visiting San Jose, the centre of "Silicon Valley". It is called so due to high-tech semiconductor and other electronics firms and information industries including the national leaders like IBM, Hewlett Packard, Lockheed Missile and Space and lots of others.

ALEX: I think California is a land of incredible creativity... By the way, I was wondering about Silicon Valley. What is it like? One hears such a lot about its electronics firms and their attempts to fight the Japanese assault on the American semiconductor industry.

NELSON: It is actually a narrow strip of land forty mi. south of San Francisco generating and producing new technology. It's one of the hottest high-tech areas in the country and it continues to expand. The valley has developed a sophisticated infrastructure that makes it easy to start a new company through subcontracts. Silicon Valley has also produced its own life-style and a lot of problems which are hard to solve.

ALEX: Such as?

NELSON: The fever to get rich has induced what we call workaholism. It motivates greed in people. Workweeks of fifty hours and more are standard and a lot of residents complain that job stress damages their home life. Silicon Valley is really two worlds. There's the world of the Yuppie, the programmer, the manager – affluent people doing interesting things. The other world is that of the production worker. They're mostly women, half of them minorities who earn not much more than minimum wages. They perform jobs such as inserting components in printed circuit boards – tasks that can be automated except that humans are still cheaper than robots.

The future of Silicon Valley's blue-collar workers is unclear. Within two years, they may be expected to lose their jobs. They're often like migrant agricultural workers travelling from one semiconductor "field" to another. Partly due to this mobility, attempts to unionize them have failed.

Then there's this housing problem.

Basically, it's like this: in high technology industry, since until recently the factories have been thought to be clean, the well-to-do would rather live close to their place of work. With the cost of living, especially housing, being very high, production workers can't afford to live near their work, so they have to commute and get stuck in the traffic jams of Silicon Valley highways.

Incidentally, Silicon Valley has its own distinctive form of crime, because an ordinary suitcase can carry 1 mln. dollars in computer chips. These stolen chips, which may be untested or defective, often end up being sold on the "gray market".

ALEX: Are the workers' wages high?

NELSON: Well, here's a typical scenario: one day a twenty-year-old genius makes a lot of money and the next, 500 workers lose their jobs as last year's hottest computer becomes this year's flop. Then there's a population problem. Those neat, white-roofed campus-style buildings produce little visible pollution. Residents of Silicon Valley near one of the semiconductor plants started noticing, however, that there's leakage of toxic solvent into the ground. So the worst damage may be invisible.

The water is badly contaminated. However, if toxic leaks can be contained, the skyrocketing cost of living in this area cannot be.

ALEX: I see that Silicon Valley has to cope with a lot of problems.

NELSON: Very much so. The trouble is – this society is technology driven. Technology is so respected and honoured that sometimes there's not enough respect for the other human aspects of life.

Nevada – state; capital Carson City.

Arizona – state; capital Phoenix.

Palo Alto – city in California.

Golden Gate Bridge joins San Francisco with the peninsula section in the north. **Oakland Bay Bridge** connects the peninsular city of San Francisco with communities across the Bay.

San Jose – city in California.

IBM – International Business Machines Corporation handling systems, equipment and devices. Rates first in the production of computers.

Hewlett Packard – Palo Alto. Electronics Instruments Corporation.

Yuppies – Young urban professionals.

Minorities – racial, religious, ethnic groups smaller than and different from the larger, controlling group in a community, nation, etc.

blue-collar workers (from the colour of many work shirts) – industrial, especially semi-skilled and unskilled workers (often: blue-collars); **white-collar workers** (from the formally typical white shirts worn by such workers) – professional workers usually salaried, employed in work not essentially manual (often: white-collars).

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. Where is Silicon Valley situated? 2. What do the words "Japanese assault on the American semiconductor industry" mean? 3. In what way does the work performed by the production workers differ from what is done by managers, programmers, etc.? 4. Why are the blue-collar workers compared to the agricultural workers? 5. Does Silicon Valley have to cope with a lot of problems?



OREGON

For more than 150 years, Oregon has sparkled in the American imagination like the pot of gold at the end of the rainbow. It is a land where countless Americans have believed their dreams would come true. During the 19th century, mere rumours of the territory's incredible fertility were enough to induce "Oregon fever". Thousands of land-poor pioneers travelled 2,000 mi. across the wilds of American West. Those who survived learned happily that most of the rumours were true.

The Willamette Valley was an agricultural heaven. The winters were mild, the rain was gentle, and the soil was among the richest in North America. They also learned that Oregon was one of the West's most diverse territories. Although the Willamette Valley was an agrarian dream, to get there, one had to cross the Snake River gorge, the Blue Mountains, and the trackless high desert east of the looming Cascade Range. The Cascade Range runs the entire length of the state from the Columbia River to the California border. Pacific storms, unable to rise above the range, drop most of their moisture on the coastal lowlands to the west. Plant life grows profusely here.

But east of the Cascades, where the mountains block the reach of moist Pacific air, the landscape changes to sagebrush deserts, wind-scored canyons, and rugged hills.

The image most Americans have of Oregon, however, can be summed up in one word: trees. Nearly half of Oregon's land area is covered by dense forests that make the state America's leading producer of timber. Along the coast, the towering Sitka spruce reigns supreme, Cedar, noble fir, and California laurel cover the western Cascades. However, Oregon's most valuable and widely planted tree is the Douglas fir, which grows throughout the western part of the state. It is a true giant of the forest, rising from a thick base to more than 200 feet, or about the height of a 10-story building.

Oregon's forests are even more impressive when one considers the effort that has been required to preserve them. Public sentiment for ecological preservation is strong in Oregon. It was the first state to impose heavy fines for littering, ban the use of nonreturnable beverage bottles; prohibit the storage of nuclear waste. Protective legislation enacted in 1913 and 1967 has maintained the beauty of the 296-mile Oregon coast much as it was when Spanish explorers first navigated its treacherous waters in the 16th century. In 1859, Oregon entered the Union as the 33rd state.

Its motto: She Flies with Her Own Wings. Its nicknames: Beaver State, Hardcase State, Pacific Wonderland, Sunset State, Valentine State, Webfoot State.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



WASHINGTON

Like neighbouring Oregon, Washington is divided by a mighty mountain range into two quite different worlds: lush alpine landscapes to the west; semiarid plains and hills to the east.

The Cascade Range forms this great divide, running from north to south in a broad band of tall peaks, glacial lakes, and thickly wooded valleys. As the great range moves southward it becomes less rugged. Crowning the southern Cascades is the glacier-clad volcano that Washingtonians simply call the Mountain. Two more volcanoes punctuate the southern Cascades.

The world west of the Cascades is moist and green, a place of huge trees and legendary lumberjacks. It was here that pioneers first settled.

Once part of Oregon Territory, this timberland bore its first real wave of white settlement when "Oregon fever" swept the country in the 1840's. Most pioneers made their way to the bountiful Willamette Valley, but some ventured north of the Columbia River into the fertile, wooded lowlands.

Here they milled hemlocks and Douglas firs from forests that a railroad agent described as "surpassing the woods of all the rest of the globe in the size, quantity and quality of the timber."

In 1852, the northerners petitioned Congress to form a separate territory north and west of the Columbia. Congress granted the petition in 1853, extended the eastern boundary of the new territory to the Rocky Mountains, and named it after the nation's first president. The vast estuary known as Puget Sound is still the centre of Washington life today. Its eastern shore – some 75 mi. of it – is an unbroken chain of cities and towns linked to Seattle, the Northwest major port.

The parched land east of the Cascades was less than idyllic. Pioneers on the Columbia Plateau had no bounty of timber and salmon, or even rain. The first eastern settlers clustered where the relatively moist soil along the Columbia River was suitable for small farms. But those who followed were relegated to the drier reaches of the plain. Eventually the arid Columbia Plateau bloomed, transformed by irrigation into a self-proclaimed Inland Empire, with Spokane as its designated Queen City. Where once no trees grew, apple orchards and wheat fields now stretch to the endless horizon.

It is a sight as beautiful in its own way as the more familiar Washington that lies west of the great mountain divide. Washington joined the Union in 1889 as the 42nd state. Its motto: By and By.

Its nickname: Evergreen State.



ALASKA

Alaska, wild and immense, is one of the planet's treasures - a vast landscape of cloud-swept peaks, deep blue lakes, and mammoth glaciers. Between its mountain ranges stretch endless forests and tundra plains. The size of this state is legendary: twice as big as Texas, its area is almost one-fifth that of the other 49 state combined. Yet Alaska is home to fewer than 600,000 people, more than half of whom are concentrated in two urban centres, Anchorage and Fairbanks.

For travellers who approach Alaska from the part of the U.S., the state begins with the protected waterways and forested mountains of the southeastern panhandle. Carved from the western edge of Canada, this rugged strip contains more than 1,000 islands of every size. This part of the state is rain country. Saturated winds from the Pacific bring constant clouds and rains.

Far to the West, across the Gulf of Alaska, the barren Aleutian Islands stretch more than a thousand mi. across the northern Pacific, remnants of the land bridge that once connected North America to Asia. Scattered among the islands are villages of the Aleut people.

Inland from Anchorage is a great mountain wall, the Alaska Range. Alaska's immense interior stretches off to the north, extending to the ice-bound Brooks Range. This is a land of clear skies and vast horizons. Mightiest of the rivers is the Yukon, which flows nearly 2,000 mi. from northern Canada to the Bering Sea.

Jack London described the Yukon in "The Call of the Wild", when it was peopled with hunters, trappers, and prospectors. Few people outside Alaska had heard of the North Slope until 1968, when oil was discovered there. Today a huge industrial complex stands on the shore of Prudhoe Bay.

Life here is hard. The sun sets in mid-November and does not reappear until late January, and the sea becomes a continent of ice. In wintertime, the thermometer may drop to 44 below zero and bitter cold drives people indoors for weeks on end. 80% of Alaska's terrain is permanently frozen.

The Yupik and Inupiaq Eskimos, who live on the coasts of the Bering Sea and Arctic Ocean, have almost 100 words for sea ice. Alaska joined the Union in 1959 as the 49th state.

Its motto: North to the Future. Its nicknames: Great Land, Land of Midnight Sun, Last Frontier.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



HAWAII

More than 2,000 mi. from the nearest continent and not even part of North America, Hawaii is the newest state both historically and geologically. Islands are being added to the 1,500-mile chain of 132 islands in a thrilling process of creation that can actually be observed.

New, isolated, and on the same latitude as central Mexico, Hawaii is a tropical paradise, seductive and exotic. Plants and animals native to the islands are found nowhere else on earth, while some introduced species have taken on strange forms.

The inhabitants are relative newcomers, too. About A.D. 300, a group of Polynesians arrived at these remote strings of islands, and according to tradition named them after their homeland Hawaiki, but called them affectionately Ke Ao Nani ("The Beautiful World").

Mln.s of years ago the Hawaiian Islands erupted from a hot spot on the Pacific Ocean floor.

Layers of lava rose over time, formed undersea mountains, and 70 mln. years ago emerged from the sea as fiery volcanoes. They spread out in a line, northwest to southeast more than 1,500 mi. from end to end. The eight major islands constitute the state of Hawaii. Hawaii the Big Island, lends its name to the entire state. Because of its geographical diversity, some parts of the island are drenched by constant rainfall while others are almost as dry as. The Big Island is largely agricultural.

Oahu is nicknamed the Gathering Place for its large population which is more than 800,000 today. Honolulu, on the southeastern coast, is the state's largest city capital, and business centre.

While much of the island is a modern metropolis with urban skyscrapers, and interstate highways, Oahu retains its tropical allure. Diamond Head, the extinct volcano is Hawaii's most familiar landmark. Off Waikiki Beach are the waters where ancient Hawaiians developed the sport of surfing to an art and, 20th-century Hawaiians continue the search for the perfect wave.

Kauai, the Garden Island, is known for its lush vegetation, the result of a potent mixture of sunshine and rainfall. It was here that Captain Cook first anchored and came ashore in Hawaii.

Niihau, the Forbidden Island, is owned by a family who operate it as a cattle and sheep ranch.

All outsiders are barred and the Hawaiian language and culture are preserved. Maui, the Valley Island, was formed from two volcanoes, connected by an isthmus, the "valley" in its nickname.

Molokai, the Friendly Island, adopted its nickname, not just because its people are friendly, but to bury its past. It was here during, the 1860's, that the government started shipping leprosy patients into exile. The recent history is dominated by the saintly figure of Father Damien, a Belgian priest who volunteered in 1873 to serve the colony, knowing well that he might catch the disease himself.

That is exactly what happened and Father Damien died in 1889. Hawaii entered the Union in 1959 as the 50th state. Its motto The Life of the Land Is Perpetuated in Righteousness. Its nicknames: Aloha State*, Paradise of the Pacific, Pineapple State.

* **Aloha State** - hospitable state

Exercise 1. Choose the keywords that best convey the gist of the information.



HAWAII'S HISTORY

The Hawaiian Islands are volcanic. Volcanoes on the floor of the Pacific grew as a result of eruptions and finally appeared as islands above the ocean's surface.

Even today a new Hawaiian island is being formed, although this island won't be visible for another 10,000 years! The Hawaiian Islands are remote: the nearest land is 2,500 mi. away. Yet, as early as 300 A.D., ancient Polynesians, who were skillful navigators, migrated to Hawaii

Hawaii's first contact with the West wasn't until 1778, when it was "discovered" by English explorer James Cook. The early 1800s brought great changes. First, Kamehameha, a powerful chief, unified the islands of Hawaii by defeating the other chiefs. He established a monarchy and proved to be a good king. Second, Protestant missionaries from the USA came to Hawaii.

On the positive side, the missionaries applied the alphabet to Hawaiian and soon taught the people to read and write. On the negative side, the missionaries disapproved of Hawaiian culture and did much to discourage it. There was also a more direct threat to Hawaiian culture: exposure of the population to new diseases. Hawaii's native population dropped from around 300,000 in 1800 to less than 100,000 in 1860. The most feared disease was leprosy. People with leprosy were taken from their home to the island of Molokai, from which they never returned.

In 1848, the land, which had belonged to the king, was divided up. *Haoles*, the Hawaiian word for foreigners, could now own land, as could Hawaiians. Foreigners soon had large sugarcane plantations.

These plantations required a lot of labor. Workers came from China, and then from Japan, the Philippines, Portugal, and elsewhere. Many workers stayed. There was growing disagreement between the economically powerful *haoles* and the Hawaiian monarchy. The *haoles* wanted political reforms and obtained some of them. Then, in 1893, Queen Liliuokalani tried to restore power to the monarchy.

The *haoles* overthrew her and set up a government. The *haoles* were mostly Americans, and they wanted the United States to annex Hawaii. The United States at first refused but soon found itself in need of a military base in the Pacific. In 1900 Hawaii was annexed.

In December 1941, the Japanese surprise attack on the naval base at Pearl Harbor, Hawaii brought the United States into World War II.

In 1959, Hawaii was made the 50th state. Just as important, the first jet landed in Hawaii.

With quicker, cheaper travel, Hawaii's tourist industry boomed.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Fill in the blanks with the correct words from the list.

variety, sparsely, financial, picturesque, distinct, economically, breeding, densely, common, indented.

1. Geographically, historically and _____ the Mid-Atlantic States are quite different from one another. 2. Maryland has much in _____ with the American South. 3. New York City is the nation's _____ centre. 4. The Mid-Atlantic region is _____ populated. 5. Economically, historically and culturally, the South is a _____ region. 6. The Southwest is characterized by geographical _____ : from humid lands in eastern Texas to mountains and deserts in Arizona and New Mexico. 7. Cattle _____ is an important part of the Southwest's economy. 8. The Rockies have many peaks and _____ valleys. 9. The Rocky Mountain region is very _____ populated. 10. The coastline of the Pacific Northwest is greatly _____.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 4. Answer the questions.

1. What eight regions is the territory of the USA historically divided into? 2. How many states are there in the USA? 3. What part of the USA is most like “old” England? 4. Why does the Mid-Atlantic region play an important role in the USA? 5. What is the economy of the South based on? Why? 6. What did the conflicts between the North and the South lead to in 1861? 7. What old traditions has the South preserved? 8. Why is the Midwest an economically important region? 9. What three smaller regions can the Midwest be subdivided into? 10. What geographical features is the Southwest characterized by? 11. What is the Southwest rich in? 12. What is an important part of the Southwest’s economy besides mining? 13. Why do the Rocky Mountains have steep slopes, high peaks and deep valleys? 14. What is the population of the Rocky Mountain region engaged in? 15. What is the Pacific Northwest noted for? 16. Which are the two important ports for trade with Asia? 17. Where are they situated? 18. Which is one of the largest and most populated states of the country?



UNIT IX. THE CAPITAL OF THE USA

THE RESIDENCE OF THE PRESIDENT & CONGRESS

Washington, the capital of the USA of America, is situated on the Potomac River in the District Columbia. The district is a piece of land ten mi. square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America.

The capital owes much to the first President of the USA – George Washington. It was George Washington, who chose the place for District and laid in 1790 the corner stone of the Capitol, where Congress sits. Washington is not the largest city in the USA. It has a population of 900 000 people.

Washington is a one-industry city. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper.

The city's main output is laws and government decisions. Besides, Washington is the residence of the President and Congress of the USA.

The Capitol. The building got its name from the temple in Rome. The word is also applied now in some states to the state houses. The Capitol consists of a central building crowned by a great dome and connected at each end by galleries with a large wing, one of which contains the Senate Chamber, and the other – the Hall of Representatives. Beneath the dome is a monumental hall called the Rotunda, adorned with works of art relating to American history.

Washington is generally rather flat, but the Capitol Building sits on a modest hill, looking down over the Mall, a long expanse of green stretching to the Washington Monument and beyond, bordered by a number of museums and art galleries. The White Hall is the President's residence.

All American presidents except George Washington (the White House was not yet built in his time) have lived in the White Hall. It is a two-storied building which was built in 1799.

The public is admitted during specified hours to a portion of the first floor: the Green Room; the Blue Room, where ambassadors and ministers of foreign countries are received and diplomatic functions held; the State Dining Room, where as many as 54 persons can sit at a table; and the East Room, used for public receptions. In the popular use and in the press, the White House applies not only to the residence of the President, but to the office of the Presidency itself. The press, for example, frequently refers to the White House in terms such as this: "White House reaction was..."

The Oval House – the President's Office – is in the west wing of the White House. It is also used figuratively, meaning the "US Presidency". Not far from the Capitol there is the Washington Monument, which looks like a very big pencil. It rises 160 meters and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a beautiful view of the whole city.

The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial is devoted to the memory of 16th president of the USA, the author of Emancipation Proclamation, which gave freedom to Negro slaves in America.

The Lincoln Memorial is set high on an artificial plateau at the end of the Mall. It is a big temple in Greek style with 36 marble columns to represent the states in the union at Lincoln's death. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World War I and II are buried there too.

The Thomas Jefferson Memorial is a memorial to the third President of the USA.

Thomas Jefferson (1743-1826) is considered the founder of the Democratic Party; Jefferson's birthday, April 13, is a legal holiday in Alabama, Missouri and Virginia.

It occasionally celebrated elsewhere, especially by Democratic Party groups.

Washington is a large scientific and cultural centre. There are five universities, a lot of research institutes, the National Academy of Sciences and the Library of Congress. The Library of Congress – "the biggest existing library", you are told, – contains more than 13 mln. books in various languages, more than 19 mln. manuscripts, including the personal papers of all but the more recent presidents and many other items, such as maps, prints, recordings and musical scores.

The Library serves the Congress, the entire governmental establishment and the public at large. The law of 1870 makes it obligatory to send to the Library two copies of every American book, newspaper or any other published item.

Among its well-known buildings is Pentagon, the residence of the US Military department. Its shape is five-sided (hence the name Pentagon). The Pentagon is often used as a symbolic reference for the armed forces high command. One season has to be seen – Washington's cherry-blossom time.

Several thousand of these cherry-trees were given to Washington in 1912 by the City of Tokyo.

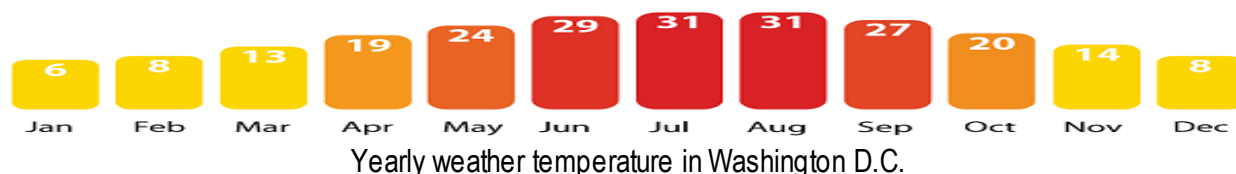
When they flower – in early April – the whole city draws its breath and drinks them in for almost exactly 12 days: give or take a day that is how long cherry-blossom time lasts. It is the one Washington thing that owes nothing to protocol or to press conference or to power; it is possibly the one thing in Washington that is not manipulated by the Pentagon or privilege; it just happens.

A huge fuss is made of the occasion, to be sure, with Cherry-Blossom Queens and similar trappings. It is indeed Washington's wonderful season, possibly because it is the one occasion in the natural cycle of this city that has nothing to do with its politics and politicians.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Yearly weather temperature in Washington D.C.

WASHINGTON D. C.

During the War of Independence and for some period after the Congress held its sessions in different cities (three times in Philadelphia and one time in New York), not one of them being able to assert its right to serve as a permanent capital of the country. This constant moving from place to place was, of course, very inconvenient and at the 1789 session of the Congress careful consideration was given to the question of providing a permanent seat for the Government.

President George Washington, in whose honour the capital was named, picked out the spot that included the old tobacco-trading Potomac River port of Georgetown, not far from George Washington's own home of Mount Vernon. The Congress approved the choice.

The city belongs neither to the North nor to the South. It is too far north to escape the snows and too far south ever to be prepared for them, a neutral, in-between place of mixed styles and uncertain tastes, where the magnolias bloom in the slush.

Washington is humid year round because it sits between two rivers, the Potomac and Anacostia.

During summer hot spells, the combination of heat and humidity can occasionally be almost overpowering. By contrast, Washington's winters are not severe, although they can be damply chill.

Washington shares the sweaty summers of Louisiana and the windy cold of the Northwest.

Pierre L'Enfant, a French architect who had served in the Continental Army, was entrusted with designing the capital. According to his plan, the city was to be laid out in rectangular blocks created by streets intersecting at right angles, with two great focal points – the Capitol (housing the Congress) and the Executive Mansion (the home of the President and the seat of his administration). A number of long avenues, radiating from various centres, made distant parts of the city easy to access.

The early years of the capital's development were not easy. In 1800 when the Government moved there, the city had only 109 brick and 263 frame houses and the population had barely reached 3,000. In 1812 during the Anglo-American War the British soldiers captured Washington and burned many public buildings, among these the Capitol, the Library of Congress and Executive Mansion.

The latter was subsequently painted white to conceal the marks of the fire and soon became known as the "White House", though this did not come into official use until the early 1900.

Before the Civil War Washington grew rather slowly and for a long time was more like a provincial town. Life became a bit livelier only when the Congress was in session.

After 1865, however, business and commerce started developing on a larger scale and the population jumped from 61,000 to 250,000. This quick growth continued throughout the late 19th and the first half of the 20th century so that in 1950 Washington's population reached 802,000.

Then a certain decline was witnessed and by 1980, the capital's population fell to 637,650.

The city's skyline is dominated by the Capitol and the Washington Monument – a 550-foot obelisk erected in George Washington's memory in 1888.

There are monuments to Thomas Jefferson and many others outstanding public figures.

The most impressive of them is, no doubt, the Lincoln Memorial.

The murdered President is represented seated in a big armchair in the centre, deep in thought.

The sculptor, Daniel French, has managed to convey the mental and physical strength of this great American, his confidence in the people had safely brought through the bloody conflict.

Another point of general attraction is the Arlington National Cemetery where Pierre L'Enfant, the architect who had planned Washington and the murdered Kennedy brothers are buried.

The city of Washington with its wide, tree-shaded thoroughfares and open vistas has many other imposing public buildings besides those that have already been mentioned. One of these is a red-stone one with numerous turrets and battlements in medieval style.

It houses the Smithsonian Institution – an establishment for the "increase and diffusion of knowledge among men", the mission it carries through several series of publications, distributed free to libraries and learned societies as well as through extensive correspondence.

It maintains a library, consisting mainly of transactions of learned societies.

It is in charge of the National Museum of History and Technology, the National Gallery of Art, the National Collection of Fine Arts, etc. In 1968 massive racial riots following the murder of Martin Luther King shook the capital. Washington had already had a black majority by that time (67%).

During the April riots of 1968, which lasted about a fortnight, many private houses and offices were burned down. The economic losses exceeded \$27 mln.

The external signs of those explosive times have been obliterated, damaged houses rebuilt, several dozen new ones erected. A greater number of black children graduate from high schools now.

Yet most of the blacks still live in the crowded central regions of the city while the well-to-do whites and some well-to-do blacks (businessmen, Government officials, etc.) reside in the green suburbs and in the adjacent countryside.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Fill in the blanks with the correct words from the list:

smog, link, forty-niners, cress-crossed, earthquake, markets, spacious, unique, mansions, beaches.

1. The capital city Washington D.C. is _____ by broad avenues which meet in _____ squares and circles. 2. New Orleans has taken elements of many cultures and created its own _____ culture. 3. Waterways made Chicago a natural _____ between the products of the Midwest and _____ of the East. 4. Though mi. from any ocean, Chicago is famous for its _____. 5. _____ who came to California by ship passed through San Francisco. 6. In 1906 San Francisco was hit by a destructive _____. 7. The Beverly Hills area is famous for its _____ and high-priced shops. 8. Very often the sunshine in Los Angeles is hidden by _____.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



WASHINGTON

Washington, D.C., formally the District of Columbia and commonly referred to as Washington, "the District", or simply D.C., is the capital of the USA.

The signing of the Residence Act on July 16, 1790, approved the creation of a capital district located along the Potomac River on the country's East Coast. As permitted by the U.S. Constitution, the District is under the exclusive jurisdiction of the Congress and is therefore not a part of any U.S. state.

The states of Maryland and Virginia each donated land to form the federal district, which included the pre-existing settlements of Georgetown and Alexandria.

Named in honour of George Washington, the City of Washington was founded in 1791 to serve as the new national capital. Congress returned the land originally ceded by Virginia in 1846 and created a single municipal government for the remaining portion of the District in 1871.

Washington, D.C., had an estimated population of 632,323 in 2012, the 24th most populous place in the USA. Commuters from the surrounding Maryland and Virginia suburbs raise the city's population to more than 1 mln. during the workweek. The Washington Metropolitan Area, of which the District is a part, has a population of 5.7 mln., the 7th-largest metropolitan area in the country.

The centres of all three branches of the federal government of the USA are in the District, including the Congress, President, and Supreme Court.

Washington is home to many national monuments and museums, which are primarily situated on or around the National Mall. The city hosts 176 foreign embassies as well as the headquarters of many international organizations, trade unions, non-profit organizations, lobbying groups, and professional associations. A locally elected mayor and 13-member council have governed the District since 1973; however, the Congress maintains supreme authority over the city and may overturn local laws. The District has a non-voting, at-large Congressional delegate, but no senators.

The Nacotchtank people had largely relocated from the area by the early 18th century.

In his "Federalist № 43", published January 23, 1788, James Madison argued that the new federal government would need authority over a national capital to provide for its own maintenance and safety. Five years earlier, a band of unpaid soldiers besieged Congress while its members were meeting in Philadelphia. Known as the Pennsylvania Mutiny of 1783, the event emphasized the need for the national government not to rely on any state for its own security.

Article one; Section Eight of the USA Constitution therefore permits the establishment by cession of particular states, and the acceptance of Congress, becomes the seat of the government of the USA." However, the Constitution does not specify a location for the capital. In what is now known as the Compromise of 1790, Madison, Alexander Hamilton, and Thomas Jefferson came to an agreement that the federal government would pay each state's remaining Revolutionary War debts in exchange for establishing the new national capital in the Southern USA.

Exercise 1. Digest the information briefly in English.

Exercise 2. Make notes of your new knowledge about Washington.

Exercise 3. Answer the questions.

1. What is the capital of the USA? 2. Is the District under the exclusive jurisdiction of the Congress and therefore not a part of any U.S. state? 3. When was the city founded? 4. Who was the city named after? 5. What raises the city's population to more than 1 mln. during the workweek? 6. Washington is home to many national monuments and museums, isn't it? 7. What amendment grants the district three electoral votes in presidential elections? 8. Who came to an agreement that the federal government would pay each state's remaining Revolutionary War debts? 9. What did James Madison argued in 1788? 10. What event known as the Pennsylvania Mutiny of 1783 is like? 11. What has governed the District since 1973? 12. How did Washington become the seat of the government of the USA?

FOUNDATION OF WASHINGTON

On July 9, 1790, Congress passed the Residence Act, which approved the creation of a national capital on the Potomac River. The exact location was to be selected by President George Washington, who signed the bill into law on July 16.

Formed from land donated by the states of Maryland and Virginia, the initial shape of the federal district was a square measuring 10 mi. (16 km) on each side, totalling 100 mi² (260 km²).

Two pre-existing settlements were included in the territory: the port of Georgetown, Maryland, founded in 1751, and the city of Alexandria, Virginia, founded in 1749.

During 1791-92, Andrew Ellicott and several assistants, including a free African American astronomer named Benjamin Banneker, surveyed the borders of the federal district and placed boundary stones at every mile point. Many of the stones are still standing. A new "federal city" was then constructed on the north bank of the Potomac, to the east of Georgetown.

On September 9, 1791, the three commissioners overseeing the capital's construction named the city in honour of President Washington. The federal district was named Columbia, which was a poetic name for the USA commonly in use at that time. Congress held its first session in Washington on November 17, 1800.

Congress passed the Organic Act of 1801, which officially organized the District and placed the entire territory under the exclusive control of the federal government.

Further, the unincorporated area within the District was organized into two counties: the County of Washington to the east of the Potomac and the County of Alexandria to the west.

After the passage of this Act, citizens living in the District were no longer considered residents of Maryland or Virginia, which therefore ended their representation in Congress.

On August 24-25, 1814, in a raid known as the Burning of Washington, British forces invaded the capital during the War of 1812. The Capitol, Treasury, and White House were burned and gutted during the attack. Most government buildings were repaired quickly; however, the Capitol was largely under construction at the time and was not completed in its current form until 1868.

In the 1830s, the District's southern territory of Alexandria went into economic decline partly due to neglect by Congress. Alexandria was a major market in the American slave trade and residents feared that abolitionists in Congress would end slavery in the District, further depressing the economy. Alexandrians petitioned Virginia to take back the land it had donated to form the District; a process known as retrocession. The state legislature voted in February 1846 to accept the return of Alexandria and on July 9, 1846, Congress agreed to return all the territory that had been ceded by Virginia.

Therefore, the District's current area consists only of land donated by Maryland.

Confirming the fears of pro-slavery Alexandrians, the Compromise of 1850 outlawed the slave trade in the District, although not slavery itself. The outbreak of the American Civil War in 1861 led to notable growth in the District's population due to the expansion of the federal government and a large influx of freed slaves. President Abraham Lincoln signed the Compensated Emancipation Act in 1862, which ended slavery in the District of Columbia and freed about 3,100 enslaved persons, nine months prior to the Emancipation Proclamation. In 1868, Congress granted the District's African American male residents the right to vote in municipal elections.

By 1870, the District's population had grown 75% from the previous census to nearly 132,000 residents. Despite the city's growth, Washington still had dirt roads and lacked basic sanitation. Some members of Congress suggested moving the capital further west, but President Ulysses S. Grant refused to consider such a proposal. Congress passed the Organic Act of 1871, which repealed the individual charters of the cities of Washington and Georgetown, and created a new territorial government for the whole District of Columbia. President Grant appointed Alexander Robey Shepherd to the position of governor in 1873. Shepherd authorized large-scale projects that greatly modernized Washington, but ultimately bankrupted the District government.

In 1874, Congress replaced the territorial government with an appointed three-member Board of Commissioners. The city's first motorized streetcars began service in 1888 and generated growth in areas of the District beyond the City of Washington's original boundaries.

Washington's urban plan was expanded throughout the District in the following decades. Georgetown was formally annexed by the City of Washington in 1895.

However, the city had poor housing conditions and strained public works. Washington was the first city in the nation to undergo urban renewal projects as part of the "City Beautiful movement" in the early 1900s. Increased federal spending as a result of the New Deal in the 1930s led to the construction of new government buildings, memorials, and museums in Washington.

World War II further increased government activity, adding to the number of federal employees in the capital; by 1950, the District's population reached its peak of 802,178 residents.

The 23rd Amendment to the USA Constitution was ratified in 1961, granting the District three votes in the Electoral College for the election of president and vice president, but still no voting representation in Congress. After the assassination of civil rights leader Dr. Martin Luther King, Jr., on April 4, 1968, riots broke out in the District.

The riots raged for three days until more than 13,600 federal troops stopped the violence.

Many stores and other buildings were burned; rebuilding was not completed until the late 1990s. In 1973, Congress enacted the District of Columbia Home Rule Act, providing for an elected mayor and 13-member council for the District. In 1975, Walter Washington became the first elected and first black mayor of the District.



On September 11, 2001, terrorists hijacked American Airlines Flight 77 and deliberately crashed the plane into the Pentagon in nearby Arlington, Virginia. United Airlines Flight 93, believed to be destined for Washington, D.C., crashed in Pennsylvania when passengers tried to recover control of the plane from hijackers. Washington, D.C., is located in the mid-Atlantic region of the U.S.

The Potomac River forms the District's border with Virginia and has two major tributaries: the Anacostia River and Rock Creek. The Chesapeake and Ohio Canal starts in Georgetown and was used during the 19th century to bypass the Great Falls of the Potomac River, located upstream (northwest) of Washington at the Atlantic Seaboard fall line. The District has 7,464 ac (30.21 km²) of parkland, about 19% of the city's total area and the second-highest percentage among high-density U.S. cities. The National Park Service manages most of the 9,122 ac (36.92 km²) of city land owned by the U.S. government. Rock Creek Park is a 1,754-ac (7.10 km²) urban forest in Northwest Washington, which extends 9.3 mi. (15.0 km) through a stream valley that bisects the city. Established in 1890, it is the country's fourth-oldest national park and is home to a variety of plant and animal species including raccoon, deer, owls, and coyotes.

Washington is in the humid subtropical climate zone and exhibits four distinct seasons. Its climate is typical of Mid-Atlantic U.S. areas removed from bodies of water.

The District is in plant hardiness zone near downtown, indicating a temperate climate. Spring and fall are warm, while winter is cool with annual snowfall averaging 15.5 inches (39 cm). Winter temperatures average around 38 °F (3.3 °C) from mid-December to mid-February.

Summers are hot and humid with a July daily average of 79.8 °F (26.6 °C) and average daily relative humidity around 66%, which can cause moderate personal discomfort. The combination of heat and humidity in the summer brings very frequent thunderstorms, some of which occasionally produce tornadoes in the area. Blizzards affect Washington on average once every four to six years.

The most violent storms are called "nor easters", which often affect large sections of the U.S.

Hurricanes occasionally track through the area in late summer and early fall, but are often weak by the time they reach Washington, partly due to the city's inland location. Flooding of the Potomac River, however, caused by a combination of high tide, storm surge, and runoff, has been known to cause extensive property damage in Georgetown.

Washington, D.C., is a planned city. In 1791, President Washington commissioned Pierre (Peter) Charles L'Enfant, a French-born architect and city planner, to design the new capital.

The L'Enfant Plan featured broad streets and avenues radiating out from rectangles, providing room for open space and landscaping. He based his design on plans of cities such as Paris, Amsterdam, Karlsruhe, and Milan brought from Europe by Thomas Jefferson in 1788.

L'Enfant's design also envisioned a garden-lined "grand avenue" approximately 1 mi (1.6 km) in length and 400 ft (120 m) wide in the area that is now the National Mall.

By the early 1900s, L'Enfant's vision of a Grand National capital had become marred by slums and randomly placed buildings, including a railroad station on the National Mall. Congress formed a special committee charged with beautifying Washington's ceremonial core. What became known as the McMillan Plan was finalized in 1901 and included re-landscaping the Capitol grounds and the National Mall, clearing slums, and establishing a new city-wide park system.

The plan is thought to have largely preserved L'Enfant's intended design. By law, Washington's skyline is low and sprawling. The federal Heights of Buildings Act of 1910 allows buildings that are no taller than the width of the adjacent street, plus 20 feet (6.1 m). Despite popular belief, no law has ever limited buildings to the height of the USA Capitol or the 555-foot (169 m) Washington Monument, which remains the district's tallest structure.

City leaders have criticized the height restriction as a primary reason why the District has limited affordable housing and traffic problems caused by urban sprawl. The District is divided into four quadrants of unequal area: Northwest (NW), Northeast (NE), Southeast (SE), and Southwest (SW).

The axes bounding the quadrants radiate from the U.S. Capitol building.

All road names include the quadrant abbreviation to indicate their location and house numbers generally correspond with the number of blocks away from the Capitol.

Most streets are set out in a grid pattern with east-west streets named with letters (S. Street SW) and north-south streets with numbers (4th Street NW).

Washington hosts 297 foreign embassies and related buildings, many of which are on a section of Massachusetts Avenue informally known as Embassy Row. The architecture of Washington varies greatly. Six of the top 10 buildings in the American Institute of Architects' 2007 ranking of "America's Favourite Architecture" are in the District of Columbia: the White House.

The Washington National Cathedral; the Thomas Jefferson Memorial; the USA Capitol; the Lincoln Memorial; and the Vietnam Veterans Memorial. The neoclassical, Georgian, gothic and modern architectural styles are all reflected among those six structures and many other prominent edifices in Washington. Notable exceptions include buildings constructed in the French Second Empire style such as the Eisenhower Executive Office Building.



The U.S. Census Bureau estimates that the District's population was 632,323 on July 1, 2012, a 5.1% increase since the 2010 USA Census. The increase continues a growth trend since 2000, following a half-century of population decline. The city was the 24th most populous place in the USA as of 2010. According to data from 2010, commuters from the suburbs increase the District's daytime population to over 1 mln. people. If the District were a state it would rank 49th in population, ahead of Vermont and Wyoming.

The Washington Metropolitan Area, which includes the District and surrounding suburbs, is the seventh-largest metropolitan area in the USA with an estimated 5.7 mln. residents in 2011.

Crime in Washington, D.C., is concentrated in areas associated with poverty, drug abuse, and gangs. A 2010 study found that 5% of city blocks contributed to over one-quarter of the District's total crime. The more affluent neighbourhoods of Northwest Washington are typically safe, but reports of violent crime increase in poorer neighbourhoods generally concentrated in the eastern portion of the city. Approximately 60,000 residents are ex-convicts. Washington was often described as the "murder capital" of the USA during the early 1990s. The number of murders peaked in 1991 at 479, but the level of violence then began to decline significantly.

By 2012, Washington's annual murder count dropped to 88, the lowest total since 1961. Many neighbourhoods such as Columbia Heights and Logan Circle are becoming safer and vibrant.

However, incidents of robberies and thefts have remained higher in these areas due to increased nightlife activity and greater numbers of affluent residents. Even still, citywide reports of both property and violent crimes have declined by nearly half since their most recent highs in the mid-1990s. Washington has a growing, diversified economy with an increasing percentage of professional and business service jobs. As of June 2011, the Washington Metropolitan Area had an unemployment rate of 6.2%; the second-lowest rate among the 49 largest metro areas in the nation. The District of Columbia itself had an unemployment rate of 9.8% during the same time.

In 2012, the federal government accounted for about 29% of the jobs in Washington, D.C.

This is thought to immunize Washington to national economic downturns because the federal government continues operations even during recessions. Many organizations such as law firms, independent contractors, non-profit organizations, lobbying firms, trade unions, industry trade groups, and professional associations have their headquarters in or near D.C. to be close to the federal government.

Tourism is Washington's second largest industry. Approximately 18.9 mln. visitors contributed an estimated \$4.8 bn to the local economy in 2012.

The District hosts nearly 200 foreign embassies and international organizations such as the World Bank, the International Monetary Fund (IMF), the Organization of American States, the Inter-American Development Bank, and the Pan American Health Organization.

In 2008, the foreign diplomatic corps in Washington employed about 10,000 people and contributed an estimated \$400 mln annually to the local economy. The District has growing industries not directly related to government, especially in the areas of education, finance, public policy, and scientific research. Georgetown University, George Washington University, Washington Hospital Centre, Children's National Medical Centre and Howard University are the top five non-government-related employers in the city as of 2009. According to statistics compiled in 2011, four of the largest 500 companies in the country were headquartered in the District.

The National Mall is a large, open park in downtown Washington between the Lincoln Memorial and the USA Capitol. Given its prominence, the mall is often the location of political protests, concerts, festivals, and presidential inaugurations.

The Washington Monument and the Jefferson Pier are near the centre of the mall, south of the White House. On the mall are the National World War II Memorial at the east end of the Lincoln Memorial Reflecting Pool, the Korean War Veterans Memorial, and the Vietnam Veterans Memorial.

Directly south of the mall, the Tidal Basin features rows of Japanese cherry blossom trees that originated as gifts from the nation of Japan. The Franklin Delano Roosevelt Memorial, George Mason Memorial, Jefferson Memorial, Martin Luther King, Jr. Memorial; the District of Columbia War Memorial are around the Tidal Basin. The National Archives houses thousands of documents important to American history including the Declaration of Independence, the USA Constitution; the Bill of Rights. Located in three buildings on Capitol Hill.

The Library of Congress is the largest library complex in the world with a collection of over 147 mln. books, manuscripts, other materials. The Smithsonian Institution is an educational foundation chartered by Congress in 1846 that maintains most of the nation's official museums and galleries in Washington, D.C. The U.S. government partially funds the Smithsonian, thus making its collections open to the public free of charge. The most visited of the Smithsonian museums in 2012 was the National Museum of Natural History on the National Mall.

Other Smithsonian Institution museums and galleries on the mall are: the National Air and Space Museum; the National Museum of African Art; the National Museum of American History; the National Museum of the American Indian; the Sackler and Freer galleries, which both focus on Asian art and culture; the Hirshhorn Museum and Sculpture Garden; the Arts and Industries Building; the S. Dillon Ripley Centre; and the Smithsonian Institution Building (also known as "The Castle"), which serves as the institution's headquarters.

There are many private art museums in the District of Columbia, which house major collections and exhibits open to the public such as the National Museum of Women in the Arts; the Corcoran Gallery of Art, the largest private museum in Washington; The Phillips Collection in Dupont Circle, the first museum of modern art in the USA. Washington, D.C., is a national centre for the arts.

The John F. Kennedy Centre for the Performing Arts is home to the National Symphony Orchestra, the Washington National Opera, and the Washington Ballet.

The Kennedy Centre Honours are awarded each year to those in the performing arts who have contributed greatly to the cultural life of the USA.

The historic Ford's Theatre, site of the assassination of President Abraham Lincoln, continues to operate as a functioning performance space as well as museum. Washington has a strong local theatre tradition. Founded in 1950, Arena Stage achieved national attention and spurred growth in the city's independent theatre movement that now includes organizations such as the Shakespeare Theatre Company, Woolly Mammoth Theatre Company, and the Studio Theatre. Arena Stage opened its newly renovated home in the city's emerging Southwest waterfront area in 2010.

Washington is one of 12 cities in the USA with teams from all four major professional men's sports and is home to one major professional women's team.

Washington, D.C. is a prominent centre for national and international media.

The Washington Post, founded in 1877, is the oldest and most-read local daily newspaper in Washington. It is probably most notable for its coverage of national and international politics and for exposing the Watergate scandal. "The Post", as it is popularly called, had the sixth-highest readership of all news dailies in the country in 2011. The Washington Metropolitan Area is the ninth-largest television media market in the U.S. with 2 mln. homes, approximately 2% of the U.S. population. Several media companies and cable television channels have their headquarters in the area.

Article One, Section Eight of the USA Constitution grants the U.S. Congress "exclusive jurisdiction" over the city. The District did not have an elected local government until the passage of the 1973 Home Rule Act. The Act devolved certain Congressional powers to an elected mayor, currently Vincent C. Gray, and the thirteen-member Council of the District of Columbia.

However, Congress retains the right to review and overturn laws created by the council and intervene in local affairs. Each of the city's eight wards elects a single member of the council and residents elect four at-large members to represent the District as a whole. The council chair is elected at large. There are 37 Advisory Neighbourhood Commissions (ANCs) elected by small neighbourhood districts. The mayor and council set local taxes and a budget, which must be approved by the Congress. Congress typically provides additional grants for federal programs such as Medicaid and the operation of the local justice system; however, analysts claim that the payments do not fully resolve the imbalance. Washington, D.C., observes all federal holidays and celebrates Emancipation Day on April 16, which commemorates the end of slavery in the District.

The flag of Washington, D.C., was adopted in 1938 and is a variation on George Washington's family coat of arms. The District is not a U.S. state and therefore has no voting representation in the Congress. D.C. residents elect a non-voting delegate to the House of Representatives, who may sit on committees, participate in debate, and introduce legislation, but cannot vote on the House floor.

The District has no official representation in the USA Senate. Neither chamber seats the District's elected "shadow" representative or senators. Unlike residents of U.S. territories such as Puerto Rico or Guam, which also have non-voting delegates, D.C. residents are subject to all U.S. federal taxes.

Washington, D.C., has 13 official sister city agreements. Listed in the order each agreement was first established: Bangkok, Thailand (1962, renewed 2002); Dakar, Senegal (1980, renewed 2006); Beijing, China (1984, renewed 2004); Brussels, Belgium (1985, renewed 2002); Athens, Greece (2000); Paris, France (2000, renewed 2005); Pretoria, South Africa (2002, renewed 2008); Seoul, South Korea (2006); Accra, Ghana (2006); Sunderland, United Kingdom (2006); Rome, Italy (2011); Ankara, Turkey (2011); and Brasilia, Brazil (2013).

Each of the listed cities is a national capital except for Sunderland, which includes the town of Washington, the ancestral home of George Washington's family. Paris and Rome are each formally recognized as a "partner city" due to their special one sister city policy.

District of Columbia Public Schools (DCPS) operates the city's 123 public schools.

The District is also home to 92 private schools, which enrolled approximately 18,000 students in 2008. The District of Columbia Public Library operates 25 neighbourhood locations including the landmark Martin Luther King Jr. Memorial Library.

There are 1,500 mi. (2,400 km) of streets, parkways, and avenues in the District. Metro opened on March 27, 1976 and presently consists of 86 stations and 106.3 mi. (171.1 km) of track.

With an average of about 1 mln. trips each weekday, Metro is the second-busiest rapid transit system in the country. Metro bus serves over 400,000 riders each weekday and is the nation's sixth-largest bus system.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.

CHAPTER III. PROTECTION OF ENVIRONMENT

THINKING LIKE A MOUNTAIN

Armed with a new, deeper understanding of the complexity of nature, we can confront the global environmental issues ahead in a short essay that appears in his classic book, *A Sand County Almanac*; American naturalist Aldo Leopold (1887-1948) described a mountainside encounter with wolves. He recalled his sudden perception that perhaps the mountain possessed a deeper wisdom than he about their proper place in the world.

"Only the mountain has lived long enough to listen objectively to the howl of a wolf", he wrote at a time when wolves were shot almost reflexively. What does it mean to think like a mountain?

First, it means that we must continue to deepen our understanding of the extraordinary intricacies and interconnections that define and bind the human and natural worlds.

Aldo Leopold wrote 50 years ago as a lonely prophet; today, thinking like a mountain thinking deeply about how to sustain ourselves and our environment-has become a task for us all.

As President George Bush has said, "Through mln.s individual decisions-simple everyday choices-we are determining the fate of the Earth. So the conclusion is also simple: We are all responsible and it is surprisingly easy to move from being part of the problem to being pan of the solution."

Because the human and natural worlds are so inseparable, we can no longer grapple with the problems of our environment in isolation. Seemingly unconnected phenomena – the plankton in the seas of Antarctica, the complex physics of the upper atmosphere, the undersea grasses of a tidal estuary, our pulsing urban life-are linked in ways that we still understand imperfectly or not at all.

This need for deeper knowledge is highlighted as we confront the global environmental issues that affect every nation: from climate change to soil erosion, from the depletion of ozone in the stratosphere to the destruction of entire species of plants and animals.

To study these problems in isolation is to remain in ignorance; to try to solve them without international partnership is to ensure failure.

In the last 20 years, the worldwide environmental movement has given us a new view of nature as a vast, interdependent ecosystem. And now we must move toward comprehensive action by recognizing, and building upon, the concrete accomplishments of the past several decades.

In the USA air pollution has been reduced in virtually every category.

Rivers, lakes and estuaries are significantly cleaner following a 20-year federal program of financing waste treatment plants: ocean dumping has been virtually eliminated; populations of endangered species, such as the falcon and bald eagle, are stabilized or growing; and exposure to such toxic substances as DDT lead and asbestos has been cut dramatically.

But as the USA and many other nations push back a tide of such pollutants, they reveal the daunting size and complexity of the task before us. Our challenge now is to translate the hard-won insights of ecological interdependency into comprehensive local, national and international programs.

To save entire ecosystems, we must save not only species, but entire communities-function-al pans of an ecological whole.

Protecting Earth's biological diversity is no longer simply a moral in-sight, but a practical imperative-as Aldo Leopold reminds us, "The first rule of intelligent tinkering is to save all the parts."

The environmental issues facing us call for solutions that are innovative as well as far-reaching.

They demand a so-called "front-end" type of environmentalism that seeks to prevent pollution closer to its source using such tactics as increased energy efficiency, expanded recycling and reduced use!

Of toxic substances – instead of simply plugging discharges at the end of a pipeline or transferring waste from place to place. One example of this new approach is the U.S. Green Lights program, a voluntary federal program to help large electricity users to adopt more efficient lighting technology.

In its first year, the program has helped utilities serving more than 400 companies to cut the carbon dioxide they send into the air by several mln.s metric tons. The companies, in turn, will save more than \$700 mln. over 5 years.

The USA is embarking on a bold market-based incentive plan for reducing emissions of sulphur dioxide, a major precursor of acid rain. This approach is expected to reduce emissions by some 10 mln.s tons every year at a cost mln.s of dollars less than through conventional regulations.

Meanwhile, the U.S. Environmental Protection Agency is seeing positive results in its effort to get 600 companies to voluntarily reduce discharges of 17 toxic chemicals with potentially wide public exposure by 35% through the end of 1992. They would go on to make 50 % cuts by 1996.

But deep ecological thinking – thinking like a mountain – must encompass economic growth and development in ways that permit both the human and natural worlds to flourish.

A healthy, growing economy will provide the human and natural resources to nurture and preserve the natural world for future generations. At the same time, only a diverse, flourishing environment will, in the long run, provide the human community with a quality of life we all desire.

Living systems, Aldo Leopold wrote, are "so complex, so conditioned by interwoven co-operations and competitions, that no man can say where utility begins or ends". Where once we proclaimed ourselves as masters of our world, we now are beginning to see ourselves as members of a living community. We are, in short, not atop Aldo Leopold's mountain: we are part of it.

Today, wolves are protected throughout much of the USA and their cries now echo in forest wilderness and North Country Mountains where they haven't been heard in decades. However, the mountain still has much to teach us, much more.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Explain the notions.

Our belief that the earth is dead matter arises in part from our inability to recognize the "enormously slow, intricate, and interrelated functions" of its life process. Our short-sightedness was more likely to harm than to help the balance of nature.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Exercise 4. Translate the annotation of the book «A Sand County Almanac».

It is a 1949 non-fiction book by American ecologist, forester, and environmentalist Aldo Leopold.

Describing the land around the author's home in Sauk County, Wisconsin, the collection of essays advocate Leopold's idea of "land ethic", or responsible relationship existing between people and the land they inhabit. Edited and published by his son, Luna, a year after Leopold's death, the book is considered a landmark in the American conservation movement. The book has had over 2 million copies printed and has been translated into at least fourteen languages. It has informed and changed the environmental movement and stimulated a widespread interest in ecology as a science.

A Sand County Almanac is a combination of natural history, scene painting with words, and philosophy. It is perhaps best known for the following quote, which defines his land ethic: "A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community.

It is wrong when it tends otherwise." The original publication format was issued by Oxford University Press in 1949. It incorporated a number of previously published essays that Leopold had been contributing to popular hunting and conservation magazines, along with a set of longer, more philosophical essays. The final format was assembled by Luna Leopold shortly after his father's death, but based closely on notes that presumably reflected Aldo Leopold's intentions. Subsequent editions have changed both the format and the content of the essays included in the original.

In the original publishing, the book begins with a set of essays under the heading "Sand County Almanac," which is divided into twelve segments, one for each month. These essays mostly follow the changes in the ecology on Leopold's farm near Baraboo, Wisconsin. (There is, in fact, no "Sand County" in Wisconsin. The term "sand counties" refers to a section of the state marked by sandy soils). There are anecdotes and observations about flora and fauna reactions to the seasons as well as mentions of conservation topics. The second section of the book, "Sketches Here and There", shifts the rhetorical focus from time to place. The essays are thematically organized around farms and wildernesses in Canada, Mexico and the USA. Some of these essays are autobiographical.

"Red Legs Kicking" recounts Leopold's boyhood experience of hunting in Iowa.

The seminal essay "Thinking like a Mountain" recalls another hunting experience later in life that was formative for Leopold's later views.

Here Leopold describes the death of a she-wolf killed by his party during a time when conservationists were operating under the assumption that elimination of top predators would make game plentiful. The essay provides a non-technical characterization of the trophic cascade where the removal of single species carries serious implications for the rest of the ecosystem.

The book ends with a section of philosophical essays grouped together under the heading "The Upshot". Here Leopold explores ironies of conservation: in order to promote wider appreciation of wild nature and engender necessary political support, one encourages recreational usage of wilderness that ultimately destroys it. Musings on "trophies" contrasts the way that some need a physical specimen to prove their conquest into the wilderness, though photographs may be less damaging than a trophy head to be mounted on the wall. He suggests that the best trophy is the experience of wilderness itself, along with its character building aspects.

Leopold also rails against the way that policy makers need to find an economic motive for conservation. In the concluding essay, "A Land Ethic", Leopold delves into a more appropriate rationale for conservation. In "The Ecological Conscience" section, he wrote: "Conservation is a state of harmony between men and land." Leopold felt it was generally agreed that more conservation education was needed; quantity and content were up for debate. He believed that land is not a commodity to be possessed; rather, humans must have mutual respect for Earth in order not to destroy it. He philosophizes that humans will cease to be free if they have no wild spaces in which to roam.

Leopold's home, Aldo Leopold Shack and Farm, was listed on the U.S. National Register of Historic Places in 1978.

In a 1990 poll of the membership by the American Nature Study Society, *A Sand County Almanac* and Rachel Carson's *Silent Spring* stand alone as the two most venerated and significant environmental books of the 20th century.

The book was little noticed when published but, during the environmental awakening of the 1970s, a paperback edition turned into a surprise bestseller. It still sells about 40,000 copies a year.

The book has had immense popular influence and has been described as: "one of the benchmark titles of the ecological movement", "a major influence on American attitudes toward our natural environment", "recognized as a classic piece of outdoor literature, rivalling Thoreau's *Walden*".

The book has also had great influence on environmental thinkers: "along with *Walden* and Rachel Carson's *Silent Spring*, one of the main intellectual underpinnings of environmentalism in America". Leopold, through his book, is cited as one of the founders of Deep Ecology.

The book has "attracted such overwhelming attention from environmental philosophers as a source of inspiration and ideas". Leopold himself has been described as: "a visionary who still influences American conservation policy".

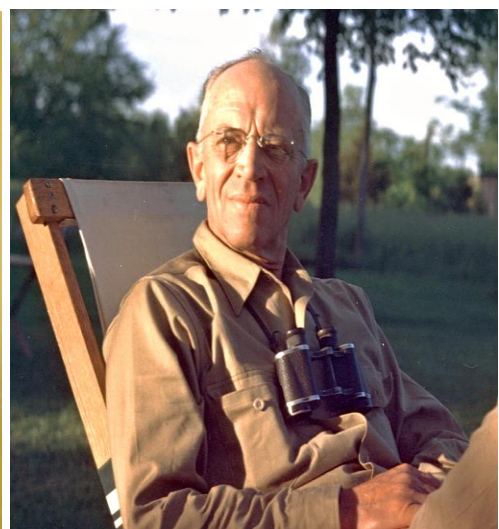
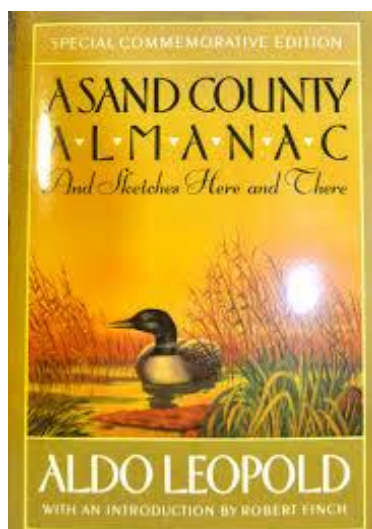
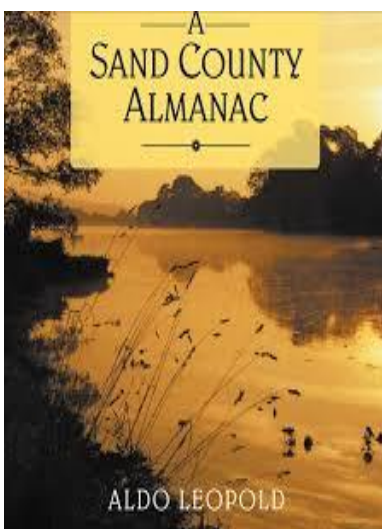
Exercise 5. Digest the score of the information briefly in English.

Exercise 6. Answer the questions.

1. What is the book like? 2. When was it published? 3. Who is the author of the book? 4. Is it the collection of essays which advocates Leopold's idea of a "land ethic"? 5. Is land ethic responsible relationship existing between people and the land they inhabit? 6. Is the book considered a landmark in the American conservation movement? 7. How many copies has it had? 8. How many languages is it translated into? 9. What did the book do? 10. Did it stimulate a widespread interest in ecology as a science? 11. What is a combination of natural history, scene painting with words, and philosophy? 12. What shifts the rhetorical focus from time to place? 13. How many segments are there in the book? 14. What does the notion "Sand county" mean? 15. What was listed on the U.S. National Register of Historic Places? When? 16. Has the book had great influence on environmental thinkers? 17. Who is cited as one of the founders of Deep Ecology?

Exercise 7. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



THE CHESAPEAKE BAY

Half the people on earth live on about 5 % of the planet's land surface, much of it around coastal areas such as estuaries & river mouths. These fragile ecosystems have felt society's environmental impact, with such problems as loss of oxygen in the water and disappearance of vital sea grasses reported in Australia, Mexico, Europe, South America, Africa and Japan-and no doubt existing, undocumented as yet, along many other coastlines.

In our search to reconcile growing human demands with the integrity of coastal environments, few places offer better lessons than the Chesapeake Bay, the huge estuary stretching through 300 km of the Eastern U.S. states of Virginia and Maryland. A good deal of what makes the Chesapeake so special, and so ecologically vulnerable, is its complex landscape of forest, wetlands, shore-line and water formed by the mixing of some 40 rivers with the Atlantic Ocean. The bay's fantastically convoluted shoreline, if straightened out, would extend nearly 50 times its length.

On the Chesapeake Bay as through-out the world, it is mostly in the wet-lands, near-shore waters and under-water grass beds of the coastlines that the great bulk of aquatic productivity occurs.

This single indentation on the U.S. coastline traditionally has produced more than half the oysters and succulent blue crabs in North America, and close to 90 % of the striped bass, a prized sport and commercial fish. The bay also hosts annually about a mln. migrating ducks, geese and swans, as well as large populations of bald eagles, ospreys, herons and egrets.

This bounty of life has been only part of the Chesapeake's immense contribution to the region, which also includes shipping and related industries, recreation, tourism and what mln.s of residents of the bay region would simply call a special quality of life. One estimate puts the estuary's total value to the economies of Maryland and Virginia at nearly \$700000 mln.

Nearly 15 mln. people now live in the bay's 16 mln. hc drainage basin, or water shed, and they are expected to be joined by another 2.5 to 3 mln. over the next 25 years.

However, the bay's expanding coastal population has brought environmental stresses that have only recently emerged into public consciousness. While the Chesapeake is far from a dead body of water, it has not recovered to the condition that existed as recently as the 1960's.

The populations of most species of waterfowl have been adversely affected, as have many bay fishes. Even the blue crab, staple of the Chesapeake harvest, has shown only slight increases in recent years despite intensified repopulation efforts. The task of improving the health of the estuary can be immensely complicated, tied intimately by thousands of km of river and streams to all that happens across the bay's extensive watershed.

Too often, pollutants have been eliminated or reduced in one area – land or water – and shifted to another. Simply reducing pollution from the smokestacks of power plants does not answer the question of finding alternatives to satisfy an ever-growing need for power generation around the bay.

While the sewage discharge entering the bay's waterways is less polluting than before, its sheer volume continues to increase. Similarly, automobiles are vastly cleaner but the number of cars per family and the distances driven have continued to rise faster than population, partially offsetting these gains. Meanwhile, the bay has also borne the impact of the agricultural activity on its watershed.

As much as half the nitrogen and phosphorus polluting the bay comes from rainwater and soil washing off mln.s of hectares of heavily fertilized farms and manure laden dairy, poultry and hog operations. Farmers are trying to adopt methods that can keep the chemicals they use from running into the waters of the bay but they have been much slower in reducing the amounts of chemicals they use in the first place. The Chesapeake watershed in the last decade has also seen the addition of more intensive livestock operations whose larger concentrations of animals are more than the land can accommodate without some of their wastes running into bay waterways. Even something as simple as dirt, or sediment, becomes a major water pollutant when rain washes it into the bay.

Farm erosion contributes the most overall, but land cleared for construction can flush a 100 times as much soil into waterways as an equivalent amount of farmland.

Once land is paved, the storm water running from it may carry loads of bacteria and toxic chemicals as damaging as those from sewage and industrial sources.

Indeed. What the public often thinks of as "water pollution" – the discharges to the bay from sewage pipes and factories-is only a fraction of the problem, and because it is regulated by well-established clean water laws, the most easily controlled fraction at that.

Air pollutants, deposited on the bay and washed into it from the lands of its watershed; contribute more than sewage plants to the bay's excessive amounts of nitrogen. (Nitrogen, along with too much phosphorus, fuels the growth of undesirable algae that cuts off light to underwater grasses, when it decomposes, lowers oxygen levels in the water.)

It has been nearly a quarter century since scattered concerns about the environment coalesced into the modern environmental movement in the USA. The movement has been especially strong around the Chesapeake, as citizens and environmental groups gained a much-expanded role in restoring the bay. Today, the Chesapeake Bay Foundation, a private, non-profit organization whose motto is "Save the Bay" has become what is probably the largest regional environmental organization in the world.

State and federal government are contributing to the effort by developing programs that treat the Chesapeake as a single ecosystem that encompasses its entire watershed an area comprising nearly a sixth of the East Coast of the U.S. The crusade to restore the Chesapeake to ecological health has already scored several stages: sewage treatment costing more than a \$ 1000 mln. has cut discharges of phosphorus by more than 99 %.

The Potomac, often called "the nation's river" because it flows through Washington, D.C., on its way into the Chesapeake, has been improved dramatically. The river has become clearer around Washington; submerged grasses have flourished again, and waterfowl and game fish have returned within the city limits of the nation's capital.

Human destruction of tidal wetlands, a vital component of both the Chesapeake's productivity and its aesthetic appeal, has been reduced from thousands to dozens of hectares a year.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



THE ACTIVITY OF THE CHESAPEAKE BAY FOUNDATION

Bald eagles, peregrine falcons and ospreys, their numbers decimated by ingestion of the pesticide DDT (now banned nationwide) during the early 1990's, are making dramatic comebacks.

The bay now has some of the largest wintering populations of eagles outside Alaska.

Striped bass, fished close to commercial extinction in parts of the bay, have rebounded strongly under the protection of a fishing moratorium.

Just as important, new attention is also being paid to an often overlooked factor vital to the estuary's health: the bay's "resilience", its natural ability to rebound from environmental stresses.

Resilience lies in the watershed's forests and wetlands, which filter and cleanse storm water running off farm and sand developments before they reach waterways. And it springs from the rich and extensive habitats that offer spawning and nursery and feeding areas for the bay's fish and fowl.

Crucial to the Bay's health are its once-abundant oysters-whose population has dwindled to a hundredth of that of a century ago, when they were found in greater numbers in the Chesapeake than any-where else in history. Sorting out the precise reasons for this entire drop off is not so simple-diseases have affected the oysters and the subtle and chronic impacts of toxic chemicals are still poorly understood. However, whatever the cause, the disappearance of the Chesapeake oysters is much more than a loss of excellent food or economic value.

Oysters feed by filtering the water, and in doing so, they cleanse it of the overgrowth of algae that can prevent light from reaching the bay grasses. A century ago there were enough oysters in the bay to filter water equal to its volume every week or two. Now that process takes several months.

The submerged grasses lining the bay's bottom perform similar filtering and stabilizing functions in the water, as well as providing shelter and food for a huge range of fish, crabs and birds.

But the vast underwater meadows of sea grasses that once covered nearly 280,000 hectares of the bay's bottom have shown only scattered and sporadic rebound since pollution killed most of them beginning in the early 1970's. Today the bay has only 10 % of its original submerged grasses.

Full-scale adoption of the concept of resilience, giving the bay's forests and wetlands, its oysters and sub-merged grasses credit for their capacities to stabilize, cleanse and regulate the aquatic environment, is essential to preserving them. Currently, with the exception of tidal wetlands, authorities have simply never set any limits on how much loss of these natural resources is acceptable, the bay now has only about 60 % of its original forests and less than half its wetlands.

Maintaining this resilience is just as vital to the bay's health as good sewage treatment and proper conservation of fisheries-a fact too often overlooked when spending huge sums on sewage treatment, for example, but much smaller amounts for forest preservation.

The Chesapeake Bay Foundation recently evaluated the 25-year effort to clean up the bay.

Overall, it concluded, "the picture is one of encouraging improvement on portions of a few rivers evidence a species or two are capable of rebounding from depressed levels; continued declines in resilience; and the lukewarm satisfaction that conditions would have been much worse had we done nothing to offset the polluting effects of the last few decades".

If the Chesapeake has, to some extent, been "saved" in the last 25 years, the challenge for the next quarter century is to see whether it can be restored.

That means reducing the demands people place on the bay. From the amount of shellfish they pluck from its waters to the way they develop the surrounding land. The yard-stick for environmental restoration must be not simply to reverse the impact of the current population, but to offset the impact of the mln.s who will join them. In sum, the watchword must be sustainability. Although population growth in the Chesapeake region remains a concern, it is also clear that there are tremendous, and immediate, gains to be had from reducing each person's impact on the environment. A shining example came when states across the Chesapeake watershed banned phosphate laundry detergents.

This one step, multiplied by mln.s of people, reduced phosphorus from sewage plants – a major bay pollutant – virtually overnight by up to 30 % and at almost no public expense.

The critical task, then, is to convince citizens that changing their behaviour can actually improve their quality of life. A more realistic definition of environmental progress, using sustainability as the yardstick, is essential. But it is just as important to look at the bay as a connected ecosystem, a fact that state and federal officials overseeing the Chesapeake watershed have fortunately begun to recognize.

The fights of the last few decades for clean air and water have not been easy, but at least air and water were accepted as public trusts, and no one has to own.

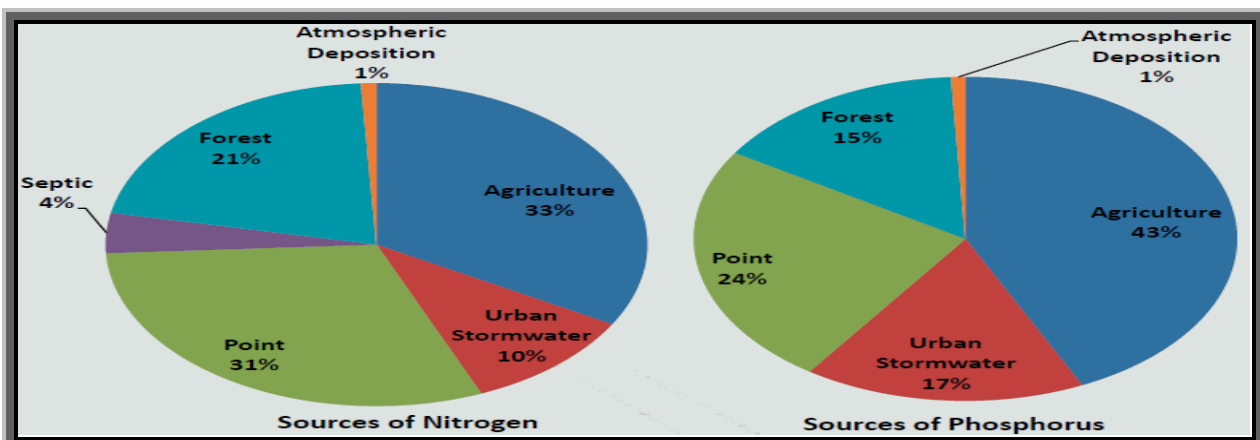
Not so the land with the strong American tradition of private property rights. While the lands around the Chesapeake may be privately owned, the bay itself is everyone's – and increasingly Americans see that the two are inextricably joined. Finally, the environment of Chesapeake Bay is too important to be left just to the environmentalists. The fundamental changes needed – economic and environmental – require the commitment of everyone: environmentalists and government officials, businesses, farmers and fishermen, students, visitors and homeowners.

As Americans face the future of the Chesapeake Bay, just as people throughout the world grapple with the problems of their own endangered waterways, we all face a moral as well as an environmental issue – not to squander the natural riches, which are collectively inherited.

We must make a societal choice as to whether we will care for our natural resources to pass on to future generations, or treat them as disposable commodities.

Although the Chesapeake Bay cannot be preserved without laws and regulations, the bay, and precious ecosystems like it everywhere, ultimately depend upon an ethic that de-fines an enduring and nurturing relationship between people and their environment. Not all the knowledge of the bay we can ever gain can never substitute fully for simple respect for its natural integrity. Tom Horton, main author of *Turning the Tide: Saving the Chesapeake Bay*, was born and raised on the bay.

Exercise 1. Digest the score of the information briefly in English.



THE DEMOCRATIC ENVIRONMENT

The institutions of freedom are the essential tools of environmental protection a popular comic-strip character of the past named Pogo once made a statement that could serve as a motto for the environmental movement today: "We has met the enemy", he said. "And it is us." But even as we recognize that environmental pollution and loss of natural habitat are the work of people, we also recognized that we have met the solution – and it is "us" as well.

20 years ago, the solutions to many environmental problems seemed straightforward.

Today, environmental issues are recognized to be much more subtle and complex.

Much of present-day air and water pollution, for example, comes from sources as diffuse as agricultural runoff, automobiles and small businesses. The solutions necessarily require sacrifices, costs and changes by drivers, businesses, farmers, consumers-in short, by virtually everyone.

In particular cases, saving threatened species and habitat often causes real economic hardship.

Logging communities in the northwestern USA face the loss of their jobs to preserve old-growth forest; fishermen in New England confront the necessity of limits on their once – bountiful catches of such fish as cod and haddock.

Citizen awareness is one starting place for democracies dealing with these difficult issues.

Clearly, this has been one of the outstanding accomplishments of the environmental movement of the past 20 years. In the USA, surveys indicate that three out of four Americans consider themselves environmentalists. Of the major U.S. environmental organizations, the Audubon Society has more than 600,000 members, the Wilderness Society 350,000 and the Sierra Club, 645,000.

Community cleanup efforts and local recycling have become part of the fabric of life throughout the USA. But the debate is by no means limited to those active in environmental affairs.

Business, labour, agriculture, scientific and medical communities, neighbourhood organizations, and government at every level – all must enter the public arena to argue, debate, compromise and hammer out the broad consensus necessary for programs to protect the environment and sustain economic growth. To measure this national effort in financial terms: the USA is now spending about \$115 000 mIn. annually on environmental protection.

One of the most effective ways in which the U.S. public has been empowered to address environmental issues is the landmark 1969 National Environmental Policy Act (NEPA).

NEPA mandates that any federal agency, or federally funded program, must assess the environmental consequences of its actions by preparing a detailed examination called an environmental impact statement, which is subject to public comment.

The environmental impact requirement forces everyone involved – government, industry and communities – to think carefully about the environmental aspect of their plans before undertaking a new development, whether building a new road or locating a new housing tract.

Take the example of Everett, Washington, on the U.S. North West coast. The city proposed, in 1982, to expand its wastewater treatment facilities, which would have pumped water and sewage sludge onto 30 hectares of wetlands near a river with commercially valuable Fishing.

After lengthy consultations and public meetings, the city devised an alternative that affected only three hectares of wetlands, re-stored five wetland hectares elsewhere, and composted its sludge for fertilizer for agriculture and forests.

Environmental groups have successfully used the environmental impact requirement to challenge proposed government actions, force modifications, even to halt development totally.

"Litigation is perhaps the most powerful tool in the conservation cause", says Tom Turner, author of a book on environmental law. "It allows ordinary citizens to confront far more powerful adversaries in industry and government and force them to play by common rules."

But the government too employs the rule of law to protect the environment.

In just the past two years, the U.S. Environmental Protection Agency (EPA), with the U.S. Department of Justice, collected tens of mln.s of dollars in civil and criminal penalties against individuals and companies that have violated environmental laws.

One important law, passed in 1986, institutionalizes the principle of the community's right to know if hazardous substances are being manufactured, used or stored nearby. Under its provisions, companies handling specified amounts of some 320 toxic chemicals must estimate annually what quantities are released into the environment, accidentally or planned, or are transported to another site. EPA, in turn, publishes this information in an annual Toxic Release Inventory, which is available to the public. "The spot-light of public awareness is powerful motivation for the better management of toxic chemicals and other hazards", says EPA Administrator William Reilly.

"The community-right-to-know program is a means of making the public a trustworthy partner in environmental management." With passage of the 1990 National Environmental Education Act, the USA expanded its commitment to education as an essential part of the nation's overall program to protect the environment. The 1990 act calls for the widest possible cooperation and exchange of information among schools, federal agencies, the news media, museums, libraries and parks.

The range and number of such programs is growing from the outdoor laboratory school in the Rocky Mountains of Colorado which teaches 10,000 elementary-school students annually to the National Sea Grant Program, with more than 300 affiliated institutions, which sponsors university-level research into marine biology, oceanography and other disciplines.

Citizen awareness, public participation and debate, disagreement and consensus – all are necessary elements in forging effective programs to provide a sustainable future for the environment and ourselves. Only through unfettered public debate and free elections can human rights be protected; only through a similar process of open debate and citizen involvement can the environment be successfully protected. In the end, the work of environmental protection is the work of democracy.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Explain the notions.

Democratic learning environment involves students.

- Provides an ongoing forum where students' thoughts are valued. (Student voice)
- Provides opportunities of the sharing of power with the students. (Empowered Learners)
- Provides space for students to build student-to-student relationships.
- Allows students to connect learning to their lives and experiences. (Constructivism)

Exercise 3. Explain the notions.

If democracy is primarily a form of associated living then is the formal process of education the aim of rehearsing individual and collective roles in participating in democratic society.

Using the Ecological Model as an example of creating a shared learning space – then are the aims of communication, collaboration, experimentation and etc. then enabling students to learn to live and live to learn.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE GREEN HEART OF TEXAS

A Grand Experiment in what might be called the New Conservation is under way to save the Texas hill country's distinctive assemblages of flora and fauna.

In an area which includes the cities of San Antonio and Austin, where 2.5 mln. Texans live; the Nature Conservancy is brokering a pioneering effort involving dozens of public agencies and private interests. The goal of the Conservancy, a non-profit organization that operates the world's largest system of private nature preserves is to help the economy and ecology of the Texas hill country flourish together. The principle, a sharp departure from traditional conservation, is to focus on the entire inhabited landscape – not just individual species or even habitats. That requires humans, too, to be treated as part of the ecosystem. The plan is to stitch together a quilt of healthy natural habitat and settled areas, saving as many species as possible while preserving economic vitality.

In attempting to execute the plan, the Conservancy is working with local, state and federal authorities, environmentalists and landowners in a three-pronged strategy: setting aside a few highly protected and carefully managed "core" reserves for native fauna and flora.

Surrounding the core reserves with ecologically friendly buffer zones. These would consist, for instance, of ranches that maintain wild habitat for tourists, as well as undeveloped areas.

Creating ecologically healthy islands of wildlife habitat on the outskirts of cities while allowing development to proceed around them. The hill country's most distinctive feature is the Balcones Escarpment, a 320-kilometer-long crescent of lime-stone stair steps crosscut by river sand streams that have carved out the region's characteristic ravines and canyons. Beneath it lies one of the biggest and purest underground reservoirs in the country, in whose crevices dwell many species of insects, crustaceans, salamanders and small fish. Many of them are unpigmented and blind.

The aquifer, the region's sole source of drinking water, depends for its quality on the integrity of the natural ecosystem above, which buffers it from pollution.

Some 70 species of hill country plant and animals have been identified as rare or threatened, including plants like the broad pod rush pea and creatures like the Blanco blind salamander and the ghost-faced bat. But the landscape has long managed to avoid intensive development until now.

The cities of San Antonio and Austin are booming, and the beauty of the hill country is an increasingly strong magnet for urban expansion, retirees and tourists.

The population of the 26 counties that make up the conservation project grew by 27 % from 1980 to 1990. The struggle between landowners' prerogatives and conservation values erupted in 1988 when developers in the Austin area came into conflict with the Endangered Species Act, under which birds such as the golden-cheeked warbler and the black-capped vireo, and five species of endangered mammals living in the area are protected. Developers must comply with federal regulations protecting the species. Fearing legal chaos and economic paralysis, developers, environmentalists and local agencies invited the Nature Conservancy to mediate.

The result is a varied conservation plan for the Austin area that aims to carve out 24,000 hectares of the least fragmented habitat within the metropolitan area and establish it as a system of preserves. The federal government is acquiring half the required space, while the Nature Conservancy has taken options on other parcels. Some of the land will be paid for by local governments, and some is being purchased and donated by developers with the understanding that they will be allowed to pursue uncontested developments they plan elsewhere in the local area.

The Nature Conservancy strategy assumes that when conservationists can plan for an entire ecological region, preserving the most essential tracts of land, it becomes less necessary to protect every scrap of habitat. The hope is that fewer fights will develop between environmentalists and economic interests, and that fewer wild species will wind up on the endangered list. It is clear that a general shift in philosophy is beginning to take hold, and in the hill country of Texas the challenge is more than matched by the grandeur of the opportunity.

A BREATH OF FRESH AIR

The passage of the 1990 Clean Air Act Amendments stands as a model of how democracies can find "the political consensus to tackle the most daunting environmental issues.

Lawmaking is never easy in a democracy as open and responsive as that of the USA, especially when legislators are required to reconcile the interests of varied, and vocal, electorates scattered across an entire continent and beyond, which makes the passage of the 1990 Clean Air Act Amendments all the more remarkable.

Its 800 pages chart out a large part of the U.S. environmental agenda well into the next century, setting tough new clean-air standards for urban areas, improving the Environmental Protection Agency's (EPA) enforcement powers, and giving new emphasis to such issues as toxic emissions, "acid rain" linked to high sulphur dioxide levels, and the depletion of the Earth's ozone layer.

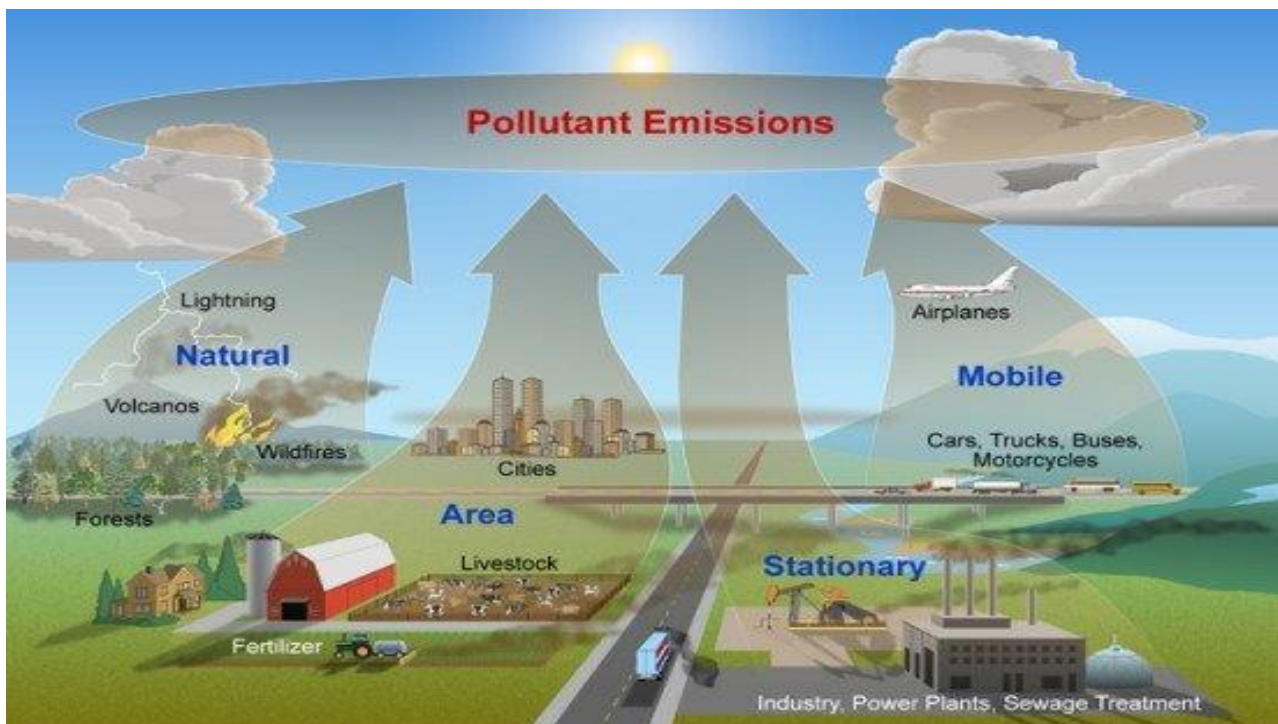
However, perhaps the singular aspect of the 1990 Clean Air Act Amendments is the latitude it gives government and industry for achieving the improvements it mandates.

Among other departures from the "command-and-control" approach of the past, the legislation creates an allotment system for sulphur dioxide emissions. This market-based approach allows power plants to develop their own methods for reducing sulphur-dioxide emissions to a cap of 8.9 mln. tons by the year 2000, a reduction of 10 mln. tons from 1980 levels.

"This is, above all, a flexible, results-oriented law", explained EPA Administrator William Reilly.

"It is not wedded to hard and fast formulas or specific technological requirements." However, for all its technical merits, the 1990 Clean Air Act Amendments stand as a model of how the political consensus can be found to confront even the most daunting environmental problems. As Reilly put it, the legislation was "forged in a crucible of genuine compromise and cooperation".

The 1990 Clean Air Act Amendments were aimed at continuing the dramatic improvements in air quality brought about by the original 1963 Clean Air Act. That landmark piece of legislation – particularly the sweeping 1970 amendments whose passage was one of the formative events of the environmental movement – had brought literally visible reductions in almost all the pollutant categories it covered.



The original Clean Act supports research into both observing and documenting air pollution and trying to manage it.

ENLISTING THE MARKET AGAINST POLLUTION

For years, efforts to reduce emissions of sulphur dioxide had been stymied by disagreements among utility companies, whose coal burning was a major cause of the problem. Operators of the newer, and relatively clean, power plants in the western and southern parts of the country felt they shouldn't have to subsidize older plants' purchases of the expensive scrubbers needed to reduce their emissions.

However, the older utilities, largely found in the Midwest, argued that unless the industry agreed to pay as a whole for the cleanup, they would be put at a prohibitive competitive disadvantage.

The Clean Air Act neatly cleaved this Gordian Knot by adopting a system that orders utilities to cut their annual sulphur-dioxide emissions to a cap of 8.95 mln.s tons by the year 2000 – but lets them find their own most cost-effective methods for doing so. The plan has won praise from both environmentalists and economic conservatives, and is expected to cost 20 % less than government's traditional strategy of dictating how industry should reach established emission goals.

The key innovation is a market-based system that lets utilities trade the individual emission allowances set for them by the government. Here's how it works: The Environmental Protection Agency, referring to a standard formula, determines in an annual survey that Utility X must reduce its total emissions to 40,000 tons a year or face stiff fines. It therefore grants the utility 40,000 tradable "allowances" for that year. However, suppose the plant is relatively "dirty", burning 80,000 tons a year.

Formerly, it would have to scramble to invest heavily in the government-approved cleaning technology that would reduce emissions to man-dated levels. Under the trading system, however, Utility X now has the option of buying the additional 40,000 allowances that would cover its extra emissions from the "cleaner" Utility A and Utility B, who have a surplus of allowances because their newer power plants burn well below their annual emission allotment.

The advantages are many: Utility X can gain the time to develop a long-term, economical plan for reducing emissions while Utilities A and B gain an economic reward for developing clean technologies. Meanwhile, the government can keep close track of total allowances to insure that total industry emissions stay on a downward course.

Dropped by 96 % between 1970 and 1989 thanks to the virtual elimination of leaded gasoline; new automobile emission controls helped lower carbon monoxide levels by 40%; cleaner industrial processes contributed to a 61 % drop in total particulate emissions.

However, despite these overall reductions, many areas of the country – particularly urban areas – remained behind. By 1989 some 84 mln. people were breathing air that failed to meet one or more of the act's air-quality standards. And there were growing concerns over the phenomenon of "acid rain" linked to sulphur dioxide emissions and the risk posed by certain hazardous air pollutants that were not covered by the earlier legislation. Differing priorities between the White House and Congress kept clean-air legislation off the government agenda for years.

However, that all changed on June 12, 1989, when President George Bush unveiled sweeping measures to control urban smog, sulphur dioxide and toxic emissions. The Bush plan also laid the foundation for the flexible, market-based approach incorporated into the final legislation. '

For Senate Majority Leader George Mitchell, a champion of several acid rain bills, the president's proposals "completely changed the political landscape". In February of 1990, his conference room housed a month of marathon talks between senators and the White House to come up with the working bill introduced into the Senate on March 5, 1990. Among the obstacles the negotiators faced were regional disputes over issues such as automobile-emission controls and, in particular, the innovative plan to distribute market-based "allotments" for sulphur-dioxide emissions. "Many senators argued that the allotment system wasn't equitable, that it didn't take into account their particular circumstances", Mitchell wrote later. "This put us in the unenviable position of responding to unit-specific concerns, and we were faced with literally dozens of requests to make adjustments during and after negotiations with the Administration." Considerable congressional debate focused on the bill's cost.

CARS HEAD DOWN A NEW ROAD

Under new guidelines, the vehicles of the future will burn cleaner fuels more cleanly.

Every healthy love affair eventually grows into a more serious, sustainable relationship.

That is just the change the new Clean Air Act intends to bring about in U.S. drivers' notorious passion for their automobiles. The 1970 Clean Air Act led to a drastic drop in tailpipe emissions from U.S. motor vehicles, and helped spur the widespread use of new technologies such as the catalytic converter and electronic monitoring of engine performance. However, while cars grow cleaner, their numbers and use have increased enormously to 2 mln. travelled in 1990. That's double the 1970 total.

Motor vehicles now account for about half of all hydrocarbon and nitrogen-oxide pollutants sent into the air, 90 % of all carbon monoxide, and over half of toxic pollutants.

Emissions controls become even tougher under the new act, and have spurred the automotive industry to begin development of technologies – including more on-board diagnostic systems – that will meet them. The three major U.S. car-makers have begun serious work towards the mass production of commercially viable electric vehicles, with engine performance rivalling gas-powered models that will help them meet California's mandate that some zero-emission vehicles be made available in the state by 1998.

The Clean Air Act also outlines new cleaner-burning gasoline formulas. The ERA has already issued guidelines for expanding the winter sale of oxygenated gasoline, which reduces carbon monoxide, in polluted areas. There will also be reductions of benzene, a gasoline ingredient linked to increased cancer risks, and sulphur used in diesel fuel. Some drivers in heavily polluted areas will have to do their part.

The act requires stiffer vehicle inspections in some cities and sets up a program whereby some larger companies offer incentives or subsidies to employees who take car pools or mass transit to work. As the bill wended its way through Congress over the next eight months, its survival was later cast into doubt by events unfolding thousands of kilometres away.

"Interestingly, one of the most critical moments came when Iraq invaded Kuwait recalled William G. Rosenberg, the Environmental Protection Agency's Assistant Administrator for Air and Radiation.

Some forces opposed to the bill claimed we couldn't undertake an environmental initiative in the middle of what appeared to be an energy crisis." Proponents countered by citing several measures contained in the bill which would actually reduce the USA' dependence on imported energy.

The amended Clean Air Act calls for northeastern utilities to convert from high-sulphur imported oil to cleaner-burning natural gas found in the U.S. and Canada.

Similarly, the proposed reformulation of gasoline would replace imported petroleum-based components with alcohol made from natural gas or corn.

"We were able to say that these measures and others would reduce oil imports by more than the amount we were currently importing from Kuwait and Iraq put together, a reduction of as much as a mln. barrels a day", Rosenberg said. "I believe this argument was the turning point in assuring that the crisis in the Middle East did not derail the Clean Air Act." Riding a groundswell of public support, speeded by a unique spirit of co-operation between lawmakers and the Administration, the final compromise bill was approved by large majorities in Congress. On November 15, 1990, President Bush signed the 1990 Clean Air Act Amendments into law.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE COST OF CLEAN AIR

Is Environmental Protection Worth the Price?

With existing pollution, control expenditures already totalling around \$100000 mln. a year, environmental protection is predicted to take on an increasingly important role in the U.S. economy.

However, weighing the costs & benefits of a program as ambitious as the Clean Air Act is notoriously difficult. The main problem is predicting the development of new, relatively inexpensive antipollution technologies – such as the catalytic converters developed to meet the emission requirements set by the 1970 Clean Air Act Amendments and now included on most automobiles.

By one estimate, the price of implementing the 1990 Clean Air Amendments could come to \$12 000 mln. a year by 1995 and \$25-30 000 mln. a year when they are fully in place in 2005 – about \$24 a day from each U.S. citizen. Meanwhile, car buyers might have to spend an extra \$200 for mandatory antipollution equipment, and utility bills could rise by about 2 %.

There's no denying that the act will also have some direct, if localized, impact on employment.

The Environmental Protection Agency estimated that new limits on sulphur dioxide could result in the losses of 14,000 jobs in the high-sulphur mines of the Southeast and Midwest by the year 2000, more than offset nationally by the 17,000 jobs gained as mining of low-sulphur veins expands in other parts of the Southeast and in the West.

Job losses from higher costs on other regulated firms are harder to quantify. Internationally, many U.S. companies see pollution-control technologies as having great export potential to heavily polluted areas such as Eastern Europe.

In 1990, EPA Administrator William Reilly has pointed out Russia ordered \$1000 mln. of pollution-control equipment made in the USA. Although difficult to determine precisely, the Clean Air Act certainly imposes significant costs on many parts of the U.S. economy.

Nevertheless, the act offers a more basic, if less immediate, economic benefit—the improved health and productivity of workers who will be able to breathe healthier air.

Admiralty Island

Surrounded by the starfish and sea urchins of Alaska's Camber Bay, Admiralty Island National Monument is a doubt for many creatures that live in old-growth forests, including grizzly bears, bald eagles and black-tailed deer. Most of Admiralty Island is administered by the U.S. Forest Service, which is mandated to protect its objects of ecological, scientific and geological interest.

However, 3 % of the island was put under the control of several native groups under the Alaska National Interest Lands Act. Although the native corporations are allowed to harvest timber and develop their own lands on Admiralty Island, proposals for clear-cut logging in the 1960's were withdrawn after public debate: No timber harvesting is currently permitted on the public lands.

Bob Marshall Wilderness

Early visitors to the natural rock wall that rises magnificently over a field of fur-topped bear grass in the Bob Marshall Wilderness compared it to the Great Wall of China. Covering more than 400,000 hectares of Montana, Bob Marshall is one of the largest U.S. wilderness areas outside Alaska. Home to grizzly bear and elk, its widely varied tree and plant life range from lodge pole pine to Douglas fir. In the 1970's, oil companies sought leases to explore in such federal wilderness areas, spurring much public debate. The Forest Service eventually denied the request and in 1981 Congress passed legislation prohibiting the issuing of new leases for exploration in wilderness areas.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Describe the Admiralty Island National Monument.

Exercise 3. Characterize one of the largest U.S. wilderness areas, Bob Marshall.

THE USA DISPOSE BY RECYCLING

Seattle beats its trash problem with an innovative program that reduces waste and saves money.

By 1988, the city of Seattle, Washington, was facing a trash crisis. Its population was growing at a record rate, yet a plan to build a solid-waste incinerator had failed to win approval from the environmentally conscious community. Landfills, the most common alternative, were expensive and unpopular.

Therefore, after analyzing the city's waste stream and its expected growth, officials came up with a bold plan: By 1995, they averred, the city of Seattle would recycle 60% of its municipal waste.

City planners decided on a voluntary, market driven system that would give citizens an immediate incentive to participate. A curbside "pay-as-you-throw" program was soon launched which charged residents a monthly fee of \$10.70 for the city's weekly pick up of a small, 76-liter mini-can of trash. Larger cans were more expensive, and the fee for each additional can was an extra 59 per month. Recycling programs, on the other hand, were maintained free of charge, and the collection of yard-waste was made available for a very reasonable \$ 2 per month.

To further encourage recycling over disposal, the city established drop-off stations for all recyclable materials, as well as for cardboard, batteries, mattresses, "white" goods (home and commercial appliances), motor oil, wood waste and tires. A permanent household-hazardous waste drop-off site was also set up. The payoff was almost immediate. 1989 had reduced city waste reduced by 37 %.

Stories were told of people obsessed with reducing their garbage output to one can every six weeks; composting became more common. Many families of five produced only one mini-can per week, compared to the national average of about three large containers.

By 1991, Seattle was recycling 40 % of its commercial and residential waste. 85 % of city residents have voluntarily joined the program, each putting out an average of 28 kilos of material to be re-cycled each month. Almost every Seattle resident has access to curbside service and nearly nine out of ten residents use one can or fewer per week. Seattle is in the vanguard of a movement that is quietly revolutionizing consumer habits in the USA. Indeed, interest in waste reduction and recycling is even more acute in other parts of the country:

While Washington State's landfills are still far below capacity, those of many Eastern states will be filled within a decade. Sites for new landfills are becoming difficult to come by, and face increasing public opposition. In 1988, the USA generated an estimated 180 mln.' tons of municipal solid waste – about 1.8 kilos per person per day. But while the total 'has steadily increased since 1960, the rate of growth is slowing. The percentage of waste placed in landfills is declining, and U.S. recycling of solid waste increased from 9 % in 1985 to 13 % in 1988.

This rate is expected to continue moving upward: the number of recycling programs has increased 170 % since 1988, to total more than 2,700 programs nationwide.

So far, more than 200 communities have adopted systems similar to Seattle's. In addition, more than half of U.S. states have recycling targets – and several mandate 50% reductions-aimed for the end of the decade. As these programs bloom, so do the private businesses associated with them.

Re-cycling has become one of the fastest-growing industries in the U.S., with waste recovery and conversion already generating between \$1000 mln. and \$ 2000 mln.

Efforts are being made by state governments to address one of recycling biggest problems: creating markets for the recycled materials that are collected. States such as Oregon, North Carolina and California offer tax credits to companies that produce goods with recycled materials and New Jersey even sweetens the pot with loans and grant incentives.

With consumer awareness on the rise, a number of forward-thinking corporations have adopted waste-reduction measures. The McDonald's restaurant chain, for example, earned kudos for working with the Environmental Defence Fund to develop an ambitious reduction and recycling program that could cut down its paper and plastic waste by mln.s of pounds per year.

Companies are learning that source reduction and reuse makes economic sense.

Paper and adhesive giant 3M Company has been following employees' anti-pollution suggestions since the mid-1970's, preventing mln.s of tons of waste – and saving hundreds of millions of dollars.

Because of shifting attitudes about consumption and the unavoidable realities of landfills and incineration, the American people have taken on recycling with enthusiasm. As educational efforts continue, it is increasingly be-coming part of the fabric of U.S. life.

This will come as no surprise to residents of the towns that have already instituted innovative recycling pro-grams. They've gotten used to seeing neighbours jumping up and down on their non-recyclable garbage, squeezing their week's trash down smaller and smaller. Solid waste experts have a name for such exotic behaviour: They call it the "Seattle Stomp".

Recycling aluminium with a can – do attitude

Aluminium cans were one of the first widely recycled consumer products in the USA, and their recycling rate is still one of the best of any material.

In 1990, about 55 000 mln. aluminium beverage cans were recycled out of 88 000 mln. produced, for a recovery rate of 62.5 %. Numbers are still increasing, due to education efforts and state container-deposit laws. However, the 20-year success of aluminium can recycling can be traced to marketforces at work.

In the early1970's, makers of steel cans publicized the fact that steel cans were biodegradable, while aluminium cans were not. At a time when the problem of litter was entering the public consciousness, aluminium companies were afraid of being shut out of the market and set out to build an unprecedented consumer collection network.

Today, that network – aided by a continuing public relations campaign – sees to it that half the aluminium cans on store shelves slated for recycling is turned into another can within two months.

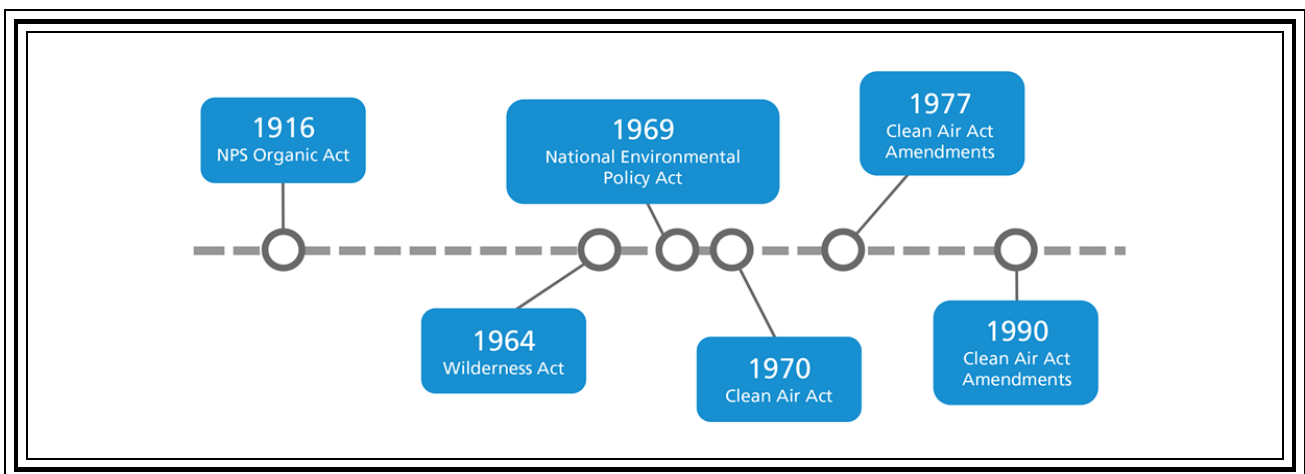
With the system in place, aluminium has snared 85 % of the beverage can market.

Now steel is fighting back by trying to introduce its own collection infrastructure. The steel industry's goal: a 65-% recovery rate by 1995.

Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Graphic timeline showing major laws pertaining air

LIVING ON PLANET EARTH

Only by forging cooperative programs on a global scale can we meet environmental challenges.

The indelible image of Earth from space is that of oneness, a solitary blue sphere, largely water and air, carrying its thin, inextricably connected tissue of life. It is an image, too, of the international character of environmental challenges as varied and difficult as loss of biodiversity and depletion of the ozone layer – in short, the challenge of building a sustainable future.

What guiding principles will the USA and its people bring to this formidable work, in many ways the central task of our time?

First, reliance on the fundamental principles of democratic government and freedom of information.

The winds of democracy that are blowing across the continents of the world have brought political and economic freedoms to millions of people.

Nevertheless, many of these societies, as they rebuild the institutions of democracy, also face a monumental task in restoring urban and rural environments that have been abused for decades.

The USA stands ready to help in this task. In Eastern Europe, the USA has helped establish the Regional Environmental Centre in Budapest, Hungary, which is facilitating the exchange of information and development of educational materials throughout the region.

The U.S. Enterprise for the Americas Initiative, an investment, debt reduction and trade program for new and old democracies of Latin America and the Caribbean, has an important environmental component; and the USA is conducting a number of assistance programs directed at sustainable development and environmental protection in Africa.

Freedom of information is critical to any international environmental effort. For this reason, the USA believes that its own principle of "community-right-to-know" should become an international standard. As William Reilly, Administrator of the U.S. Environmental Protection Agency (EPA), has stated, "This means, in essence, that communities everywhere have the right to information about the amounts and kinds of chemicals that are stored, used and released in their midst."

Public information is a key element of the Basel Convention on hazardous wastes, which employs a "prior informed consent" system requiring the permission of the receiving country before any such wastes can be shipped there. The USA, which is a signatory to the convention, also has strict national laws regulating hazardous wastes from generation to disposal.

The USA has been an out-spoken advocate of making publicly held information accessible to the developing world. The EPA provides access to commercial and government databases, libraries and experts. A second principle the USA relies upon is the rule of law and adherence to international agreements. International treaties are not declarations of intent or good will.

For its part, the USA believes in living up to the letter and the spirit of duly signed and ratified accords—whether the Convention on International Trade in Endangered Species (CITES), the Montreal Protocol to phase out ozone-depleting substances, or the 1991 agreement renewing the international community's commitment to protect Antarctica.

A third U.S. principle is the insistence upon practical plans of action that draw upon the best available scientific knowledge: Lofty declarations are no substitute for concrete steps; ambitious goals cannot be reached without programs that are funded, implemented and measured.

World wide cooperative action must begin with data collection and scientific analysis on a scale as massive as the globe itself. Mission to Planet Earth, a broad international effort directed by the U.S. National Aeronautics and Space Administration (NASA), will provide critically needed data for the international community in shaping realistic programs to deal with global climate change and the loss of ozone in the upper atmosphere. To carry out this mission, the USA will use existing space-based systems, and will conduct experiments aboard a series of space shuttle flights, launch polar-orbiting satellites, and employ the facilities of the planned Space Station Freedom.

Already, the Upper Atmosphere Research Satellite, launched in 1991, is providing important data on the condition of the stratospheric ozone.

Effective action means using existing international institutions wherever possible. The USA has strongly encouraged the World Bank to incorporate environmental concerns into its planning, require environmental impact statements, and fund projects that meet criteria for sustainable development.

Finally, at a time of budget constraints, the USA is committed to innovative public-private partnerships and market-based mechanisms to make available resources work harder.

In January 1992, President Bush announced a new USA-Asia Environmental Partnership, which will bring together U.S. government, business and private organizations, with their Asian counterparts, to address issues ranging from industrial pollution to destruction of tropical forests. One of the most successful market innovations has been debt-for-nature swaps, which permit developing nations to exchange hard-currency debt that they owe for local funds, which are then used to finance public health or environmental programs, usually through a non-governmental third party.

The first debt-for-nature swap involved Bolivian debt held by the United States, which was exchanged for local funds to operate the Beni Biosphere Reserve.

Costa Rica, Mexico, Jamaica, Panama and Ecuador have undertaken similar programs.

Madagascar concluded Africa's first debt-for-nature agreement with the World Wildlife Fund, which received a \$1 mln. grant from the U.S. Agency for International Development. The funds were used largely for purchasing debt notes, which were redeemed in local currency, providing resources to protect national parks and tropical forests-repositories for plant and animal life not found anywhere else. The debt-for-nature model has been used for debt-for-development arrangements, which are providing local funds for self-help programs in Nigeria, Niger and Guinea.

These, then, are the principles that the USA brings to the task of forging international environmental policies and programs: democracy and freedom of information; the rule of law; practical, scientifically based programs; public-private partnerships and the use of market-based approaches.

Their objective is the same: steward-ship of planet Earth, preserving a world that can meet the aspirations of its people while sustaining a natural world still vital, diverse and alive.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



NATIONAL MEASURES OF PROTECTION

Fronting other notable challenges, including the issues of high-seas drift-net fishing, oil pollution, coastal pollution and ocean dumping. Over the last several decades, large-scale driftnet fishing has emerged as one of the most serious threats to fish and animals living on the high seas.

The practice involves covering vast areas of the high seas with fine netting, which can exceed 48 km, to catch widely dispersed target species of fish and squid. However, the synthetic nets also snare and kill other marine creatures including seabirds and endangered turtles, hundreds of thousands of marine mammals such as whale and dolphins, and millions of "non-target" fish.

Recognizing the need for international action, the USA and several other countries sponsored a U.N. resolution calling for a moratorium on all large-scale, high-seas drift-net fishing by December 31, 1992. In late 1991, after intensive negotiations, it was approved.

The USA has also developed several national measures to protect living marine resources.

In 1972 Congress enacted the Marine Mammal Protection Act, which prohibits killing, hunting, capturing or harming a variety of marine mammals – including large whales, porpoises and dolphins, seals, sea lions, walrus, sea otters, manatees and dugong – in U.S. waters.

The Endangered Species Act, passed by Congress in 1973, protects threatened and endangered species of wildlife and plants, whether they live in water or on land. These are carried out through numerous regulations: in 1987 under the authority of the Endangered Species Act, the federal government required commercial shrimp fishermen to use so-called – Turtle Excluder Devices to minimize the killing of sea turtles caught in shrimp nets. Since then the number of Dead Sea turtles washing ashore on beaches during shrimping season has dropped dramatically.

Oil spills pose another threat to seabirds, marine mammals and fish. Thick and gummy, crude oil discharges can cause immediate harm to fish and wildlife, degrade oceans and coastal habitat and, over time, even threaten human health.

Recent major oil pollution incidents, such as the 1989 Exxon Valdez incident off Alaska and Iraq's deliberate dumping of oil in the Gulf in 1991, have focused the world's attention on the need to establish national and international measures to protect the marine environment.

The USA enacted the Oil Pollution Act of 1990 with the intention of strengthening its ability to respond to oil spill emergencies while reducing the likelihood that such emergencies will occur.

The law sets new standards for vessel construction, crew licensing and manning to improve safety, and strengthens the civil and criminal penalties for oil spills as a powerful incentive for preventing future accidents. Because the law also requires shippers to demonstrate by February 1993 that they are able to clean up any kind of spill from their vessels, the U.S. petroleum industry created a new multimillion-dollar non-profit organization called the Marine Spill Responses Corporation.

21 U.S. firms, including oil producers and refiners, are members of the corporation.

At the 1989 Paris Economic Summit, President George Bush proposed enhancing international co-operation on oil spills. As he said following the Exxon Valdez accident, "Catastrophic oil spills have the potential to overwhelm the resources of any single nation".

In November 1990, 80 nations adopted an International Convention on Oil Pollution Preparedness, Response and Cooperation which requires signatories to establish a national system to prepare and respond to oil pollution incidents and to share technical support and equipment.

In March 1992, the USA became the first nation to ratify the convention.

In the meantime, the U.S. is also testing new oil cleanup techniques. Indeed, the massive cleanup, which followed the Exxon Valdez spill, revealed that such conventional methods as the use of booms, high- and low-pressure spraying, skimmers and manual scrubbers removed only a fraction of the crude oil released into Prince William Sound. The U.S. Environmental Protection Agency had an idea to apply nutrient-rich fertilizers to selected fouled beaches. The nutrients allowed microorganisms to utilize the hydrocarbons in oil as a food source-in effect, to remove the oil by eating it.

A single application of fertilizer made the microbes' consumption of oil two to three times faster than on untreated shoreline. To date, no environmental hazards have been found to be associated with using fertilizer to degrade oil.

Although oil spills are a serious threat, until recently sewage sludge and contaminants in industrial wastewater were the main sources of coastal and marine pollution in the USA.

In the last 20 years, however, the U.S. has made major progress in controlling pollution of the coastal region largely through the construction of sewage treatment plants in coastal cities and the installation of wastewater treatment plants at industrial facilities. In addition, the Coastal Zone Management Act of 1972 required states to develop coastal pollution control programs from so-called "non-point" sources such as runoff from farms, roads and construction sites.

Ocean waters within the 320-km U.S. exclusive economic zone are relatively unpolluted compared to waters close to shore. While this is partly due to the fact that pollutants disperse in the open ocean, it also reflects strict U.S. regulations that limit the amount and type of materials that can legally be disposed of in the open ocean.

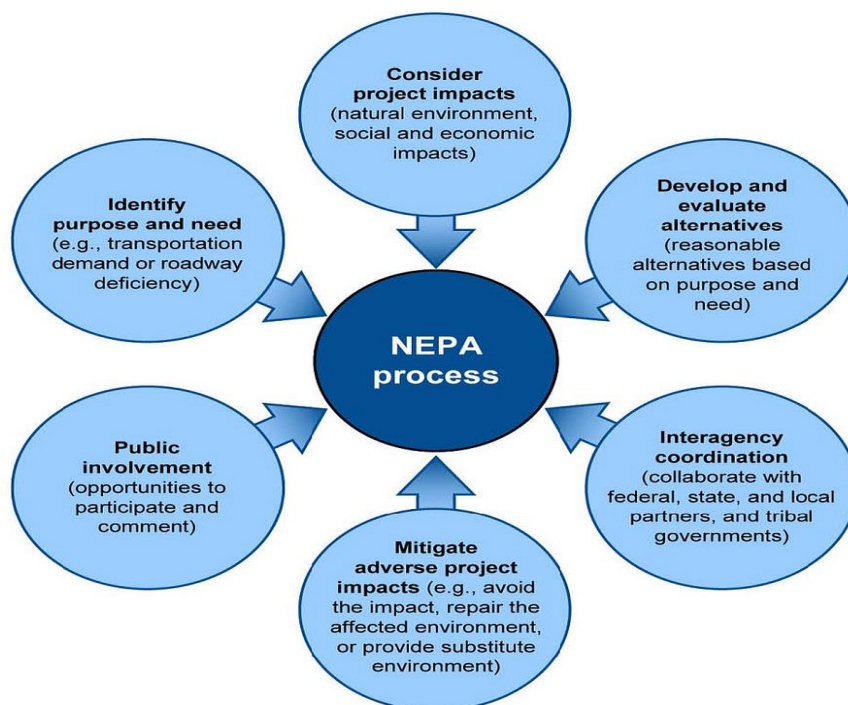
Ocean dumping of sewage sludge and industrial wastes has been successfully curtailed.

The Ocean Dumping Ban Act of 1988 prohibits the issuance of new permits for dumping sewage sludge or industrial wastes into ocean waters. Eight out of nine sewage sludge operations ended operation by the end of 1991, and the remaining facility was scheduled to cease dumping in June 1992. The sewage the firms formerly dumped in the ocean will be composted and recycled as fertilizer, disposed of at designated facilities on land, or incinerated.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			Score
	Events	When	Where	
1.				



PROTECTING THE EARTH'S BLANKET OF OZONE

Government and industry are moving quickly to stem the depletion of this atmospheric shield.

In the mid-1970's, scientists became concerned that man-made chemical substances called chlorofluorocarbons (CFCs) were eroding the Earth's stratospheric ozone layer, an essential atmospheric filter for solar ultraviolet radiation. Teams of USA researchers had earlier pieced together the first indications of the threat posed by CFCs-used in aerosols, refrigeration, packaging, fire retardants, computer manufacturing and other activities. Subsequent investigations examined the health effects of increased exposure to ultraviolet radiation, including injury to the human immune system, increased incidence of skin cancers, and negative effects on terrestrial and aquatic plant and animal life.

As scientific evidence of stratospheric ozone depletion has grown, so has the demand for affordable new technologies, and for national and international policy solutions.

While these developments testify to humanity's ability to alter the condition of the planet, they demonstrate that a community of nations can craft dynamic mechanisms to respond to complicated challenges. Moreover, they underscore the importance of science as part of the basis for sound public policy, and the positive role which industry can play in responding quickly to evidence of environmental threats. Because of the initial research findings, the USA in 1978 unilaterally banned the nonessential use of CFCs in aerosol propellants, an initiative taken by few other nations at the time.

In January 1982, the United Nations Environment Program (UNEP) began negotiating controls on the use of ozone-depleting gases. The process was difficult; Conclusive proof of ozone depletion was still lacking, CFCs had long been regarded as miracle chemicals that were nontoxic, chemically stable, and extraordinarily versatile in their applications. Despite these difficulties, in March 1985, 45 nations signed the Vienna Convention, which stated a goal of reducing the use of products harmful to stratospheric ozone, and established controls on ozone-depleting substances.

Later that year, new data confirmed earlier reports of a dramatic springtime loss of ozone over Antarctica-the "Antarctic ozone hole" - and stimulated a more urgent policy response.

In 1987, the USA and 25 other nations signed the Montreal Protocol, which committed the parties to reduce the use of CFCs by 20% by mid-1998 and by 50 % by mid-1999.

When the Montreal Protocol parties met a second time in 1990, they were presented with the first observations of global ozone loss. They responded with the London Amendments to the Protocol, which phase out CFCs, halons and carbon tetrachloride by the year 2000.

Methyl chloroform use would be eliminated by the year 2005. The USA and other industrialized nations also agreed to create a special voluntary fund to assist developing nations with the transition to non-CFC technologies. The USA initiated a series of unilateral ozone-protection measures that extend beyond the requirements of the Vienna-Montreal Protocol process. First, the federal Clean Air Act Amendments of 1990 stepped up the phase out of several ozone-depleting substances.

The 1990 Amendments required tougher interim reductions in the phase out of CFCs, halons and methyl chloroform and, unlike the Protocol, included a production phase out for hydrochlorofluorocarbons (HCFCs) beginning in 2015.

The Clean Air Amendments required EPA to establish a national recycling program for CFCs used in refrigerators and air conditioners, prohibited venting of CFCs and HCFCs by mid-1992, and banned deliberate releases of any other harmful substitutes after 1995.

In addition, the USA pioneered the use of market-based incentives, such as tradable allowances and excise taxes on production, to achieve phase out reductions on or ahead of schedule at substantially lower costs than would otherwise be incurred as a result of all these measures.

USA CFC production was 42 % below the required levels in the 12-month period ending June 30, 1991. Scientific research sponsored by the USA continues to provide a major base for refining the global response to stratospheric ozone depletion. The continuing development of new U.S. satellite and ground based systems will further improve the world's understanding of stratospheric ozone.

In September 1991 the USA deployed the Upper Atmosphere Research Satellite (UARS), which will provide continuous global measurements of ozone and ozone-depleting substances.

UARS is part of an international program, called Mission to Planet Earth, which will employ the space shuttle, polar-orbiting satellites and other space probes to gather unprecedented volumes of data about long-term environmental trends.

An international group of scientists conducted a thorough review of the stratospheric ozone depletion in 1991 under the auspices of the United Nations Environment Program.

This study found faster, more widespread ozone depletion than was previously known. These recent data indicate that the ozone layer over densely populated areas of the USA and other countries that are located between 30° and 60° latitude in both the northern and southern hemispheres has thinned significantly faster than previously projected, especially during late winter months.

The new research findings prompted President George Bush to announce on February 11, 1992, that the USA would unilaterally accelerate its phase out of CFCs and most other ozone-depleting substances. The USA will now cease production of CFCs halons, methyl chloroform, and carbon tetrachloride by December 31, 1995, instead of at the turn of the century.

The USA private sector has made prominent contributions in the response to stratospheric ozone depletion. Chemical firms such as E.I. DuPont de Nemours and Allied Signal have undertaken extensive research programs on CFC – alternative compounds – indeed, DuPont projected during July 1991 that its expenditures for research on CFC substitutes would amount to over \$ 1 000 mln. during the coming decade. Other U.S. firms including General Electric, Digital Equipment and Motorola, are also spending large sums to find ways to reduce or eliminate the need for CFCs and CFC substitutes.

For these industries, the financial stakes are high: Equipment currently dependent on CFCs has been valued at over \$135 000 mln.

Finally, leading multinational manufacturers have joined with government to address the substantial needs of developing nations for CFC-alternative technologies. In 1989, in cooperation with the Environmental Protection Agency, private firms created the Industry Cooperative for Ozone Layer Protection. ICOLP currently consists of 15 multinational electronics and aerospace manufacturers, and 11 affiliate members in and out of the USA, dedicated to helping CFC users of ozone-depleting solvents find alternative materials and technologies. ICOLP has developed OZONET, an electronic database, as well as creating a variety of technical manuals and other services.

Exercise 1. Digest the score of the information briefly in English.



IN PRAISE OF BIODIVERSITY

We share our planet with a dazzling variety of living things, each one of them intrinsically valuable and holding potential benefits/or humanity

Several years ago, my attention was drawn to a frontpage New York Times account announcing the discovery of anew species. With about 5,000 new species described every year, there clearly had to be something special about this particular species that placed it among the headlines.

The species, found in Mexico, was a new wild relative of domestic corn, the third most important grain supporting human society. In addition, it was only the second known perennial species of corn, capable of growing on its own from year to year without being reseeded.

In contrast to the other known perennial corn, this new species had the same chromosome number as domestic corn, making it easier to transfer some of its useful characteristics through interbreeding.

The discovery opened the door to the possibility of developing a perennial corn agriculture, which would be a major benefit to human society. With no need to plough every year, corn prices would drop, as would prices for corn by-products, which are so pervasive as to even include the glue on postage stamps.

Further, the Mexican perennial corn had proven resistant to five of the major viral diseases that afflict corn, including one that destroyed a significant portion of the U.S. corn crop in the early 1970's.

The world was surely better off for the discovery of this previously unknown and at first glance unprepossessing species. I like to recount the parable of the perennial corn for a number of reasons.

To start with, we treat species as the responsibility of a sovereign nation until they appear useful-then we tend to want them treated as international resources. Our perception of what is useful is changing, indeed enlarging, all the time. This corn was really an endangered species consisting of only a few hundred individual plants, highlighting the fact that whether a species is rare or abundant implies nothing about what its immediate practical value may be.

Most important, it is clear that human society is better off because that particular Mexican hillside had not been converted into an ordinary cornfield. The discovery of the perennial corn testifies eloquently that human society is best served by a landscape that is both wild and domestic.

The benefits to be reaped from the variety of life on earth are by no means confined to plants. Indeed, as the science of biological engineering expands it invests the genetic material from any organism with potentially enormous value. With the help of laboratory manipulation and production an enzyme system plucked from an unknown tropical insect, or the toxins from the dorsal integument of an arrow-poison frog, may be found to be an effective treatment for a particular cancer.

Biological diversity is also important as a source of ideas. Vaccination was conceived by observation of the cowpox virus, and antibiotics developed from observation of mould found growing on cantaloupe. The theory of evolution, and all it meant in changing our concept about our place in nature, was born out of Dar-win's observations of plants and animals in the Galapagos Islands. We need to recognize, in one sense, that biological diversity represents a huge and vital library.

I am sometimes scolded for dwelling on these utilitarian arguments. While not subscribing to such arguments exclusively, I use them because I fear that there are people who can be awakened to our awesome conservation problems in no other way. I believe strongly in the aesthetic and moral reasons for respecting other forms of life, although I must acknowledge that we, as animals, are in a position where we must use other living things just to survive. I believe strongly in the intellectual argument for preserving all forms of plant and animal life: They are of value simply because they exist.

Each and every life-form has something to tell us about the possibilities of living systems. Each species represents a set of solutions to an individual set of biological problems. We are wiser today, for example, for knowing that certain organisms can live at a temperature higher than the boiling point of water-some-thing we did not know 10 years ago. It would be arrogance to reduce our ability to learn by condoning the current unnaturally high rate of extinctions.

TREES OF LIFE

Environmental interest groups and the USA government all can agree on the need for planting and caring for trees, perhaps the least controversial way to fight air pollution.

Trees absorb and store carbon dioxide while shading and cooling urban areas, reclaiming mining lands, preventing soil erosion, producing wood products, providing wildlife habitat, keeping streams clean and beautifying the landscape. In so-called urban forestry, perhaps the best known program is Tree People, a non-profit corporation based in Los Angeles, California. Founded in 1993 by Andy Lipkis the program has planted over 200 mln. trees in the last 20 years.

Tree People runs environmental programs that teach children and adults how to select species of trees and sites for planting, as well as how to organize others into action. Tree People supports international programs, and in 1985, sent over 5.000 surplus fruit trees to the drought-swept countries of Kenya, Ethiopia, Tanzania and Cameroon.

An international project manager has returned to those countries each year to train villagers who received trees in horticultural and home economic techniques. As part of the nation's commitment to trees and forests, President George Bush proposed in 1990 that Americans plant a mln. trees annually for the next decade as an environmental legacy for future generations.

After a survey of its customers, Pacific Gas and Electric (PG&E), a private utility serving northern and central California, discovered that it could make potential savings of as much as one-third of its energy output through conservation. PG&E offers homeowners and businesses a variety of incentives to encourage energy conservation and investment in new energy-efficient heating, cooling and lighting systems. In a variety of ways, the PG&E story is being repeated throughout the country as individuals and companies discover that conservation is essentially another energy resource to be tapped.

The ratio of energy consumed per each dollar of industrial out-put in the USA has dropped over the last two decades; the average, or "fleet" fuel efficiency of passenger cars has increased 50 %, from 18 litres per 100 km in 1972 to 12 litres per 100 km in 1988; residential energy consumption has also gained in efficiency. The federal government is encouraging energy conservation in a number of ways. One of which is the voluntary Green Lights program, which offers technical advice to utilities and other large users of electricity in installing long-life, low-energy lighting that can save significant amounts of energy and money. Renewable energy sources-solar, wind, hydroelectric, biomass and geothermal-account for about 10 % of all energy produced in USA, and are projected to grow at modest but steady rates through the next several decades.

The American Farmland Trust (AFT) is a national non-profit organization that works to stop the loss of productive farmland and encourages farmers to create a balanced agricultural ecosystem that can prevent soil erosion and the contamination of ground and surface waters by excessive use of pesticides and fertilizers. One of AFT's most successful grassroots programs is the Sustainable Agriculture Project begun in 1988 in four Midwestern states – Indiana, Illinois, Missouri and Michigan.

Using demonstration plots to compare conventional and sustainable farm methods and providing economic and environmental information, the project trains farmers to take a more holistic approach.

The emphasis is on using the farm's own biological assets to reduce the need for expensive and energy-intensive fertilizers and pesticides.

Exercise 1. Give a short characteristic to the American Farmland Trust activities.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE SUN BELT

Americans have a craze for the sun, a belief that the sun will cure chronic illnesses and that where there is sunshine there will be a job – or, if not a job, at least a warm, pleasant place to be unemployed. There will be low electricity bills, and no need to spend much on clothes! There will be the simple luxury of being able to sit on the porch the whole year round in an open-necked shirt or a swimsuit. The most desirable place in the American sun is the coastline of southern California, for here the climate is Mediterranean. It is rarely too hot and rarely too cold. This being so, the price of apartments and rents, and land for building homes, is beyond the means of the average sun-seeker.

So the sun-seekers moved east across the mountains into the harsh, burning desert, where there is no shade from the sun's heat, which in summer frequently tops 130 Fahrenheit.

The desert in the far south of California, however, is rapidly being converted into a vast suburb that has no city center. Its development has not been planned.

Shacks and mobile homes are scattered over many square mi. of rock-strewn desert.

The sun-seekers have now moved eastwards again, and about half a million people have colonized large areas of the Sonora Desert in Arizona, destroying much of its lonely beauty with an ugly sprawl of unplanned buildings. The Arizonans have mixed feelings about this invasion.

The newcomers have brought money and employment to the little cities of Tucson and Phoenix, but they have ruined the environment. They are rapidly using up the water which lies under the desert near Tucson. Arizona is consuming its water twice as fast as it is replenishing it.

There are settlements in the desert where only the roads have been built, and which will remain empty through lack of water. The neighbouring state of New Mexico is now waiting with dread for the flood of sun-worshippers. New Mexico is proud of its wild mountains and deserts and its two romantic rivers, the Rio Grande and the Rio Pecos. A former governor of the State wrote: "We can no longer afford the luxury of developers who care greatly for the profits of land use but little for the land itself."

To many New Mexicans, California's greatest city, Los Angeles, is the perfect example of what a city should not be. There are more automobiles per head of population in Los Angeles than in any other American city. Until unleaded gasoline was introduced car fumes were a danger to health and the Los Angeles smog was as famous as London's fog used to be.

Florida is perhaps the most popular state in the Sun Belt. In fact, it calls itself "The Sunshine State." It has a subtropical climate and is ideal for a winter vacation. From November to March northerners and easterners, come in their tens of thousands to lie on the warm, sandy beaches of Miami, Palm Beach and the other resorts along the coast. But Florida is full of retired people.

They have for years been coming to spend their last days in the subtropical sun. Many of them are poor and live in tiny houses or apartments. But they do not have to worry about the dreaded winter cold. They do not have to buy warm clothes. They can live reasonably contented on their pensions. More and more houses in the Sun Belt use solar energy for their heating.

So far the heat from the sun can only be used in a passive role, that is to say, it can be stored and used for heating the house and the washing water – but it cannot yet be turned into energy for cooking or for lighting. However, experiments are going on in southern Arizona, and scientists hope that before too long it will be possible to feed energy from the sun directly into the national electricity grid. One day America's sunshine may become one of her greatest assets.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. Why do Americans have a craze for the sun? 2. What is the most desirable place in the American sun? 3. What climate does California have? 4. Where did the sun-seekers move? 5. How many people have colonized large areas of the Sonora Desert in Arizona? 6. What have the newcomers brought with? 7. What is Los Angeles like? 8. Why is Florida full of retired people?

Exercise 3. Translate the words and word-combinations in the brackets in the correct form.

Juvenile Delinquency is a product of sickness in society. It is largely an (городской) phenomenon and its most fertile breeding place is in (трусобы) of the great cities. There the effects of inadequate or none-existent home life are aggravated by (бедность), ignorance, and (грязь).

From the dank darkness of tenements the only (бегство) for city boys and girls is the street – the street which despite its filth provides the only place where they can (собираться), run around and race off their youthful energy. However, the street also presents (опасность). There the city boy all too often finds "freedom" and "security" in gang life. Most (банды) have 20 to 30 members ranging (в возрасте) from 11 to 17. Most have their own name, colors and insignia which are often (украшенный эмблемами) on made-to-order jackets. Hangouts are street corners and candy stores.

In winter, deserted buildings (предоставлять) meeting places. Warfare between (соперничающие) gangs with stylized, formal tactics is common. Usually the most vicious of these gangs exists in the borderline districts of a big city. Thus juvenile delinquency sweeps whole neighborhoods in New York, Los Angeles, Detroit, Chicago and other big cities.

Exercise 4. Analyze the definition.

The **Sun Belt** is a region of the USA generally considered to stretch across the Southeast and Southwest (the geographic southern USA). Another rough boundary of the region is the area south of the 36th parallel, north latitude.

The main defining feature of the Sun Belt is its warm climate with extended summers and brief, relatively mild winters. Within the Sun Belt areas of the U.S, deserts (Arizona, California, Nevada, New Mexico, Texas), Mediterranean (California), and humid subtropical (Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina) climates can be found.

The belt has seen substantial population growth since the 1960s due to an influx of people seeking a warm and sunny climate, a surge in retiring baby boomers, and growing economic opportunities. Also, over the past several decades, air conditioning has made it easier for people to deal with the summertime heat in the region. In recent years water shortages, droughts, and drug trafficking near the Mexican border have become a problem in the western region.

The belt comprises the southern tier of the USA including the states of Alabama, Arizona, Florida, Georgia, Louisiana, Mississippi, New Mexico, South Carolina, Tennessee, Texas, roughly half of California (up to Greater Sacramento), and parts of Arkansas, North Carolina, and Nevada. Four of the states – Arizona, California, Florida, and Nevada – are sometimes collectively called the **Sand States** due to their abundance of either beaches or deserts.

Exercise 5. Summarize your findings on youth's life and activity in the USA and issue in a short presentation (75 words).



TORNADO

In some parts of the USA there are often tornadoes. Here Ben MacDonald talks about his first one. Mum and Dad were nervous all afternoon.

There was a tornado warning for our part of Oklahoma. They had the TV on all the time and watched all the special weather reports. I didn't worry about it too much at first. I thought it was all pretty exciting.

"There's nothing exciting about tornadoes, Ben", Dad said. "Last year one destroyed most of Morris. Houses were knocked down, cars were blown away and some people were lloled."

"You're right, Dad", I answered, "But I talked to Old Jeff earlier and he said that no tornado can ever hit Enid."

"Oh no! He's always wrong about the weather, isn't he?" Mum said.

"Yes, but I'm sure he's right this time", I told her.

"That would be the first time." Mum was really worried now. "If that tornado comes any nearer, we'll go to our tornado cellar."

"Great", I said.

"This is not a game, Ben." Dad stared at me.

Our tornado cellar was in the backyard. It was an underground room with a heavy trapdoor on top and some stairs leading down. Everybody in our neighbourhood had one. In ours there were two bunk-beds, a table and some chairs – but no food or anything to drink.

"I'll get some things ready to take down", Mum said.

"Too late." Dad stared at the TV for a moment.

"The tornado is just north of town. We'll have to get into that cellar *now*. Ben, get your radio," he called. So I did, and down we went. When we were below with the heavy door safely shut behind us, Mum said, "OK, Ben, turn on the radio. Let's see if it touches down."

"All right", I said and tried, but nothing happened. "Er - guess" I forgot to put the batteries back in. I took them out last night and."

"Ben, you're impossible," Dad said. "You're the most forgetful person I know."

"No problem, Dad. I'll just run out and get them. They're in my room", I said and started up.

"Ben, you stay here! That storm might blow you and the house and everything away", Mum shouted and dropped something.

I stayed. Mum had dropped and broken her watch. She wasn't too happy about that. None of us were. You see, it was the only watch we had in the cellar and now we had no idea how much time was passing. So we waited and listened, but the door was thick and we couldn't hear anything.

"Shouldn't we go up?" I said at last.

"I'm sure it isn't dangerous any more. We've been here for hours."

"No", Dad said. "Perhaps half an hour. That's all.

"But I'm so hungry and thirsty," I said.

"How can you worry about things like 40 that at a time like this?" said Mum. "Our house has probably been blown away."

For a while nobody said anything. Hours seemed to pass.

"Ssh", Dad said suddenly. "I think I can hear something."

He moved closer to the door and stood there for a long time.

"Do you know the story about the man who was locked in a tomb by accident and all his hair turned grey after two minutes?" I asked.

Mum made a funny sound, and Dad told me to be quiet.

"If you weren't so forgetful, we wouldn't be in this mess", he said.

I didn't really think that was fair but I didn't say anything – nor did anyone else. We waited. Time passed ... and in the end it was Dad who decided that we should have a look outside.

"What if the storm is still going on?" said Mum.

"What if our house is gone?" Dad didn't answer.

He started up the stairs slowly. I was right behind him when he pushed open the door. Mum was still below.

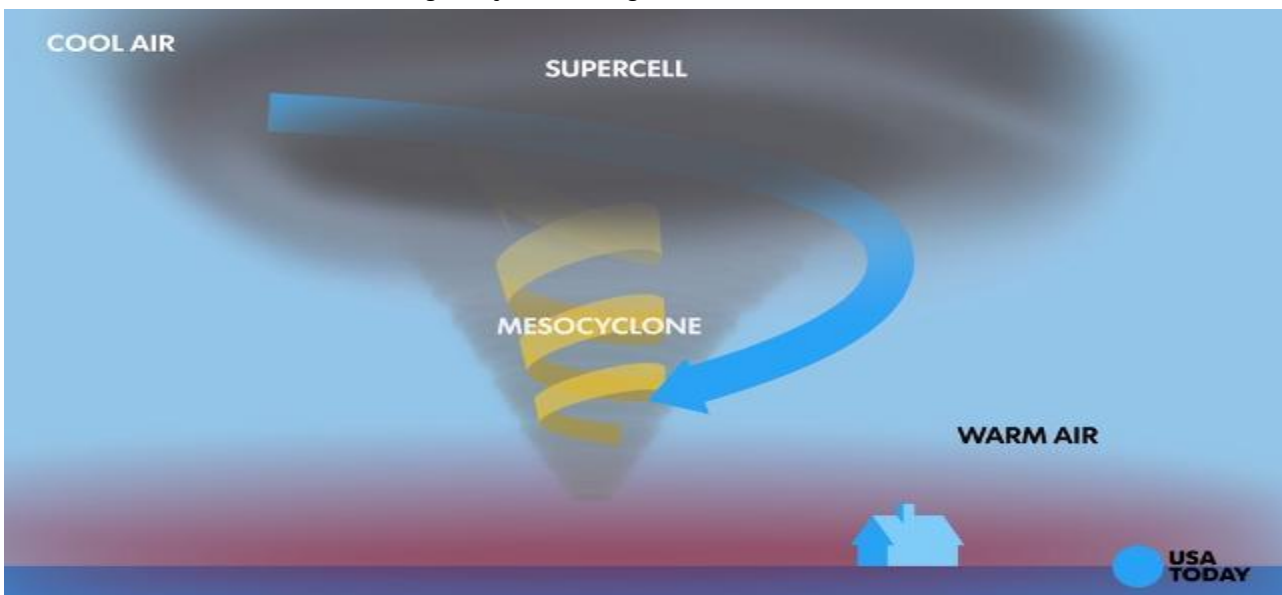
"Oh no!" Dad said when he stepped outside. "This is terrible!"

I followed – it was completely dark outside.

Below Mum called nervously, "What is it? Is our house gone?"

"The house", Dad said quietly, "is still here, and everything's OK. But I left the key inside and we're locked out."

Exercise 1. Learn the dialogue by heart and give it in classroom.



How tornado forms

Major Federal Environmental Laws	
• 1963	Clean Air Act
• 1964	Wilderness Act
• 1965	Water Quality Act
• 1968	Wild and Scenic Rivers Act
• 1969	Endangered Species Conservation Act
• 1972	Marine Mammal Protection Act, Federal Environmental Pesticide Control Act
• 1974	Safe Drinking Water Act
• 1980	Act that created "Superfund" clean up fund
• 1990	Clean Air Act Amendments

CHAPTER IV. HISTORY OF THE USA

INTRODUCTION

The peopling of North America began about 30,000 years ago, during the Ice Age, and continued for many millennia. Contact between North America and Europe began with the Age of Exploration at the end of the 1400s. Settlements were founded in Mexico and Florida by Spain in the 1500s and along the Atlantic littoral by France, England, Sweden, and Holland in the early 1600s.

From the founding of the first colonies along the Atlantic Coast to the current global involvement of the USA, the dominant theme in American life has been growth.

1650

Following up on Columbus's discoveries, in the 16th century the Spanish conquered the Native American Aztecs and Incas to establish a vast colonial empire stretching from Mexico to Peru.

The search for gold and silver brought Spanish explorers into the present day American Southwest, where they established outposts in New Mexico in the early 1600s.

Even earlier, Spain had begun the settlement of Florida with the founding of St. Augustine in 1565. Far to the north the French, attracted by the profits of the fur trade with the Indians, began settling the St. Lawrence valley in the early part of the century. Between the Spanish to the south and the French to the north, English colonists founded a series of scattered settlements along the Atlantic coast.

Driven by the desire for economic gain or religious freedom, or both, colonists in Virginia and Massachusetts Bay endured severe weather and periods of starvation to establish small but permanent colonies. By mid-century, settlements had sprung up in New Hampshire, Connecticut, and Rhode Island. Along Chesapeake Bay, Maryland was founded as a place of refuge for persecuted Catholics.

In the midst of these English colonies, the Dutch established New Netherland and took over a small Swedish settlement. The seeds had been planted for a future USA.

1700

Having established a precarious foothold, the English settlements slowly began to grow and prosper. The later New England colonies received royal charters, separate from Massachusetts Bay.

William Penn established Pennsylvania as a place of refuge for Quakers, but he welcomed French, Dutch, German, and Swedish settlers, as well as English and Scots-Irish.

Nearby New Jersey became the home for an equally diverse population. New Netherland became New York, under English rule. In the south English aristocrats founded Carolina as a plantation society populated in great part by settlers from the Caribbean island of Barbados. Bound together only by ties to the mother country each colony developed a distinctive character and culture.

Meanwhile intrepid French explorers based in Quebec penetrated deep into the continent, driven on by the imperatives of the fur trade.

1750

A century-long European struggle for empire between the French and the British led to military confrontation on this side of the Atlantic. Britain's victory in Queen Anne's War changed the map of North America. It gave the British control of the land bordering on Hudson Bay, as well as Newfoundland and Nova Scotia. The French redoubled their efforts to develop Louisiana as a buffer against the westward expansion of the seaboard colonies.

Concerned with the Spanish presence in Florida, the British founded the colony of Georgia in 1732 to guard the Carolinas, divided in 1729 into the royal colonies of North and South Carolina.

By 1750, the American colonists were rapidly moving onto the lands between the Atlantic Coast and the foothills of the Appalachians. Descendants of the original settlers, along with newcomers from England, Northern Ireland, Germany, filtered into the Shenandoah Valley to settle the backcountry of Virginia and the Carolinas. The fertile lands of Kentucky and Ohio attracted other Americans.

The French, fearful of flood of American settlers made important alliances with Indian tribes of the Ohio to strengthen their position and built a chain of forts to defend the area.

1800

Between 1750 and 1800, the map of North America underwent extensive political change.

First, the British defeated the French and drove them from the mainland of the continent.

The Peace of Paris in 1763 called for the French to surrender Canada to Great Britain and transfer Louisiana to Spain. The British Proclamation Line of 1763*, which blocked settlement west of the mountains, angered the colonists and contributed to the unrest that led to the Revolutionary War.

Independence stimulated westward expansion. Even while the war was in progress, pioneers like Daniel Boone opened Kentucky and Tennessee to frontier settlement.

In the 1783, treaty that ended the war the USA gained generous boundaries stretching from the Great Lakes and the St. Lawrence River on the north to Florida on the south, and westward to the Mississippi. However, the young nation found it difficult to make good its claims to this new territory. Indians tried to hold on to their land, with British and Spanish encouragement.

In the mid-1790s, diplomatic agreements with both nations and the defeat of the Indians at Fallen Timbers opened the way to American settlement of the land beyond the mountains. Kentucky and Tennessee became states in the union before the end of the century and Ohio followed soon after.

1850

Over the next 50 years, the territory of the USA more than doubled.

The purchase of Louisiana from France brought in the vast trans-Mississippi West, stretching across the Great Plains to the Rocky Mountains. Distance, fierce Indian resistance and climate delayed the settlement of the trans-Mississippi West, but American settlers poured into the area east of the Mississippi. The eastern Indians then power broken in the War of 1812, agreed to evacuate their ancestral homelands and in 1835 the last remaining holdouts, the Cherokees, were forcibly removed to Oklahoma. In the 1840s, the USA extended its boundaries to the Pacific.

Proclaiming the nation's "manifest destiny" to occupy the continent, settlers leapfrogged over the inhospitable Great Plains and rugged Rockies to settle in California and Oregon. Diplomacy with Great Britain secured Oregon to the 49th parallel. Americans moved into Texas in the 1820s broke away from Mexico in 1836, and joined the union in 1845 – a move that led to war with Mexico in 1846.

The American victory two years later gave the USA California and the New Mexico territory.

The purchase of a small strip of southern Arizona from Mexico rounded out the nation's present day continental boundaries in 1853.

1900

Newly acquired territories brought great opportunities and bitter sectional quarrels.

The discovery of gold in California at mid-century was followed by a rush to the Pacific, but the question of extending slavery into the new areas set North against South. That controversy contributed to the outbreak of civil war and the end of slavery. In the three decades following the War among the States, Americans finally settled the last frontier. With the continent settled, expansionists looked overseas. William Seward added Alaska to the nation's territory in 1867. Three decades later victory in the Spanish American War led to an outburst of enthusiasm for empire. The USA acquired Puerto Rico and the Philippines from Spain, and annexed the Hawaiian Islands.

* **Proclamation of 1736**, a royal decree issued by George III forbidding American colonists from settling in the lands west of the Appalachians.

Exercise 1. Characterize the stages of peopling in the USA.

Exercise 2. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
The independence of the USA was declared ____	in 1776.
13 "founding" states entered the federation ____	in 1776.
The federation comprises 50 states _____	from 1959.
George Washington laid the cover-stone of the Capitol ____	in 1790.
The presidential candidate needs ____ electoral votes to be elected.	270
Any natural-born American at the age of ____ may be elected to this office.	35
Americans under ____ have no rights to be elected to the House of Representatives.	25
_____ members of the House of Representatives are chosen every second year.	435
Senators /100 persons/ are elected for a term of ____ years, 2 senators from each State.	6
The main work of the Congress is done in ____ Committees in the Senate	16
There are ____ Committees in the House of Representatives.	20
The Democratic Party was founded ____	in 1783.
The Democratic Party got its present name ____	in 1828.
The Republican Party was founded ____	in 1854.
The original ____ states were grouped along the Atlantic Coast.	13
Alaska and Hawaii, the last states entered the Union ____	in 1959.
The Constitution has been amendment 26 times ____	since 1789.
The Bill of Rights was approved as a block by the Congress ____	in 1789.
They were ratified by 11 states by the end of ____	1791.
The first permanent English colony was not started until ____	1607.

Exercise 3. Find English equivalents to Russian ones in the text.

Ледниковый период; заселение людьми; поселения; эпоха исследований; убежище; завоевывать; создание великой империи; открытия Колумба; исконные американцы; тесные узы; религиозная свобода; королевские приказы; торговля пушниной; плодородные земли; экспансия на запад; золотая лихорадка.

Exercise 4. Fill in the gaps in the following sentences using the text details.

Financial backing, grand design, sovereigns, self-assured navigator, without question, small ships, nautical miles, humble parentage, classical learning, mathematical calculations, impoverished dreamer, polite audience, ship repairs, land mass, mapmakers.

Admiral of the Ocean

If it had not been for Christopher Columbus (Cristoforo Colombo), Spain might never have gained an American empire. Born in Genoa, Italy, in 1451 of 1) _____, Columbus devoured 2) _____ and became obsessed with the idea of sailing west across the Atlantic Ocean to reach Cathay, as China was then known. In 1484 he presented his plan to the king of Portugal, who was also interested in a route to Cathay. But the Portuguese were more interested in the route that went around the tip of Africa. After a 3) _____, Columbus was refused support. Undaunted by rejection Columbus petitioned Isabella and Ferdinand for 4) _____. They were initially no more interested in his 5) _____ than the Portuguese had been. However, fear of Portugal's growing power as well as Columbus confident talk of wealth and empire led the new monarchs to reassess his scheme. Finally the two 6) _____ provided the supremely 7) _____ with three ships, the *Nina*, *Pinta*, and *Santa Maria*. The indomitable admiral set sail for Cathay in August 1492, the year of Spain's unification. Educated Europeans in the fifteenth century knew 8) _____ that the world was round. The question was size, not shape. Columbus estimated the distance to the mainland of Asia to be about 3000 nautical miles, a voyage that his 9) _____ would have had no difficulty in completing. The actual distance is 10,600 10) _____, however, and the New World not been in his way, his crew would run out of food and water long before they reached China. After stopping in the Canary Islands for 11) _____ and supplies, Columbus crossed the Atlantic in thirty-three days, landing on an island in the Bahamas. He searched for the fabled cities of Asia, never considering that he had stumbled upon a large 12) _____ completely unknown in Europe. Since his 13) _____ had been correct, he assumed he would soon encounter the Chinese. Instead he met friendly, thought startled, Native Americans, whom he called Indians. Three more times Columbus returned to the New World – in search of fabled Asian riches. He died in 1506, a frustrated, 14) _____, unaware that he had reached a previously unknown continent. The final blow came in December 1500 when an ambitious falsifier, Amerigo Vespucci, published a sensational travel account that convinced German 15) _____ that he had beaten Columbus to the New World. Before the deception was discovered, 'America' gained general acceptance throughout Europe as the name for the newly discovered continent.



THE GROWTH OF THE USA

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In the midst of these English colonies, the Dutch established New Netherland and took over a small Swedish settlement. The seeds had been planted for a future USA. Having established a precarious foothold, the English settlements slowly began to grow and prosper.

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New Netherland became New York, under English rule. In the south, English aristocrats founded Carolina as a plantation society populated in great part by settlers from the Caribbean island of Barbados.

Bound together only by ties to the mother country, each colony developed a distinctive character and culture. Meanwhile, intrepid French explorers based in Quebec penetrated deep into the continent, driven on by the imperatives of the fur trade. About the same time, Spain established missions as a token presence in Texas. A century-long European struggle for empire between the French and the British led to military confrontation on this side of the Atlantic. Britain's victory in Queen Anne's War changed the map of North America. It gave the British control of the land bordering on Hudson Bay, as well as Newfoundland and Nova Scotia. The French redoubled their efforts to develop Louisiana as a buffer against the westward expansions of the seaboard colonies.

Concerned with the Spanish presence in Florida, the British founded the colony of Georgia in 1732 to guard the Carolinas, divided in 1729 into the royal colonies of North and South Carolina.

By 1750, the American colonists were rapidly moving onto the lands between the Atlantic Coast and the foothills of the Appalachians. Descendants of the original settlers, along with newcomers from England, Northern Ireland, and Germany, filtered into the Shenandoah Valley to settle the backcountry of Virginia and the Carolinas. The fertile lands of Kentucky and Ohio attracted other Americans. The French, fearful of a flood of American settlers, made important alliances with Indian tribes of the Ohio country to strengthen their position, and built a chain of forts to defend the area. Between 1750 and 1800, the map of North America underwent extensive political change. First, the British defeated the French and drove them from the mainland of the continent. The Peace of Paris in 1763 called for the French to surrender Canada to Great Britain and transfer Louisiana to Spain.

The British Proclamation Line of 1763, which blocked settlement west of the mountains, angered the colonists and contributed to the unrest that led to the Revolutionary War.

Independence stimulated westward expansion. Even while the war was in progress, pioneers like Daniel Boone opened Kentucky and Tennessee to frontier settlement.

In the 1783 treaty that ended the war, the USA gained generous boundaries, stretching from the Great Lakes and the St. Lawrence River on the north to Florida on the south; westward to the Mississippi.

Nevertheless, the young nation found it difficult to make good its claims to this new territory. Indians tried to hold on to their land, with British and Spanish encouragement.

In the mid-1790s, however, diplomatic agreements with both nations and the defeat of the Indians opened the way to American settlement of the land beyond the mountains. Kentucky and Tennessee became states in the union before the end of the century, and Ohio followed soon after.

Over the next 50 years, the territory of the USA more than doubled. The purchase of Louisiana, from France brought in the vast trans-Mississippi West, stretching across the Great Plains to the Rocky Mountains. Distance, fierce Indian resistance, and an arid climate delayed the settlement of the trans-Mississippi West, but American settlers poured into the area east of the Mississippi.

The eastern Indians, their power broken in the War of 1812, agreed to evacuate their ancestral homelands and in 1835 the Cherokees, were forcibly removed to Oklahoma.

In the 1840s, the USA extended its boundaries to the Pacific. Settlers leapfrogged over the inhospitable Great Plains and rugged Rockies to settle in California and Oregon.

Americans moved into Texas in the 1820s, broke away from Mexico in 1836, and joined the union in 1845 – a move that led to war with Mexico in 1846. The American victory two years later gave the USA California and the New Mexico territory. The purchase of a small strip of southern Arizona in 1853 from Mexico rounded out the nation's present-day continental boundaries.

Newly acquired territories brought great opportunities and bitter quarrels. The discovery of gold in California at mid-century was followed by a rush to the Pacific, but the question of extending slavery into the new areas set North against South. That controversy contributed to the outbreak of civil war and the end of slavery. In the three decades following the war among the states, Americans finally settled the last frontier. With the continent settled, expansionists looked overseas.

William Seward added Alaska to the nation's territory in 1867. Three decades later, victory in the Spanish-American War led to an outburst of enthusiasm for empire. The USA acquired Puerto Rico and Philippines from Spain, and annexed the Hawaiian Islands.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. When did the peopling of North America begin? 2. When did the contact between North America and Europe begin? 3. When and where were settlements founded? 4. What country conquered the Native American Aztecs and Incas? 5. Where had settlements sprung up by mid-century? 6. Who established Pennsylvania as a place of refuge for Quakers? 7. Whom had he welcomed? 8. How had each colony developed a distinctive character and culture? 9. What had changed the map of North America? 10. Where and when were the American colonists rapidly moving onto? 11. When had the map of North America undergone extensive political change? 12. What had stimulated westward expansion? 13. Where had generous boundaries of the USA gained? 14. When had the territory of the USA more than doubled? 15. What brought great opportunities and bitter quarrels? 16. What set North against South? 17. What did that controversy contribute to? 18. When did Americans finally settle the last frontier? 19. When did William Seward add Alaska to the nation's territory? 20. What led to an outburst of enthusiasm for empire? 21. What country acquired Puerto Rico and Philippines from Spain, and annexed the Hawaiian Islands? 22. What gave the USA California and the New Mexico territory in 1848?

Exercise 3. Analyze the information and complete the sentences.

Phrases	Data
The peopling of North America began about ____ years ago.	30,000
Contact between North America and Europe began with the Age of Exploration at the end of ____	the 1400s.
Settlements were founded in Mexico and Florida by Spain ____	in the 1500s.
Settlements were founded along the Atlantic littoral by France, England, Sweden, and Holland ____	in the early 1600s.
They established outposts in New Mexico ____	in the early 1600s.
Spain had begun the settlement of Florida ____	in 1565.
The British founded the colony of Georgia ____	in 1732.
They were divided into the royal colonies of North and South Carolina ____	in 1729.
The map of North America underwent extensive political change ____	between 1750 & 1800.
The Peace of Paris called for the French to surrender Canada to Great Britain and transfer Louisiana to Spain ____	in 1763.
The treaty ended the war and the United States gained a lot ____	in 1793.
The eastern Indians agreed to evacuate their ancestral homelands ____	in 1835.
The United States extended its boundaries to the Pacific ____	in the 1840s.
Americans moved into Texas ____	in the 1820s.
Americans broke away from Mexico ____	in 1836.
The American victory gave the United States California and the New Mexico territory ____	in 1848.
The purchase of a small strip of southern Arizona from Mexico rounded out the nation's present day continental boundaries ____	in 1853.
William Seward added Alaska to the nation's territory ____	in 1867.



W. Seward & 13 first colonies in America

DIALOGUE

THE PILGRIMS SETTLE IN NEW ENGLAND

The next day the Halstead invited Alex to spend the weekend at their house in the country.

They picked him up at his hotel and left Cambridge on Friday afternoon. The countryside was green and the air was sweetly fresh. Sunshine beamed from a cloudless sky. The cottage was solidly built with exterior log walls supported by massive beams. Down at the lake one could see some boats.

When they arrived Jack took Alex's overnight bag and escorted him to his room.

"I like this place, Jack", Alex said. "Thanks. We all like it too. When you're ready come downstairs for dinner". As they were having dinner that evening, they discussed early American history and *colonization* of the American continent.

ALEX: I can't claim to know much on the subject. I've done some reading but I still have some questions. As far as I remember, *emigration from Europe to North America* began in the early 17th century, right?

JACK HALSTEAD: Yes. The first *immigrants* crossed the Atlantic long after Spanish colonies had already been *established* in Mexico, West Indies, and South America. Like all *early travelers* to the New World they came in small overcrowded ships. Many of them *died of diseases*, and their ships were often battered by storm and lost at sea.

ALEX: Then they must've had serious motives for crossing the Atlantic!

DORIS: Yes, some left the mother country *for religious or political reasons*. But most English *settlers* *risked* their lives in the hope that they would *find prosperity* across the ocean. In Europe, land was scarce and labor plentiful. In America, every white settler expected *to own land*.

ALEX: Did all of them succeed?

DORIS: Well, some did, others didn't...

ALEX: Could you tell me a bit more about the first colonists?

STEVE: It was like this. In December 1606, a London Company sent a group of settlers on board three ships to colonize the North American territory named Virginia. They reached the New World in May 1607 and founded Jamestown, the first *permanent* English *colony* on the American Continent.

DORIS: I think there's much to be said for the American Indians at this point. It is quite likely that the settlement would not *have survived*, if the local Indians had not given the colonists food in the first hard winter. They taught them the ways of the forest and introduced them to such a valuable new crop as maize. The settlers accepted the Indian help and...

DAVID: ... and took whatever else they wanted *by force*. However, the Indians did not submit meekly to such treatment. They proved to be brave and *skilled fighters* once they realized that their very existence was at stake.

ALEX: But Virginia was not the only colony in the early 17th century, was it?

HALSTEAD: Not at all. By 1624, Virginia began to prosper because of its profitable exports to Europe. Meanwhile, far to the North, in Massachusetts, another English colony, the Pilgrims who arrived on the Mayflower in 1620 established Plymouth. The Pilgrims also received friendly help from the Indians. Incidentally, after a *rich harvest* they celebrated their first Thanksgiving Day in November of 1621, thus establishing a new tradition. Soon other colonies were organized in New England. New settlers began coming to the new continent.

ALEX: Who were those people? What was their *social background*?

STEVE: Well, many influential Englishmen were eager to try their luck as colonizers. They received grants from the king, which made them owners of great estates that became their property.

However, most immigrants were from lower levels of society. They found work as laborers, especially in Virginia, Maryland and Pennsylvania.

ALEX: Am I right that no important territories were colonized during the English Revolution?

HALSTEAD: Yes, you're right. That's the way it was. However with the restoration on Charles II in 1660 came *a new wave of settlement*, for the British crown wanted to *expand and strengthen its hold on North America*.

ALEX: But colonists came from other countries besides Britain, right?

HALSTEAD: Of course. It's true that the first American colonies were settled chiefly by Englishmen, but soon they were joined by Germans, Irish, Dutch, French and others.

DORIS: Naturally, all these people brought with them *a great variety of cultural backgrounds*. Although most settlers didn't completely lose their *European heritage*, they eventually became quite different from their brothers who remained in the Old World.

ALEX: It was natural, wasn't it? I think this was mainly because people were transformed by their new physical surroundings. America was separated from Europe by 3,000 miles of ocean.

Besides, the ocean was practically closed for navigation during the winter months and dangerous enough in any season, wasn't it? I believe the emptiness and the wilderness of the continent changed the colonists.

DAVID: They certainly did, but they were tough guys. You sure *are familiar with our history*, Dr. ALEX, I wish I knew the history of your country half as well.

ALEX: It's nice of you to say that.

HALSTEAD: Well, if we expect to go boating early tomorrow, I suppose we'd all better go and get some sleep.

ALEX: A good idea. Good night, everybody.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Answer the questions.

1. When did emigration from Europe to America begin and what hardships did the first immigrants face when they came to the New World? 2. What made them cross the Atlantic? 3. When was the territory called Virginia colonized? 4. How did the Indians treat the newcomers? 5. Were the American colonies settled only by the English? 6. Who were the Pilgrims? 7. What social groups did the new settlers represent – what was their social background? 8. How did it happen that Americans eventually began to differ from the Europeans though they never completely lost their heritage?

Exercise 3. Remember the facts.

14 May marks the anniversary of the establishment of Jamestown in Virginia, the first permanent English settlement in the New World, now the USA, in 1607.

It was originally founded as James Fort following several earlier failed attempts. It was established by the London Company (later to be known as the Virginia Company) and went on to become the capital of the colony between 1616 and 1699.

Dutch and Polish colonists began arriving within a year and Dutch traders brought over the first African slaves in 1619, the year James Fort became Jamestown.

The capital was transferred to nearby Middle Plantation (later renamed Williamsburg) in 1699 and Jamestown ceased to exist. Today it is an archaeological site.

The Founders of the New England colonies had an entirely different mission from the Jamestown settlers. Although economic prosperity was still a goal of the New England settlers, their true goal was spiritual. Fed up with the ceremonial Church of England, Pilgrims and Puritans sought to recreate society in the manner they believed God truly intended it to be designed.

Exercise 4. Analyze the information and use it in practice.

Exercise 5. Read the information below and title it.



It is important to note the distinction between Pilgrims and Puritans in American history. Though many Pilgrims were Puritanical, it is not universally true.

The first New England Pilgrims are recognized to be a group of English people who came to America seeking religious freedom during the reign of King James I. After two unsuccessful attempts to leave England and move to Holland, a Separatist group was finally relocated to Amsterdam where they stayed for about one year. From there the group moved to the town of Leiden, Holland, where they remained for about ten years, able to worship as they wished under lenient Dutch law.

Fearing their children were losing their English heritage and religious beliefs, a small group from the Leiden churches made plans, initially, to settle in Northern Virginia.

In August 1620, the group sailed for Southampton, England, where other English colonists who hoped to make a new life in America met them. They planned to make the crossing to America in two ships, the *Speedwell* and *Mayflower*. However, after many problems the *Speedwell* was forced to return to England where the group was reorganized. In their second attempt to cross the Atlantic, they boarded the *Mayflower* in September 1620 bound for the New World.

They arrived in New England, as winter was settling in and endured significant hardships as they struggled to establish a successful colony at Plymouth. As the years passed, more Pilgrims made the journey to the New World in search of a new home and new freedoms. In time their colonies flourished and led the way to establishing religious freedom and creating the foundations of the democracy Americans enjoy today. Religious strife reached a peak in England in the 1500s.

When Henry VIII broke with the Catholic Church of Rome, spiritual life in England was turned on its ear.

The English Parliament approved the new church under the king's leadership, but not all the people in England were willing to accept the Church of England. At first, the battles were waged between English Catholics and the followers of the new Church – the Anglicans.

The rule of Queen Elizabeth brought an end to bloodshed, but the battle waged on in the hearts of the English people. Agents of the throne persecuted the Pilgrims, called the Separatists in England because of their desire to separate from the Anglican Church.

The Puritans, so named for their desire to purify the Church of England, experienced the same degree of harassment. By the second and third decades of the 1600s, each group decided that England was no place to put their controversial beliefs into practice.

Where else but in the New World could such a golden opportunity be found?

The land was unspoiled. Children could be raised without the corruption of old English religious ideas. The chance to create a perfect society was there for the taking.

The Stuart kings saw America a means to get rid of troublemakers.

Exercise 6. Digest the information briefly in English.

THE WAR OF INDEPENDENCE OR THE AMERICAN BOURGEOIS REVOLUTION (1775-1783)

The rapid development of the British colonies in America in the 18th century gave rise to the so-called "American problem". The French and Indian War was over in 1763. The American colonies helped England in this war. The northern country of Canada now belonged to England and the French were driven out of the fertile western river valleys. George III, King of England, wanted to draw the American colonies closer to the mother country. New laws were passed and the colonists had to pay new high taxes to support England. These post-war decisions stimulated an ever-growing movement of protest, which exploded into the War of Independence.

I. Prelude to war

While London waffled, now stern, now relenting, the colonies set a defiant course for freedom.

Taxation without representation spurred them on. A stamp tax on documents? Not a stamp was sold in 12 colonies. Duties on lead, glass, tea? "Sons and Daughters of LIBERTY" boycotted the importers. "Tea parties" ranged from the fracas in Boston to the sedate gathering in Edenton, North Carolina, where 51 women vowed total abstinence from tea while the tax was in effect.

The sight of hated redcoats roused city folk. "Lobster-backs", goaded by a jeering mob, fired on it in 1770; the five dead of that "Boston Massacre" became martyrs. New York hailed "Patriotic Barber" Jacob Vredenburg, who, upon learning a patron was a British officer, him out half-shaved.

II. Living through a Revolution

Entrenched in Boston with a small army, General Thomas Gage reported ominous news to his London superiors in the autumn of 1774: British authority had collapsed outside his lines.

No longer was New England's resistance to Parliament's taxes and controls confined to city rioters. Now the country folk were equally determined to fight rather than bend the knee. Moreover, wrote the commander of British land forces, the Yankees would fight very well.

If England decided to enforce obedience with troops, she must send many thousands of them across the Atlantic. "Affairs are at a crisis", Gage declared, "and if you give way it is for ever."

The spreading defiance beyond the cities was onerous because 90 percent of the 2.5 mln. colonists lived in the countryside. Only five places along the seaboard – Boston, New York, Philadelphia, and Charleston – could be described as cities. At a time when wagon tracks passed for roads, when travelers crossed rivers by wading, by swimming, or by ferry, many Americans had never seen a city.

The typical colonist was a homestead farmer, and in the main a self-sufficient one. He saved his money, acquired more land, and helped his sons to get farms. Fathers and sons fished nearby waters, hunted ducks, turkeys, quail, geese, deer, bear, and opossum. They were taller and stronger than their relatives in Europe were and most took the Patriot side.

The first days of the war justified Gage's forebodings. On April 18, 1775, under prodding from London, he sent troops to destroy Patriot supplies at Concord. Minutemen-militia members specially chosen to guard against such a move – quickly responded to the alarm spread by Paul Revere and others. More important, other Massachusetts militiamen also took up arms and drove the British back into Boston. Then militia from all New England took the field. Gage soon was penned against the sea.

Tens of thousands of militiamen served in the long war, boys and men, 16 to 65. They were ill-trained, led by officers sometimes elected for their popularity rather than selected for their competence.

The troops were prone to panic under attack. Subjected to cold, hunger, and homesickness, they sometimes headed home even before the few months of service required of them ended.

A British surgeon viewed the militiamen outside Boston after the battle of Lexington and Concord as "a drunken, canting, lying, praying, hypocritical rabble".

Nonetheless, when led by a Benedict Arnold, a Daniel Morgan, or an Andrew Pickens – an officer who could inspire them – the part-time soldiers could mount a formidable attack.

Acquiring experience and steadiness, they became quite valuable to the Patriot cause. Even so, to check the thrusts of the Royal armies, especially in battle on open ground, the Patriots needed disciplined, skillful, and reliable troops who would not return home at a critical time.

Late in 1775, several months after George Washington took command of the American armies, the Continental Congress authorized one-year enlistments, which marked the appearance of the soldiers and other troops, for 75,000 that would serve for three years or the duration of the war. It was a large order, never fully met. Yet many rallied to arms, some perhaps encouraged by a ballad sung by American girls:

*Our country's call, arouses all
Who dare to be brave and free!*

*My love shall crown, the youth alone
Who saves himself and me.*

Bounties helped fill the ranks, though the \$20 and 100 acres of land promised by Congress was topped by some states – and state enlistees could serve near home. Men from all sections of the Old Thirteen, and even a few from Britain, went into the Continental army.

Richard Montgomery was a British officer until 1772; in 1775, he died a Continental brigadier in the assault on Quebec. Most of the recruits were of good stuff, though not every one was a splendid specimen. Alexander Graydon, a Continental officer, told of one prospect described as a fellow who "would do to stop a bullet as well as a better man . . . a truly worthless dog".

Musket men, riflemen, cannoners, and cavalymen, the Continentals came to form the hard core of the Patriot armies. At the centre of the core stood the musket man. A long-persisting myth alleges that the Patriots and their Pennsylvania rifles had the advantage over the British and their inefficient muskets. True, a rifleman could aim at an individual, could concentrate on hitting officers, or could bring down an enemy at 200 yards. The long-barreled rifle proved effective in skirmishing, in forest fighting, and against Indians. Against a charge of Royal infantry across an open field, however, the musket was much more deadly. Its one-ounce pellet, about twice the weight of the rifle bullet, could smash as well as penetrate. The musket took half the time to reload – and, unlike the rifles of that time, it had a bayonet. After getting off one or two shots at charging musket men, the riflemen had to face "the white weapon" – the bayonet, against which knives, hatches, or clubbed rifles were hopeless.

British generals knew much about the art of war and military traditions, sometimes to their cost. As winter came, European generals headed for the warmth of towns and forts, to relax until battle resumed in spring; the soldiers sang, "And when in quarters we shall be. Oh! How I'll kiss my landlady." The Patriots, unhampered by such traditions, could move to the attack in winter, as Benedict Arnold and Richard Montgomery did at Quebec, as Washington did at Boston and Trenton.

We see pictures of Continentals in resplendent uniforms, and there were well-dressed men them, especially at time of enlistment. But uniforms wore out and could not be replaced.

The soldier of the USA more often fought in a hunting shirt and pants that had not received the attention of a tailor. Marching ruined his shoes, and it's literally true that his steps could at times be traced by the bloodstains from his bare feet. His blanket, if he had not lost it, was likely to be sleazy, of "baize thin enough to have straws shot through without discommoding the threads".

Continental soldier Joseph Plumb Martin recalled that he had been promised for each year of service: "One uniform coat, a woolen and a linen waist coat, four shirts, four pair of shoes, a pair of woolen, and a pair of linen overalls, a hat or a leather cap, a stock for the neck, a hunting shirt, a pair of shoe buckles, and a blanket." Usually Martin received the coat, one or two shirts, and shoes and stockings. Washington's troops encamping at freezing Valley Forge, could hardly have appreciated a New Jersey newspaper's little joke. The paper suggested that woman, who had "worn the breeches" for over a century, should donate their petticoats to be made into waistcoats and breeches for the soldiers. The militiamen might shelter from heavy storms at his home.

The Continental who had fought beside him suffered through the humid heat of southern summers, the frigid northern winters. He seldom had a tent and commonly spent the winter in wind-beaten cabins in camps near towns and cities where the Royal forces were comfortably quartered. Martin remembered a night in the open when rain doused campfires and "we had to lie and 'weather it out". Later, "we joined the grand army near Philadelphia, and we were obliged to put huts by laying up poles and covering them with leaves, a capital shelter from winter storms". Ill-clothed and ill-housed, the Americans were ill-fed. Militiamen who marched with Arnold ate candles and a dog.

In New York, soldiers heading for the ferry to Brooklyn and the battlefield loaded up on "sea-bread," or hardtack, "nearly hard enough for musket flints". At times, the Continentals received fresh bread, beef, and rum, but they often ate salt pork and hardtack, washed down by whatever water was available. Not infrequently the commissary issued only flour, which was moistened and cooked over an open fire.

On the march, soldiers might help themselves to fruit, vegetables, poultry and nuts.

In desperation, famished troops on both sides ate green corn with predictable results: diarrhea.

As Washington's troops hungered through the bitter winter at Valley Forge, farmers took their cattle and grain to the British in Philadelphia, preferring hard cash to depreciating Continental currency.

Patriot forages forced the paper money on the farmers, or gave them proof that the products had been requisitioned, or simply made off with what the army needed. Fighting was preferable to such hardships. Once, when the British sorted from Philadelphia, wrote Martin, "we wished nothing more than to have them engage us, for we were sure of giving them a drubbing, being in excellent fighting trim, as we were starved and ... ill-natured as curs".

Eventually the spring run of shad up the Schuylkill revived the troops at Valley Forge. Soldiers leaped into the stream with shovels, tree limbs, anything they could find to land the fish. Horsemen clattered in to hem the shad with a living fence. The troops ate their fill of fresh fish, and salted down others by the barrel. At the Morristown, New Jersey, camp two years later, the Patriot army spent an even harsher winter; the weather was the worst that anyone could remember.

Some 6,000 Patriots died in battles on land. John Adams probably exaggerated when he claimed that ten times that many died in hospitals, but certain that more men died of sickness than were killed in combat. Typhoid fever, typhus, yellow fever, smallpox, and the "bloody flux" (dysentery) took an enormous toll. Inoculation checked the ravages of smallpox to degree;

Washington, who had survived an attack of smallpox in his youth, ordered the inoculation of every soldier with him at Morristown in 1777.

However, the army medical service lacked competence and was weakened by discord. (Dr. Benjamin Church, first director general of the Continental medical department, was a British spy.)

Perhaps 200 of the 3,500 doctors practicing in America at the time held medical degrees.

Among regimental surgeons, Washington found "very great rascals" who let soldiers off duty on "sham complaints" and took bribes "to certify indispositions with a view to procure discharges or furloughs." Hospitals – crowded, filthy, their medicine chests empty – offered little succor to the sick or wounded; reportedly, 60 % of the men to one hospital in New Jersey died. Camp hygiene was often neglected. At King's Bridge on Spuyten Duyvil Creek in New York, Dr. James Tilton found "excrementitious matter scattered indiscriminately. ... A putrid diarrhea was the consequence.

Many died, melting as it were and running off at the bowels. Medicine answered little or no purpose." The soldier taken prisoner endured an especially hard lot. After seizing New York in 1776, the British found themselves with large numbers of captives, little food, and a housing shortage in the fire-wracked city. Confined to prison ships in New York harbour, Patriots died by the hundreds.

Callous keepers headed by a vicious provost marshal William Cunningham, whose grafting ways «starved the living and fed the dead», worsened their plight. According to report, he later hung from the gallows in Britain for the minor crime of forgery. Failure of the government regularly to pay its soldiers exaggerated the privations of war.

Even worse, the paper money that was paid out steadily lost value.

As early as 1779 a soldier could buy no more than a bottle of rum for its month's pay. Hardly surprising, then, that desertion was common. Late in the war Gen. Nathanael Greene quipped that both his army and the one he opposed were composed of the other's deserters.

Nor is it strange that the Continentals rebelled more than once. In sore distress, soldiers in New Jersey mutinied on New Year's Day, 1781. Their enlistment terms, three years or the duration of the war, meant to them "whichever came first" – and their three years were up. They were not disloyal; they promptly imprisoned two British agents seeking to lead them into British lines.

After much cajoling the mutiny came to an end; some 1,250 soldiers won discharges – though a high proportion reenlisted. The British agents went to the gallows. Men who fought on year after year were not liberally compensated for their bravery and constancy after independence had been won. Many were crippled, broken in health, ill-fitted for civilian pursuits.

The veteran received neither medical care nor money to resume his education. If a man obtained a grant of 100 acres of land beyond the Appalachians, as many did, he commonly sold it to speculator for cash. At last, in 1818, Congress voted a pension of \$ 8 per month to destitute "old soldiers." By that time not a few of the fighting men had gone to their heavenly reward.

Patriots who fought on the sea fared much better than the soldiers. Sailors had more cover and lived closer to the kitchen, though not all returned home safely.

An estimated 832 Patriots died in sea battles. Congress, the states, and even General Washington built "navies", and balladeers sang hopefully of sea power "Wide o'er the ocean spread."

However, the total of American war-ships remained small compared to the British navy, which blockaded the Atlantic Coast. Many a Patriot sailor went to sea in privateer. Unable to challenge Britain's mighty ships-of-the-line, the privateers stalked her merchantships instead.

Privateering offered the lure of prize money and less discipline. In Boston an enlisting officer enticed men with a song:

*All you that have bad masters Come, come my brave boys,
and cannot get your due and join with our ship's crew.*

At one time, there were more privateers' men on the Atlantic than there were Continentals with Washington. While the infant navy sank or captured 200 British ships, the privateers accounted for 600. A few who owned privateers prospered, as did the merchants whose vessels ran the blockade.

A merchant could lose half the ships he sent to sea and still grow rich. Thus the Cabots of Beverly, Massachusetts, gained enough wealth to move to Boston and eventually join its aristocracy and William Bingham of Philadelphia, while a young Continental agent in the West Indies, pilled up a fortune that would make him the richest man in postwar America.

The war had sputtered for 14 months. Two days earlier the Continental Congress had formally resolved to cut all ties to Britain, but few would remember that fateful act. Now on the mild evening of July 4 the delegates in Philadelphia's State House approved Jefferson's amendment draft of a public statement: "That these United Colonies are, and of Right ought to be Free and Independent States."

It was signed by John Hancock, president, and attested by Charles Thomson, secretary.

This was the moment history calls the "signing" – though the delegates did not sign the Declaration until August 2 and later.

Philadelphia – historical city of independence. It was founded in 1682 by William Penn, who was a prominent political leader; it was a large city in Colonial America. Even now, some parts of the old city remind one of the past. Here in 1774 the first Congress of delegates from all the colonies was held. Among the delegates were men of great fame, such as George Washington and John Adams, the first and the second Presidents of the USA. The main decision of the first Continental Congress was to unite the efforts of all the colonies against Great Britain. The second Continental Congress, held in Philadelphia a year later, decided to organize an army to defend the colonies.

George Washington was chosen commander-in-chief and the War for Independence began.

The Congress named a committee of five to draw up the Declaration of Independence.

The work was actually done by Thomas Jefferson, then 33 years old. Celebration of the 4th of July, as Independence Day began the next year. You may ask "why?" It happened so because the Congress ordered copies of the Declaration sent forth for public reading, and printer John Dunlap labored all that night and half the next day. First news of Independence appeared on July 5 in the *Pennsylvanischer Staatsbote* – in German. Three days later, a third of the townsfolk (not the most respectable class, claimed one hostile observer) jammed the State House green for the reading. Bells clanged (including the Liberty Bell) far into the night, and bonfires flickered across the city.

Therefore, it went throughout colonies about to become states, as post rider, coach, packet, and coastal vessel carried forth the Declaration. Wagon road and wilderness being what they were, it took more than a month to reach the hundred or so hamlets and cities.

Apparently, no one told the courier to New Hampshire that the capital had moved from Portsmouth. By the time he arrived in Exeter on July 16 with the "wished for news" he had ridden 30 extra miles. Abigail Adams listened with a vast crowd as the document was read in Boston on July 18.

Around that time a child named Independence was baptized in Connecticut, and an innkeeper was jailed for declaring against the Declaration. In New York, an express rider delivered copies to General Washington on the 9th; at six that evening some 15,000 troops lined up in hollow-square formation to hear the announcement in sight of enemy fleet.

Charleston, South Carolina, recovering from a British assault by sea, staged a grand independence day August 5. Savannah, southernmost town of the Old Thirteen, took the news with mixed solemnity and joy. Engrossed on parchment, the original Declaration accompanied the wanderings of the government until both found a permanent home in Washington, D. C.

Few outside the Continental Congress knew the author was, as I said, Thomas Jefferson until the fact appeared in a newspaper in 1784. He had lived through all the bell ring and speechmaking without any personal commendation from the press. Not all Americans struggled on the side of independence; perhaps one of every four white colonists remained loyal to the king.

Holders of royal offices, latecomers from Europe, individuals of Highland Scottish background, and Anglican clergymen were all especially likely to support the British, but Loyalists came from every element in society. Loyalists, or Tories (from the name given to British politics especially attached to the Crown), acted as guides and spies for Royal forces, fitted out privateers to prey on Patriot ships, counterfeited Continental currency, and put forth royalist propaganda.

No fewer than 30,000 took up arms. Late in the war, at battles such as Hanging Rock and Rocky Mount, near Camden, South Carolina, the contestants were nearly all Americans.

Patriots detested the Tories because they had earlier been neighbours and friends; some were relatives. In consequence, the Tories became the greatest sufferers from the war.

Mob action against them began years before fighting broke out.

Tory Edward Stow found his Massachusetts home befouled with feces and feathers in 1770 and again the next year. Filer Dibble of Connecticut, reportedly victimized four times by Patriot plunderers, slit his own throat. Tories were denied the vote, subjected to heavy taxes, forbidden to move about, and barred from the professions. As Cornwallis's southern campaigns of 1780-81 spread turmoil through Virginia, Charles Lynch, a justice of the peace whose family gave its name to Lynchburg, convened an extralegal court, which dealt harsh punishments to Tory "conspirators."

The term "lynch law" apparently derives from these activities. After Cornwallis was trapped at Yorktown and it became evident that Britain had lost the war. They continued to pay dearly long after the war ended. Every state undertook to expropriate Tory lands, houses, and shops. Some families sought safety in hedging; they agreed that a pair of brothers would take opposing sides, and that title to their property would pass to the partner who had stood with the winner.

There are indications that the wealthy Dulanys of Maryland and the Gardiners of Long Island employed such strategy. Though most Tories remained in the new republic, perhaps 75,000 went into exile, the majority to Canada, others to England and Caribbean islands. Britain rewarded their loyalty with money and land grants, but the uprooting was not without pain. A Tory wife recalled her arrival in Nova Scotia: "I climbed to the top of Chipman's Hill and watched the sails disappear in the distance, and such a feeling of loneliness came over me that though I had not shed a tear through all the war I sat down on the damp moss with my baby on my lap and cried bitterly."

The Indians also lost heavily. The Patriots were first to seek the Indian's help and a few – Mohicans, Oneidas, Tuscaroras, and Catawbas – took the Patriot side. Nevertheless, the most Indians tended to favor the king, primarily because American settlement threatened their hunting grounds and their way of life. Tribe after tribe joined the British, and the fighting was brutal. Backwoodsmen suffered enormously. However, so did the Indians. Patriots thrice ravaged the southern hill country of the Cherokee, and destroyed more than 40 Iroquois villages in New York State. With war's end, the power of the Six Nations and the Cherokee was sapped. Many tribes were forced to abandon their homelands, and were pushed westward before an onrushing flood of pioneers.

Atrocities were not confined to frontier fighting. When Charleston fell in 1780, Abraham Buford's Third Virginia, Continentals, some 350 strong, were the only organized fighting men left in South Carolina. Col. Banastre Tarleton flew after them – infantry and cavalry riding two on a horse, 105 mi in 54 hours – and routed them. His men continued to kill helpless Americans who had laid down their arms and raised a white flag and men came to know that "Tarleton's Quarter" meant no quarter.

At King's Mountain, South Carolina, Patriot militia slew Tories who had stopped fighting and after hanged others. Dogs and hogs ate the slain, carelessly interred.

Nor were civilians exempt from brutality. Tory and Patriot ravaged and plundered. From Staten Island, New York, Lord Rawdon wrote in August 1776: "The fair nymphs of this isle are in wonderful tribulation, as the fresh meat our men have got, here has made them as riotous as stirs.

A girl cannot step into the bushes to pluck a rose without running the most imminent risk of being ravished ... and of consequence we have most entertaining courts-martial every day." Civilians in besieged cities – Boston, Charleston, Savannah – saw their houses burn; many fled.

Boston lost half its population. Looters pillaged friend or foe. Patriots even ransacked the home of Lewis Morris, a signer of the Declaration of Independence. To relatives worried about their fighting men, news was tardy and often inaccurate. In the course of a year one Southern mother received a single letter from her soldier-son and several false reports of his death. Soldiers who could not write had to ask comrades to pen messages for them. Letters often went astray.

Families without menfolk scraped along as best they could, the more easily if they lived on the land. Inflation punished civilian and soldiers alike. The blockade made imports such as sugar and molasses scarce. Wheat and flour dwindled in New England as the war cut access to supplies in the middle states. The problem grew as Congress, without financial resources or the power to tax, resorted to the printing press and issued some \$200 million in unsupported paper money.

Ben Franklin suggested that the decline in value as currency passed from one person to another was not a bad way to compel each receiver to contribute to the cause. Most of his fellow countrymen disagreed. Those on fixed pay – preachers, teachers, public officials – were hard hit.

Merchants sought ways to escape regulation. Confronted by price controls on rum and sugar, Philadelphia dealers began charging for the containers.

On April 19, 1777, a Boston mob celebrated the anniversary of Lexington and Concord by running out of town five merchants who had refused to accept paper money as if it were hard cash.

There were profiteers among the Patriots, and men who took legitimate advantage of wartime opportunity. James Warren, a Massachusetts political leader, commented after ward "fellows who would have cleaned my shoes five years ago now ride in chariots".

It is doubtful that many poor men became that wealthy.

However, landowners unmolested by soldiers got good prices for their products and Continental officers, gaining prestige and popularity, often secured public offices after the struggle.

Though Patriot leaders declared that education must be fostered in the new nation, the war set back the cause of learning. An estimated one quarter of the college students – many of them preparing for the clergy – joined Patriot forces. British prisoners were housed at Harvard; there was fighting on the Princeton campus; the College of William and Mary was used as a hospital.

We are told that American morals also sank because of the war. Lafayette urged that Continentals be kept apart from French soldiers and their dissolute ways. However, Patriot armies, like British ones, had laundresses and other female camp followers.

One pernicious effect of the conflict was the increase in dueling. Europeans subscribed to it, and Continental officers acquired an affinity for it with their commissions.

In 1777, resorting to the "field of honour", General Lachlan McIntosh killed young Button Gwinnett, a Georgia signer of the Declaration. (The resulting scarcity of Gwinnett's signature has long dismayed collectors of the signers' autographs.)

In the midst of strife, torn by jealousies and divisions among themselves, the Patriots formed an American confederacy. From 13 colonies, they created 13 states and a national government. Leaders burdened by raising money and troops took time, often in the shadow of advancing British armies, to draw up state constitutions. Legal bulwarks against despotism were built – the writ of habeas corpus, trial by jury, protection against cruel and unusual punishments. Written guarantees of freedom of the press came into being. Democracy and social equality advanced – though not for all.

Some slaves gained freedom by serving the king as soldiers, laborers, and scouts. But black were much more helpful to the American cause. Free Negroes of New England, and quite a few of Virginia, carried arms in Continental and militia units. In a party that penetrated British lines in Rhode Island in 1777, a black called Guffee broke through a locked door and helped capture Gen.

Richard Prescott roused from bed without even his breeches on. Slavery conflicted with the trenchant statement in the Declaration that "All men are created equal", and Patriot leaders almost unanimously condemned the institution. Black profited only in minor degree from the war's outcome.

Northern states, with relatively few slaves, began to abolish slavery as early as 1780.

The Continental Congress forbade it in the great Northwest Territory between the Ohio and the Mississippi. But black servitude continued in the South and in fact began to spread beyond the southern Appalachians during the war. There was other unfinished business. Many men without property were still unable to vote. In some states, only wealthy men could hold higher offices.

Roman Catholics and members of other churches continued to suffer discrimination. Women were denied equality in politics and the courts. Thus, while the victorious Patriots could take pride in their new nation, in their system of representative government, in their bills of rights, the American Revolution was far from complete.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

BRIEF OVERVIEW

The USA of America has been labeled as a young nation, given its actual beginning in the year 1776, when the Declaration of Independence was proclaimed. In reality, the journey these USA have been going through begins before 1776. Native Americans were the first inhabitants of this rich land.

They are believed to have come over from the Eurasian continent by way of the area we know today as Alaska and Canada. It is easy to follow the chronological timeline of the USA. Its history often begins with Leif Ericson, who is believed to have travelled to this land in the year 1000.

Then by Christopher Columbus in 1492, the pilgrims in the 16th century, later followed by other European nations such as Spain, Portugal, and Britain.

As we fast-forward through the years, the role of this young nation is evident in every part of the world. There is not one part of the world that has not been touched by the influence of the USA of America. The story of the USA begins with the thirteen colonies which by the late 18th century had 2.5 mln. people. In its struggle towards independence, the *Declaration of Independence* led to the *American Revolution* in 1776. Between the Revolution against Britain and the American Civil War in 1861, the young nation went through a myriad of storms, politically and socially, in addition to the significant progress it went through. *Slavery* of Africans was already an issue early in those days, which perhaps contributed to the formation of the *Confederate States of America*, leading to the *Civil War*. As the war broke out, lines were drawn on the sands of these USA.

The Civil War was followed by the reconstruction era in which a change in the overall atmosphere brought in a change that comes with growth. Slavery ended, states that broke off from the union were readmitted, and the national government grew stronger. All 48 contiguous states had been admitted in 1912, Alaska and Hawaii were added later in the mid 20th century.

Between the 1890s through the 1920s, the progressives ushered in a different tone.

People were getting tired with the corruption, waste, and the practice of old politics.

The movement saw the advancement of women's suffrage and the prohibition of alcohol added to the constitution. When *World War I* broke out in 1914, the USA had maintained its neutrality under *Woodrow Wilson*. Wilson tried to keep the U.S. out of the war, but then in 1917 relented and declared war against Germany.

The Wall Street Crash of 1929 came after a decade of prosperous living, the years that followed marked a worldwide Great Depression that lasted for ten years. *Franklin Delano Roosevelt* (FDR) and other politicians presented the people a form of relief in what was called the New Deal.

This brought in various types of programs that included relief, recovery, and reform.

Unfortunately, all this did was realign the political landscape that produced the Democratic Party, big political machines in the major cities, so-called intellectuals, and the white south.

December 8, 1941, "*A day that will live in infamy...*". These words spoken by FDR marked the entry of the USA into its Second World War in less than 25 years.

The Japanese attack of Pearl Harbor on that date led to the first use of the atomic bomb. This also marked the defeat of Nazi Germany under the Allied Forces.

The Cold War was born immediately after World War II. Even though there was a brief period of rest for the US during those years following World War II, by 1950, the USA found itself embroiled in the Korean War, 1959 saw the total involvement of the USA in the Vietnam War. Both wars have been described as "proxy wars" wherein a third party is used in a war.

The Cold War ended in 1991, but a different kind of War ensued in the decades that followed, the War on Terror. The story of the USA is still being written, and the rest of the world continues to watch with great anticipation.

Exercise 1. Give the main idea of the facts above.

Exercise 2. Make up a small report and give a talk in class.

THE FIRST EXPLORER

Leif Ericson is regarded as the very first European to have landed in North America in A.D. 1000. He was the son of Erik Thorvaldsson who most people know as Erik the Red. Leif Ericson came to North America five hundred years before Christopher Columbus. Leif was initially going for Greenland but wound up landing in what is now North America. He was following the trail blazed by his father Erik the Red to bring Christianity to the people they encounter during their voyages.

The existence of the New World, the Americas remained a mystery to most of Europe until the 15th century. Many European countries were in search for a northwest passage to reach East Asia instead of the long silk route or *Silk Road*. *Christopher Columbus*, originally from Italy, in 1485 attempted to raise the funds required for his expedition to *King John II of Portugal*. He was rejected. It was not until he had a face to face with the monarchs of Spain, and through the help of *Queen Isabella I* and *King Ferdinand II* did Columbus receive the funds to prepare for the voyage.

In 1492, Columbus went on the 1st of four voyages to the new world, all of them supported by the Spanish crown. He departed commanding three galleons, the *Niña*, *Pinta*, and *Santa Maria*. He had reached what is now the USA during his second voyage arriving in Puerto Rico in 1493. *John Cabot*, a fellow Italian, received his financing for his voyages from the British monarchy in 1497 explored portions of the east Coast of North America.



These were followed by expeditions by other European countries hoping to colonize other parts of the New World. Spain sent expeditions beginning in the Appalachian Mountains all the way west to the Grand Canyon. Hernando De Soto and Francisco Vazquez de Coronado explored the rest of the land in 1540. Coronado recruited native Mexican Americans to help in the exploration of the new world reaching the Arizona-Mexican border.

St. Augustine in Florida had the first permanent settlement on the continent. Other Spanish settlements spread throughout the new frontier, these included places like present day Albuquerque, Los Angeles, San Antonio, San Diego, Santa Fe, San Francisco, and even Tucson in Arizona.

Entering the 17th century, the Dutch claimed the territory that was found along the Hudson River Valley. France colonized much of North America between 1534 through 1763. Most of the French settlers made Quebec their home early on. Their main means of commerce was fur trading with Indian tribes who in turn became their allies against the British. France's territories were divided into five colonies, Acadia (part of present day Quebec), Canada, Hudson Bay, Louisiana, and Newfoundland.

Exercise 1. Render the main idea of the facts above.

Exercise 2. Make up some dialogues from the information above.

ENGLISH COLONIZATION OF NORTH AMERICA

Two basic patterns of life sprang up in British America, geographically divided. Agriculture was the bulwark of southern life. The southerners' first cash crop was tobacco. Yet tobacco cultivation required a great deal of labor and thus the planters turned to Negro slaves. Throughout the entire 18th century a constant stream of slaves arrived from Africa, accelerating the trend toward large-scale plantations. In this way, the economy of the South was tied to slavery from the beginning.

Although the vast majority of settlers of Maryland were also farmers, a completely different society developed there. The northern colonies raised cereal crops that did not have a ready market in Europe. Thus, while the northern colonies could feed themselves without difficulty, they could not turn their surpluses into the European-manufactured goods they wanted.

Families had to make all kinds of objects themselves. Inevitably, under such conditions each family began to specialize, producing goods that they could sell and exchange. Yet local manufacturing could not supply all the things they needed. The solution was to build a merchant fleet and look for markets in far corners of the earth. Therefore, trade became the key to prosperity in northern colonies.

Foreign trade stimulated the growth of cities. By 1750, Boston had 16,000 inhabitants, Philadelphia – 13,000, New York – 11,000. These cities were also the intellectual centers of colonial America.

However all the colonies at that time were predominantly rural and as late as 1775 no more than 5% of the population lived in towns. Each colony had a governor appointed by the English king in the case of royal colonies, or by proprietors in Maryland, Pennsylvania and Delaware. These governors executed the local laws but for the most part were financially dependent on their "subjects".

In fact, at no time did the British develop an effective centralized government for their American colonies. With very few exceptions, an insulating area of wilderness separated the French and the English in North America. However, by 1740 the two powers came into natural contact.

The French built a string of barrier forts south from Lake Erie. In 1758, the British captured some of these forts and sailed up the St. Lawrence to Quebec.

In 1763, the Treaty of Paris was signed, stipulating that France abandon all claims to North America except two small islands in the St. Lawrence.

Great Britain took over Canada and the eastern half of the Mississippi valley, Spain – the area west of Mississippi and New Orleans. After the signing of the treaty, the colonists increased their pressure on the Indians. Led by the chief named Pontiac, the Indian tribes made one last effort to drive the white man across the mountains.

The Indian rebellion failed, but the British government proclaimed a new western policy – no settlers were to cross the Appalachians and the purchase of Indian land was prohibited. The colonists disliked this policy but were even more angered by British attempts to raise money in America to help support the increased cost of colonial administration.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. Why did the southern states turn to Negro slavery? 2. What role did foreign trade play in American colonies? 3. What was the bulwark of southern life? 4. When did a constant stream of slaves arrive from Africa? 5. Why was the economy of the South tied to slavery from the beginning? 6. Could local manufacturing supply all the things they needed? 7. What stimulated the growth of cities? 8. What cities were intellectual centers of colonial America? 9. Were all the colonies predominantly rural at that time? 10. Where did industry develop more rapidly: in the South or in the North? Why? 11. What were the relations between the governors of the colonies and their "subjects"? 12. How did Britain's victory over France change its policies in the American colonies?

Exercise 3. Make up some dialogues from the information above.

LANDMARK EVENTS DURING BRITISH COLONIZATION

A little known fact about colonial America is that half of European immigrants, who came, arrived as what was called "indentured servants". What this means is that a person is contracted to work over a period determined by the employer, often in an unskilled capacity. The "servant" in turn receives food, lodging, clothing, and if necessary, transportation during their period of service. No wages are paid to them. These often are men and women under 21 years of age.

In the year 1607, Jamestown, Virginia is where the English first established a colony, mainly a colony composed of businessmen and their families. Perhaps the most famous story ever told about the colonization of America is that of the pilgrims and the mayflower. The pilgrims were composed of dissenters and separatists from England, all one hundred and two passengers reached Plymouth harbor in 1620. Their original destination of the mayflower, the ship they were riding on, was the Hudson River; at that time was part of the Virginia colony. Everything was falling into place.

By 1620, the seeds for a new society, quite different from the one already established at Jamestown, were planted deeply within the souls of a few brave pioneers. Their quest would form the basis of New England society.

Massachusetts Bay Colony, 1628 – English settlement established on the North American east coast in what is today Boston & Salem. The colony was financed by the Massachusetts Bay Company.

King Philip's War, 1675-1676 – Conflict using weapons between Native American Indians and the English colonists and their allies. The opposing side was led by Metacomet, to whom the English gave the name King Philip.

Yamasee War, 1715-1717 – Attempt by Native American tribes to destroy the English settlers in South Carolina. The tribes included Apalachee, Apalachicola, Cherokee, Chickasaw, and the Yamasee, just to name a few.

The Great Awakening, 1730s through 1740s – A religious revival that spanned across the Atlantic ocean that touched British America and protestant Europe. Preacher Jonathan Edwards gave the message to listeners their need for salvation through Jesus Christ. The Great Awakening allowed the people to personalize their faith, not through ceremony and rituals.

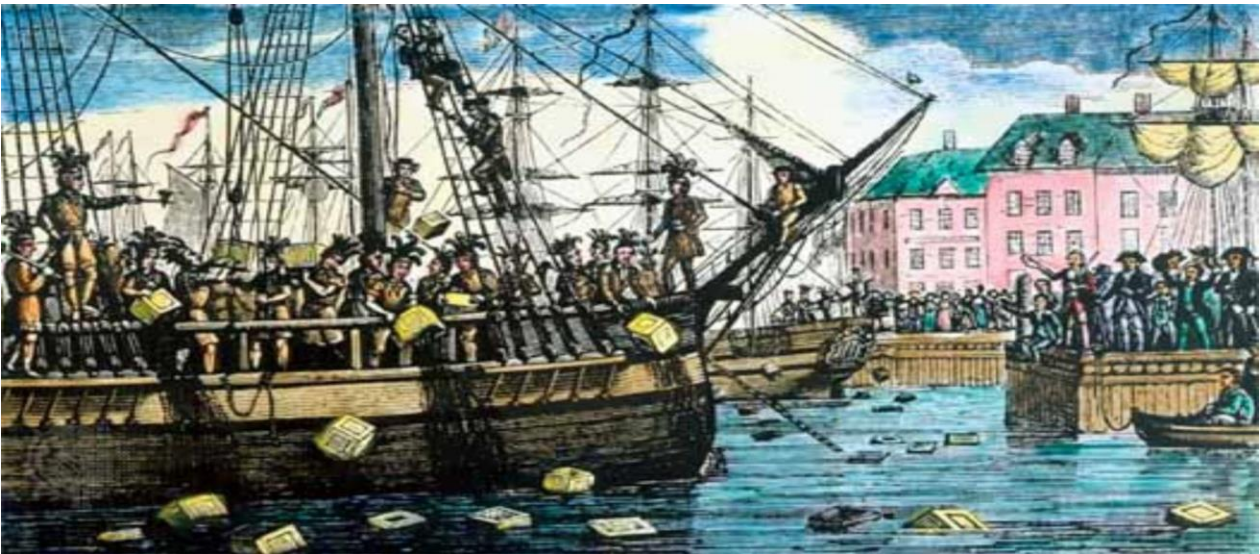
French and Indian War, 1754-1763 – known as the Seven Years War. This was a conflict in North America between France and Great Britain.

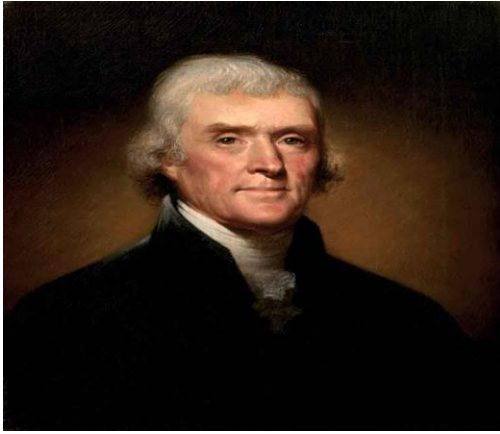
Boston Massacre, March 1770 – an event caused by the death of five colonial civilians by the firing of the muskets by British soldiers. It has been referred to as the Boston Riot, and believed to have been a precursor to the American Revolutionary War.

Boston Tea Party, 1773 – Action taken against the East India Company and the British government by colonists in Massachusetts. Three ships in the Boston harbor were boarded by colonists to dump the tea the ships were transporting into the harbor.









DECLARATION OF INDEPENDENCE

The year 1775 saw the rebellion of the thirteen colonies against British rule.

The USA was able to overcome the British forces through the help of France and Spain.

The continental congress made the Declaration of Independence signed on July 4, 1776.

This became the rallying cry for the newly formed USA against the British government.

The declaration and signing took place in Philadelphia. The ideals of this new nation were based on liberal enlightenment ideas and republican doctrine.

Both ideals are dependent on one another. The liberal enlightenment is described by what the 3rd President of the USA and a principal drafter of the declaration, Thomas Jefferson, as "...that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness".

Republicanism reflects these values written on the declaration stressing liberty and inalienable rights at the very core of this belief. This belief states that the people are sovereign, requiring civic duty, opposed elitism, and apprehensive towards corruption.

They did not recognize the rule of kings based on heritage. People have tried to identify who actually formed the words written in the declaration of independence.

Thomas Jefferson explained in 1825 that the declaration did not contain anything original attributed to one man. Everything written on the document, include sentiments by those who supported the American Revolt. There were fifty-six signers on the Declaration of Independence.

The American Revolutionary War ended in 1783. Immediately thereafter, a time of prosperity took place. The new national government addressed matters such as the western territories, which eventually became US territories and became states beginning in 1791.

George Washington became the first president of the USA in 1789 under a new constitution.

He ran for president as an independent. 1791 was the year that the USA Bill of Rights came into effect. There had been many accomplishments that took place under the leadership of George Washington. Under Washington, the establishment of a stable national government became a priority; this included the creation of the Bank of the USA which eventually helped the financial system.

The inception of a tax system was introduced; the system also addressed tariffs for imports and other debts owed by the states. It was also during Washington's time as president that a new political party was established, the Federalist Party, also known as the first American political party.

Federalists supported a fiscally sound and nationalistic type of government.

In 1794, the Jay Treaty was reached in which the USA, represented by George Washington and Alexander Hamilton, restored civil relations with the British. Jefferson supporters did not agree with this move, which led to voters giving their allegiance for one party or the other, creating the First Party System. Even though the treaty was signed, the birth of heated politics became prevalent.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

THE AMERICAN REVOLUTION 1775–1783

In April 1775, American volunteers won their first important battle against the outnumbering British forces at Concord, near Boston. The Second Continental Congress appointed a young planter from Virginia George Washington, as commander-in-chief of the whole colonial army.

On July 4, 1776, the Congress adopted the "Declaration of Independence" drafted by Thomas Jefferson. This declaration maintained that all men were created equal and proclaimed their right for life, liberty and pursuit of happiness. The final draft of the declaration, however, did not include a single word criticizing the shameful institution of slavery. The irony of white Americans claiming liberty while they themselves owned slaves did not pass unnoticed.

On the one hand, age-old prejudices against the blacks prevented the white Americans from considering the latter as their spiritual equals. However, the most important thing was that by that time slavery had assumed an enormous importance in economy, especially in the southern states.

The War of Independence proved long and hard to win. In Great Britain at that time lived 9 million people, in the American colonies – less than 3 million, 20% of which were slaves.

Britain had the world's greatest navy and numerous armies. The Americans had only an ill-trained militia and no navy. Yet they had one great advantage – they were fighting at home and for freedom. As the war progressed, discipline and experience appeared and though the colonists lost many battles, they learned that they could be beaten but they could not be subdued.

At last the overwhelming triumph of the Americans at Saratoga in October 1777 tipped the scales in their favour and probably decided the Revolution. Yet the war was still far from won. It was not until after the decisive victory of the colonial army at Yorktown in 1781 that the British finally laid down their arms. In 1783, the ultimate peace treaty was signed in Paris. Britain recognized American independence and agreed to withdraw all its troops from the American soil.

In 1787, a new Constitution was adopted at Philadelphia Convention. It established a legislature of two Houses, the House of Representatives in which places were assigned according to population and filled by popular vote, and the Senate where each of the 13 states was to send two members appointed by state legislature. Centralized executive power was to be effected by Federal Government headed by a President with wide jurisdiction over home and foreign affairs.

During January and February 1789, elections took place in the states and by April the new congressmen had gathered in New York, the temporary capital. On April 6, 1789, George Washington was unanimously elected the first President of the USA of America.

The first Congress adopted amendments to the Constitution, known as the "Bill of Rights", which provided that Congress should make no law interfering with freedom of speech, the press, or religion. Yet it is significant that the American Constitution, the first in the world to recognize the rights of man, at the same time confirmed slavery of the black people in America.

The American Revolution was fundamentally a colonial one and so did not have the profoundly transforming quality that more basically social ones have. Its through-going nature was limited by its acceptance of slavery. Nevertheless, in its opposition to colonial fetters and its assertion of the right for self-determination, the American Revolution carried with it enough to characterize it as a great revolutionary war.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. What were the basic principles of the Declaration of Independence? 2. Why did the Declaration of Independence preserve the shameful institution of slavery? 3. What were the advantages that helped the Americans win? 4. Name the city that served as the temporary national capital. What important event took place there in 1789? 5. Did the Bill of Rights give any rights to blacks? 6. How can we characterize the American Revolution? 7. What adopted amendments to the Constitution?

volunteer – person who enters military service of his own free will, without being compelled to do so by law. In the American colonies there was no compulsory service in the army.

Second Continental Congress – assembly of representatives from the American colonies convened in 1775. Created the Continental Army, issued the Declaration of Independence (adopted July 4, 1776) and operated temporarily as the legislative body of the US.

Washington, George (1732-1799) – commander-in-chief of the Continental army. 1st President of the US (1789-1797).

Declaration of Independence – formal statement declaring the 13 colonies free and independent of Great Britain.

Saratoga – village in Eastern New York State, scene of the Revolutionary battle (1777) in which American forces defeated the British.

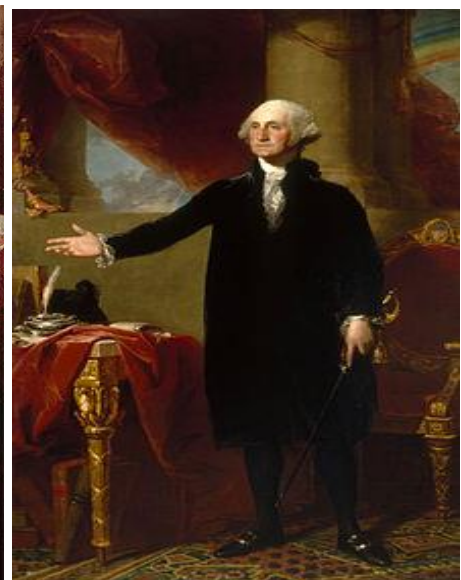
Yorktown – town in Virginia. Scene of the surrender of the British army to George Washington (October 17, 1781).

Philadelphia Convention – assembly held in 1787 in Philadelphia to draft the Constitution of the US.

legislature – a body of persons given the power to make laws for a country or state.

federal – designating a union of states in which each member agrees to submit his governmental power to that of the central authority in certain specific common affairs. Federal Government – central authority of such a union.

amendment – revision or addition proposed or made in a bill, law, constitution.



DIALOGUE

THE BOSTON «TEA PARTY»

Early next morning Jack took a boat from the floating dock. Then, within sight of the beach with towering trees behind, they cut the motor and drifted on the blue water. A few other boats, not many, came into sight and went away. This is what we call "getting away from it all", Jack said. With a swift movement, he rose and divided over the side. The boat rocked gently. Alex hesitated, then divided too.

"Hey, over here", cried Jack laughing. He reemerged, water streaming down his face and hair. "Isn't it wonderful?" "When I get my breath back, I'll answer you", Alex cried back. As they were sitting comfortably by the fireplace and sipping seven-ups, they began to talk.

HALSTEAD: By the way, Alex, when we got to Boston tomorrow you must *make a point of* seeing the places connected with our Revolution.

ALEX: I certainly will. There may not be another chance like this. However, to continue our yesterday's conversation... What was the political situation in the colonies at that time?

HALSTEAD: Now let's look at what really was going on then... at that time Britain's policy was aimed at consolidating and intensifying exploitation of her colonies. This naturally provoked resistance, which was followed by punishment and repression. The increased intensity of these repressions eventually led to the revolution. Merchants, manufacturers, planters, farmers, urban workers, fur traders – all found British administrative acts a burden.

ALEX: Would you say that British policies affected every area of American life?

HALSTEAD: Of course they did. As a result the colonists were unanimous in their opposition to British policy. In 1767 the Townshend Acts *imposed taxes* on most consumer goods. When they were passed by the British these taxes were particularly unfair to Massachusetts citizens and therefore in Boston Street crowds attacked the tax collectors. In retaliation, the Boston Massacre took place in March 1770 during which British troops opened fire and killed five Bostonians.

ALEX: And what about the "Sons of Liberty"? What was their role?

HALSTEAD: They were the most active opposition group in the colonies at that time. They ~~started~~ started the ball rolling, you might say. The most famous "Sons of Liberty" were Sam Adams, Thomas Jefferson and Patrick Henry who kept the idea of revolution against England alive in the minds of Americans.

ALEX: I've heard much about the Boston "Tea Party". It was a significant event, wasn't it?

HALSTEAD: It certainly was. Well, *this in essence* is what happened. In April 1773 the notorious Tea Act was passed by the British Parliament. It permitted the East Indian Company to sell tea in the colonies practically without any duty and at a very low price. This was against the interests of all American tea merchants who were now unable to compete with the Company.

ALEX: In other words, the East Indian Company would have a virtual monopoly of that important trade.

HALSTEAD: Exactly. The struggle against the Tea Act became a struggle against British monopolization of all American trade. When the American colonies realized this, opposition was unanimous.

In Boston public indignation was particularly great. The Bostonians with Sam Adams at the head were determined to prevent the East Indian Company's tea ships from landing their cargo.

So on a December night in 1773 a group of colonists dressed as Indians boarded the ships and dumped the hated tea into the harbor. A huge crowd gathered *to cheer them on*, and when the news of the Boston "Tea Party", as it was called, reached London, the British burned with indignation.

ALEX: Thus, the colonists actually refused to obey the British laws. Were they united in their struggle against Britain?

HALSTEAD: They were. *It was obvious* that the rulers could no longer rule in the old way, and the opposition against Britain found the support of the overwhelming majority of American people.

A very *important event* took place in 1774 when the First Continental Congress was convened in Philadelphia. Delegates from all the colonies except Georgia met there. The Congress called on Americans to take up arms to defend their rights.

ALEX: I've read about Patrick Henry. When did he make his famous speech?

HALSTEAD: That was in 1775 when he spoke at the Virginia Assembly in Richmond.

The audience was stirred by his flaming words: "I know not what course others may take but as for me, give me liberty or give me death".

ALEX: A true patriot of the country could only have uttered those words.

HALSTEAD: Well, he certainly was a great patriot.

ALEX: What happened after that?

HALSTEAD: Then the first shots were fired in 1775 when armed Americans met the British troops at Concord, twenty miles west of Boston. The American Revolution had begun.

seven-up – soft drink

Boston Massacre – English soldiers who had been sent to Boston to put a stop to rioting fired into a Boston crowd killing people

Adams, Samuel (1722-1803) – statesman and revolutionary leader.

Jefferson, Thomas (1743-1826) – statesman and revolutionary leader, third president of the US.

Henry, Patrick (1736-1799) – American patriot, statesman, orator.

East Indian Company – English company which traded with India. In 1773 the company was in a poor financial condition.

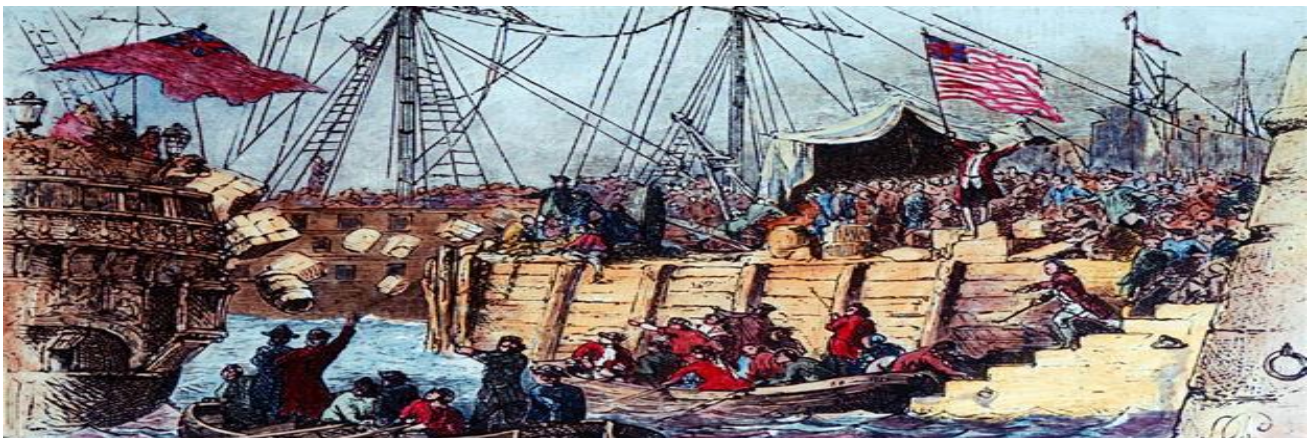
First Continental Congress (1774) – assembly of representatives from the American colonies convened in 1774. It declared that the English colonies in North America were entitled to "life, liberty and property".

American Revolution (1763-1783) was fought by the American colonies to gain independence from England. It culminated in independence from England.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Answer the questions.

What was Britain's policy in the early 1770s and why did it evoke resistance and protests? 2. When were the Townshend Acts passed and how were they received in Massachusetts? 3. What was the "Boston Massacre"? 4. Who belonged to the "Sons of Liberty" and what was their mission? 5. What was the historical background of the Boston "Tea Party"? 6. How can you interpret the famous words pronounced by Patrick Henry at the Virginia Assembly? 7. How did the Revolution actually start? 8. Who was a great patriot? 9. When was the notorious Tea Act passed by the British Parliament? 10. What was the political situation in the colonies at that time? 11. When did the Townshend Acts impose taxes on most consumer goods? 12. Did you know much about any events in American history?



MILESTONES AFTER THE AMERICAN REVOLUTION

Fugitive Slave Act, 1793 – Meant to protect property, in which slaves were considered. Any man who captures or harms or even kills a slave will have to repay damages done to the slave.

Whiskey Rebellion, 1794 – Protest against federal taxes by settlers in several Pennsylvania counties located in the Allegheny Mountains

Alien and Sedition Acts, 1798 – Bills passed in 1798 by Federalists in an undeclared war with France.

Quasi-War, 1798-1800 – Undeclared war between France and the USA fought in the high seas. Also known as Franco-American War and The Pirates War.

Louisiana Purchase, 1803 – The USA acquired Louisiana from France, who had a claim on the territory. The US paid \$11,250,000 in addition to cancelling \$3,750,000 in debt by France.

Chesapeake-Leopard Affair, 1807 – When a British warship, the HMS Leopard attacked an American vessel, the Chesapeake, in which 3 men died and 18 people injured.

War of 1812 – Conflict between the British Empire, which included parts of present day Canada, and the USA.

Hartford Convention, December 1814 – January 1815 – Event marking the opposition of New England states against the War of 1812. The states had threatened to secede from the USA.

Battle of New Orleans, 1815 – Culmination of the War of 1812. Major General Andrew Jackson led American forces to defeat the British army who invaded trying to gain hold of New Orleans. Numerous Native Americans lost their lives during this battle and allied themselves with the British.

Missouri Compromise, 1820 – This agreement was made to regulate slavery in western territories. Involved in the agreement were anti-slavery and pro-slavery camps.

Monroe Doctrine, 1823 – Introduced by President James Monroe, this is a policy issued by the USA warning other European countries from making further attempts to try and colonize or interfere with American states. Such attempts would be seen as an act of aggression. It is said that the words implied the Western Hemisphere.

Indian Removal Act, 1830 – Act signed by President Andrew Jackson leading to the moving of thousands of American Indians to the western states.

Texas Statehood, 1845 – The Republic of Texas becomes the 28th state of the USA of America; this led to Mexican-American in 1846.

Mexican-American War, 1846-1848 – A result of the annexation of Texas to the USA in 1845.

Consequence of the war was Mexico giving up Alta California and New Mexico for \$18 million dollars. Alta California was made up of what are today, California, western Colorado, Nevada, Arizona, Utah, New Mexico, and southwestern Wyoming.

Treaty of Guadalupe Hidalgo, February 1848 – Treaty for peace as dictated by the USA after the surrender of Mexico.



«FATHER OF OUR COUNTRY»

George Washington (1732-1799) won a lasting place in American History as the "Father of our Country". For nearly 20 years, he guided his country much as a father cares for a growing child. In three important ways, Washington helped shape the beginning of the United States.

First, he commanded the Continental Army that won American independence from Great Britain in the Revolutionary War. Second, Washington served as president of the convention that wrote the United States Constitution. Third, he was elected the first President of the United States.

The people of his day loved Washington. His army officers would have made him king if he had let them. From the Revolutionary War on, his birthday was celebrated each year throughout the country. Washington lived an exciting life in exciting times. As a boy, he explored the wilderness.

When he grew older, he helped the British fight the French and Indians. Many times, he was nearly killed. As a general, he suffered hardships with his troops in the cold winters. He lost many battles, but led the American Army to final victory. After he became President, he successfully solved many problems in turning the plans of the Constitution into a working government.

Washington went to school only until he was about 14 or 15. However, he learned to make the most of all his abilities and opportunities. Washington's remarkable patience and his understanding of others helped him win people to his side in times of hardship and discouragement. Washington's appearance caused admiration and respect. He was tall, strong, and broad-shouldered.

As he grew, older cares lined his face and gave him a somewhat stern appearance. He had a large and straight rather than prominent nose; blue-gray penetrating eyes; dark brown hair which he wore in queue. His movements and gestures were graceful, his walk majestic.

Washington set his own strict rules of conduct, but he also enjoyed having a good time. He laughed at jokes, though he seldom told any. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration was maturely weighed; refraining when he saw a doubt, but, when once decided, going through with his purpose whatever obstacles opposed.

"He was indeed, in every sense of the words, a wise, a good and a great man", wrote Thomas Jefferson. Washington belonged to an old colonial family that believed in hard work, in public service and in worshipping God. George Washington was born in Westmoreland county Va., on a farm, later known as Wakefield, on February 22, 1732. His first American ancestor came to Virginia from England in 1657. Farming, land buying, trading, milling, and the iron industry were means by which the family rose in the world. George's father, Augustine, had four children by his first wife and six by his second wife, Mary Ball, George's mother. Of George's early life, little is known. His formal education was slight: no more than 7 or 8 years of school. Men, plantation life and the haunts of river, field, and forest were his principle teachers. Augustine died when George was 11, leaving several farms.

Ferry farm went to George when he reached 21. His favourite subject was arithmetic. He studied enough history and geography to know something of the outside world. However, he never learned as much about literature, foreign languages and history as did Thomas Jefferson or James Medison.

At the age of 14 he began work as a surveyor, making many trips into the wilderness areas of Virginia and Pennsylvania. His first military experience came in the French and Indian War (1754-63), when he was sent on two missions deep into the Ohio County. The War estranged Washington from the British. Thereafter, he never expressed a feeling of affection for them.

Washington retired to Mount Vernon, which he inherited after his brother's death. In 1759, he married Martha Dandridge, a widow. Her first husband had left her a fortune of about 17,000 acres (6,880 hectares) of land, 150 slaves and \$360,000. Washington became a loving stepfather of Martha's two children. He and Martha had no children of their own. As a planter, Washington concentrated at first on tobacco rising. He soon learned that it did not pay. He developed a fishery, increased his production of wheat, and operated a mill. He was a progressive farmer.

In 1760's, the American colonists grew angrier and angrier at the taxes placed on them by Great Britain. In September 1771, the Continental Congress met, where Washington had his first chance to meet and talk with leaders of other colonies.

The members were impressed with his judgment and military knowledge. He was sent to attend the Second Continental Congress (1775) where he was elected a commander in chief of the Continental Army. He proved himself a capable commander of the War of Independence.

In 1787, Washington was unanimously chosen president of the Continental Convention and later overwhelmingly elected first president of the republic (1789), followed by reelection (1792).

In his two terms, he established innumerable precedents and left a permanent stamp on the office of the presidency. George Washington died after an illness of two days on Dec. 14, 1799. He went for his daily horseback ride around Mount Vernon. The day was cold with snow turning into rain and sleet. Washington returned after five hours and sat down to dinner without changing his damp clothes. The next day he awoke with a sore throat. He went for a walk. In the afternoon, he had difficulty speaking and was quite ill. The illness was "inflammatory quinsy". He was bled thrice.

At 10 p.m. on December 14, Washington whispered: "I am going. Have me decently buried, and do not let my body be put in the vault in less than two days after I am dead". Then he died.

No other American has been honoured more than Washington. The nation's capital, Washington D.C., was named after him. There the giant Washington Monument stands. The state of Washington is the only state named after a President. Many cities, parks, streets, bridges, lakes, and schools bear his name. Washington's portrait appears on postage stamps, on the \$1 bill, and on the quarter.

Exercise 1. Give the characteristics of G. Washington life and activities.

Exercise 2. Complete the sentences with the information from the text above.

- G. Washington won a lasting place in _____.
- guided his country for _____.
 - commanded the Continental Army that won independence _____.
 - lived an exciting life in exciting _____.
 - helped the British fight the French and _____.
 - suffered hardships with his troops in the cold _____.
 - lost many battles, but led the American Army to final _____.
 - served as president of the convention _____.
 - successfully solved many problems _____.
 - learned to make the most of all his abilities and _____.
 - set his own strict rules of conduct, _____.
 - was in every sense of the words, a wise, a good and a great _____.
 - belonged to an old colonial family that _____.
 - studied history and geography to know something of the outside _____.
 - didn't learned much about foreign languages and history _____.
 - began work as a surveyor _____.
 - was sent on two missions deep into the Ohio County _____.
 - became a loving stepfather of Martha's two children _____.
 - developed a fishery, increased his production of wheat _____.
 - had his first chance to meet and talk with leaders of other _____.
 - was sent to attend the Second Continental Congress _____.
 - was unanimously chosen president of the Convention in _____.
 - was overwhelmingly elected first president of the republic in _____.
 - went for his daily horseback ride around _____.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

CIVIL WAR 1849-1865

The 19th century was supposed to be a time of reconciliation for the young USA of America.

They were supposed to iron out their differences in their approaches towards government, economics, societal matters, and slavery. Soon after the election of *Abraham Lincoln* in 1860, the confederate states of America had been formed. These were composed of eleven southern states.

Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Texas had seceded before President Lincoln took the oath of office in 1861. Arkansas, North Carolina, Tennessee, and Virginia followed soon and declared their secession from the union after confederate soldiers attacked South Carolina's *Fort Sumter* in April of 1861.

After the attack on the fort, Lincoln ordered union soldiers from the different states to protect the capital, recapture the forts, and "preserve the Union". The war was fought in two seats of war, or theater, the eastern and the western. Virginia and West Virginia led by *General Robert E. Lee*, representing the Confederates, fought against the District of Columbia, Maryland, and Pennsylvania battled in the eastern theater wherein the Union experienced defeat early during the campaign.

First Battle of Bull Run, July 21, 1861 – The confederates called this the First Battle of Manassas; it was the first land battle of major proportions in the Civil War. The battle took place on July 1861 near the city of Manassas in Prince William County, Virginia.

Peninsular Campaign, March-July 1862 – The Union's first large scale offensive in the Eastern theater which was commanded by George B. McClellan. The operation involved 121,500 men, 15,000 horses, 1,150 wagons, 44 artillery batteries and tons of supplies and equipment.

Second Battle of Bull Run, August 1862 – There were 62,000 Union soldiers when the battle started, 10,000 were killed and wounded. The Confederate had 50,000 out of whom 1,300 were killed and 7,000 wounded.

Battle of Antietam, September 1862 – This battle was fought near Sharpsburg, Maryland and the Antietam Creek. It is considered the bloodiest one day battle of the Civil War; there were 23,000 casualties from both sides.

Battle of Perryville, October 1862 – This battle took place in Chaplin Hills, which is west of Perryville, Kentucky. It has been called as the Battle of Chaplin Hills.

Battle of Fredericksburg, December 11-15, 1862 – Fought in Fredericksburg, Virginia between the forces of General Robert E. Lee's North Virginia Confederate Army and Major General Ambrose E. Burnside's Union Army of the Potomac. There were 12,653 casualties with 1,284 killed on the Union side; the Confederate army had lost 5,377, 608 killed.

Battle of Chancellorsville, April-May 1863 – A major battle in the Civil War that took place in Spotsylvania County, Virginia. Despite a Confederate victory, it was dampened by the loss of Lt. General Thomas J. "Stonewall" Jackson, General Lee's right hand man.

Siege of Vicksburg, May-July 1863 – Army of the Tennessee led by Ulysses S. Grant drives Lt. General John Pemberton and his confederate forces back to their defensive lines in Vicksburg, Virginia.

Battle of Gettysburg, July 1863 – Fought in and around the town of Gettysburg, Virginia, this battle had claimed the most number of casualties during the Civil War. An approximate 165,620 Americans fought at this battle over a three day period. 7,863 were killed.

Battle of the Wilderness, May 1864 – The battle pitted Ulysses S. Grant and Robert E. Lee.

This was literally a battle of wits, one general trying to outsmart the other. Estimates say casualty estimates reach 30,000 from both sides.

Battle of Spotsylvania, May 1864 – Part of the Overland Campaign, the battle represented another example of the fierceness of the Civil War. Total casualties numbered at 32,000. Again, General Lee had the upper hand during the skirmishes. *Appomattox Campaign*, March-April 1865 – Described as an array of battles in Virginia

It is seen as the campaign that led to the eventual surrender of the Army of Northern Virginia and thus leading to the end of the civil war. The Civil War not only cost money, but more than anything, it cost lives. This was the deadliest war in the history of the USA. 8% of white males between the ages of 13 and 43 was said to have died in the war; in addition, eighteen percent in the south and about six percent in the North of males died. In the years that followed the Civil War, a period of reconstruction took place. Among the changes that took place was the expansion of civil rights for black Americans through the passing of the "Reconstruction Amendments". Significant among the amendments passed were the 13th (outlawed slavery), 14th (gave citizenship for all people either born or naturalized on U.S. territory), and 15th (gave men the right to vote no matter what their race is) amendments. In response to the new amendments in reconstruction, a group of people opposed to the advancement of black civil rights formed a group to show their opposition, the KKK, better known as the *Ku Klux Klan*. The reconstruction era allowed the south to be governed by the military and corruption.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and use it in practice.

The battle on the Big Horn River, in the southeast of Montana, in 1876, probably attract more interest than other fight between Indians and the white settlers in North America.

Sitting Bull, the great Sioux chief, who had succeeded in forming an alliance with other Indian, was obviously going to attack with an army of than six thousand men. On the morning of 17th May, 1876, when General Custer left Fort Lincoln at the 7th Cavalry, one of his scouts warned him that he was going to have to fight with more Redskins than he imagined. Custer smiled, replying that his regiment was strong enough to beat the whole Sioux nation.

On Sunday, 25th June, Custer's cavalry came to the valley of Little Big Horn. Soon they reached a ford, and on the other side of the river Custer saw a huge Cheyenne camp. He decided to attack immediately. He ordered Colonel Benteen and his men to search the mountain valleys for Indians, and divided the remaining forces into sections. One half, under the command of Reno, was to continue upstream and cross the river about the Indian camp three miles downstream.

However, his attempt to cross the river was unsuccessful and, as he retreated to the hills, he was completely taken by surprise. Suddenly the Indians came out of hiding and a merciless battle took place. Custer was surrounded, with Sioux warriors pouring down on him from all sides, letting out terrifying war cries. Custer's soldiers stood bravely in formation and desperately defended themselves against their fierce attackers for several hours. None of them was to survive the battle. They were all massacred, and only three of them escaped being scalped. These were Custer himself, in respect of his great courage; Major Keogh, because he was wearing a bandage round his neck – as did Sitting Bull – and Kellog, a journalist, who had always defended the rights of the Redskins in his newspaper articles. The American army had suffered its most severe defeat. It was a magnificent victory for the Indians, but it was short-lived. Sitting Bull, realizing that the Pale Faces would make him pay dearly for his victory, set off to Canada, but gave himself up in 1881.

The power of the Sioux was crushed. The Battle of Little Big Horn meant a lot to the Indians, however. It had shown that they could still win a battle and fight for their freedom.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score

EMERGENCE OF THE NATION

The first European settlements date from the early 16th century and included Spanish towns in Florida and California, French outposts in Louisiana, and British settlements in New England.

Colonists from England who wanted independence from that country and its elite representatives in the colonies declared the USA of America in 1776. The class, racial, ethnic, and gender relationships of the contemporary nation have their roots in the colonial period.

Unsuccessful efforts by British settlers to enslave Native Americans were followed by the importation of African slaves to work on cotton plantations in the South and of white indentured servants to work in the emerging industries in the North. British taxation fell disproportionately on poor white labourers and indentured servants. This sector was instrumental in organizing the protests and boycotts of British goods that culminated in the American Revolution.

Women participated in the Revolution by running farms and businesses during the war.

The egalitarian rhetoric of the Revolution did not extend to slaves, and after independence, full citizenship rights did not extend to all whites. Men and women who did not own property had no voting rights. (Women did not gain the right to vote until the early twentieth century.) The area west of the Appalachians was settled by poor whites seeking land and autonomy from wage labour.

After 1820, when poor white men gained the vote in most states, women began to see their own lack of political rights in a new way. Women's ability to connect their powerlessness to that of men in relationship to plantation owners made them active in the abolitionist movement. However, after the Civil War when freed male slaves, but not freed women or white women, were given the right to vote, the women's suffrage movement broke with the civil rights movement in the South.

State laws enacted in the South after the Civil War enforced racial separation by keeping freed men out of skilled and industrial jobs, limited their political rights through restrictive voting registration practices, and enforced segregation at all levels, including in housing and education.

Women were an essential part of the industrial labour force in the early years of the nation.

Their work in textile manufacturing helped provide commodities for an expanding population and freed men to work in the agricultural sector. Women were active in labour union organizing in the 19th century. The emerging nation also was shaped by its territorial expansion. After the Revolution, the USA included only thirteen former British colonies in the Northeast and the Southeast.

Territories to the west and south of the original colonies were acquired through later purchases and concessions. The most important of these acquisitions was the Louisiana Purchase of 1803, by which the country doubled its territory. This purchase signalled the beginning of western expansion beyond the Appalachians. It became the country's "manifest destiny" to expand from the eastern to the western shore. During this time, the Indian wars that eventually subdued the major Native American groups and drove them west to reservation lands were waged.

In 1838, President Andrew Jackson rounded up thousands of Cherokees from North Carolina and marched them to "Indian territory," then a large area that included Oklahoma. One of every four Cherokees died of cold, hunger, or disease and the Cherokees named this march the Trail of Tears.

Another major expansion occurred after the Mexican-American War.

In 1848, Mexico was compelled to sell its northern territories to the USA. The Treaty of Guadalupe-Hidalgo conceded California and what is now the Southwest, considerably expanding the continental USA and broadening its ethnic and linguistic profile.

In 1890, at the Battle of Wounded Knee, many of the Sioux were massacred, and the survivors were forced onto Pine Ridge Reservation. This battle marked the disappearance of the traditional Native American way of life. In the same year, the Census Bureau observed that the continental USA had been settled by whites in virtually every corner. The American frontier was considered closed.

Exercise 1. Digest the score of the information briefly in English.

GILDED AGE OF MARK TWAIN

Samuel Clemens, better known as Mark Twain called the years that ended the 19th century and post civil war years as the "Gilded Age". This was a time when the population grew and economics boomed in the USA. In 1890, production and earnings by Americans exceeded those of their counterparts in other countries. This was also a time wherein immigrants from Europe were allowed in to make up the workforce needed, thus creating a diversity that has been a trademark of the American culture.

22 mln. people migrated to the USA between 1880 through 1914. The years that followed saw the introduction of the labour movement. The rise in prominence of industrial leaders such as *John D. Rockefeller* in the oil industry and *Andrew Carnegie* in the steel industry became evident.

Economics was not the only area the USA was being transformed. This period is recognized as the "*progressive era*". A time wherein social reform and activism dominated the political landscape.

This was a time wherein prohibition became the governments scourge, a time where women's suffrage became the most discussed topic in the halls of government.

Anti-trust laws, regulation of various industries, and the addition four new amendments to the constitution were topics discussed at the local barbershop. The women's movement had its beginnings as early as 1848, but did not get enough steam until after the civil war. Among its earliest leaders included *Susan B. Anthony*, *Elizabeth Stanton*, and *Lucretia Mott*. The declaration of sentiments was instrumental in pushing the "first-wave of feminism" in the limelight.

Most western states had given women full voting rights toward the end of the 19th century in addition to other legal matters, which included property, and custody of children.

By 1912, the movement had grown which brought it once again into the national spotlight leading to the drafting of the 19th amendment, which was ratified in august 1920; the amendment prohibits "any citizen of the USA to be denied the right to vote based on sex".

With its domestic scene growing economically and socially, expansion was next on the agenda for America late in the 19th century and into the early 20th century. The *Spanish-American war* was the main event when it came to symbolizing American imperialism.

The Philippines, Guam, and Puerto Rico had been acquired by the USA during the Treaty of Paris. There were those in the halls of congress that opposed America's step towards imperialism.

America staved off attempts of Filipino nationalists in 1902 in a war that began in 1898, this was known as the *Philippine-American War*. Eventually, the Americans lost interest in these pacific islands in 1908, their attention was diverted to places closer to home, the Caribbean, specifically the *Panama Canal*.



AMERICAN ENGLISH

In 1606, the year in which Shakespeare wrote *Antony and Cleopatra*, three ships financed by the London Company set sail on the southern route past the Azores and the Canary Islands.

In April 1607, they sailed into Chesapeake Bay. After about a month, they reached the James River and moored in six fathoms off a wooded island, which they named after their new king – Jamestown. This time the English language took root in the New World. The processes of language change are often mysterious. But there is still here and there some fragmentary evidence of the lost voices of the early Americans. So called "Tidewater English" exists – the accents of English inherited from the first settlers. "Tidewater English" speakers live on Tangier Island of Chesapeake Bay.

Tangier and other Tidewater districts forms one of the most vivid parts of the fossilized English language on the eastern seaboard of the USA. The variety of English spoken on Tangier is not threatened with extinction. The speech of the young people is as strong and distinctive as their grandparents.

The completely colonial experiences in the New World had a dramatic effect on the English language. Nearly two hundred years after the first settlement in the USA, Thomas Jefferson, who took a more than amateur interest in the English language, explained that "new circumstances... call for new words, new phrases, and the transfer of old words to new objects".

The pioneers had a strange new landscape to explore and describe. After the first landing, they went inland along these rivers, through *bluff, hotch, gap, divide* and *clearing* – all words that took on new meanings at these time. As they traveled, they came across new flora, which they began to cultivate: *hickory, live oak, sweet potato, eggplant, squash*; and fauna: *bullfrog, gwundhog, and garter snake*. The first Americans had a new way of life. Words like *backwoodsman, squatter, prairie, clupboard, bobsled* all reflect these new experiences. So much for novelty.

There was also "the transfer of old words to new objects". The English name *robin* was applied to the American red-breasted thrush; *turkey* was attached to a quite distinctive American bird; and *corn* described a grain known in England as *maize*. The English colonists in New England brought their language and usages with them, and British visitors to the USA today often note the unmistakable 16th- and early 17th-century characteristics still evident in American English, preserving features that are, to British ears, distinctly archaic.

For example, Americans use "mad" in sense of "angry", as Shakespeare did. "Sick" in England tends to refer to nausea; in America it retains its older sense of illness in general.

"Platter", for "dish", now largely unknown in England, is still common in the States, the old word "fall" for "autumn", is often noticed. The English colonists in New England also brought with them the place-names from the old country. In addition to twelve New Londons, there are eight New Bostons, four New Baltimores, five New Bedfords, and six New Richmonds.

The making of new variety of English would have been further accelerated by encounters with all kinds of Pidgin English among Dutch, French, and German settlers. Gradually, out of this chaos, an American pronunciation emerged, now recognized and imitated the world over. The English speak quickly; the Americans tend to be more deliberate; the English tend to use a greater variety of tone; Americans tend to certain monotony. It is as much the variety of tone as the different pronunciation of words that makes English speech so different to American ears.

The English were not the first in America. It was the Spanish, after all, who, in 1492, had commissioned the Genoa-born Christoforo Colombo to seek out a westerly route to the East Indies.

It was contact with Spanish, French and Dutch rivals that contributed to the unique flavour of American English. To this day, American English has borrowed more words from Spanish – like *enchilada, marijuana, plaza, stampede* and *tornado* – than from any other language, and the list is growing year by year. The French influence on English in America came later, and arrived from two very different sources. In the North & West, the English came across French explorers, traders & missionaries.

To the south, there was French New Orleans, which provided quite different influence.

The capital of the Louisiana, named after Louise XIV in 1682, this was one of the most sophisticated cities in the New World. Before the British settlers struck west, they fanned out up and down the east coast of North America. In 1664, they seized a town then known as New Amsterdam, and forced the Dutch to exchange it for the whole of Dutch Guyana, now Surinam.

New Amsterdam was renamed New York, but Dutch influence remains in the place-names of New York City (Breukelyn, Haarlem and Bronch's) and in the vocabulary of contemporary American speech. Such words as *waffle*, *coleslaw*, *cookie*, *landscape*, *caboose*, *sleigh*, *boss* came to America from the Netherlands. The first English settlers in North America encountered the Spanish, the French and the Dutch as colonial rivals. The Germans, on the other hand, were America's first non-colonizing immigrants, fleeing from religious persecution at home. The German migration began as early as 1683 when settlers, mainly from the kingdom of Bavaria in the South-west of Germany, began to reach Pennsylvania. These new arrivals developed a hybrid language of their own, a compromise between their own speech and the dominant English of Pennsylvania. This is now known as Pennsylvania Dutch (Deutsch). In the end, American English was to be influenced by these and many other peoples (Irish, Scots-Irish, Black slaves from Africa and Caribbean), in a series of vital blood transfusions.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Fill in the blanks with the correct words from the list.

Mouth, claimed, tribes, according, set, conquistador, Passage, sagas, all-water, glaciers.

1. La Salle found the ____ of the Mississippi River. 2. During the Ice Age much of North America was covered with _____. 3. Cortes, a _____, led the Spanish into Mexico. 4. Plains Indians traveled in groups called _____. 5. Viking _____ tell about Leif Ericsson's voyage. 6. The American Indians can be divided into five groups _____ to where they lived. 7. French explorers tried to find the Northwest _____. 8. Hudson _____ the territory around the Hudson River for The Netherlands. 9. In 1497 Cabot _____ sail with one small ship and eighteen men. 10. Vasco da Gama found an _____ route to the East

Exercise 3. Fill in the blanks with the correct words from the list.

Fur, toleration, loaded, goodness, mission, survive, claimed, plantations, bartered.

1. When Christopher Columbus visited the New World, he _____ the land for Spain. 2. Many farmers in New England _____ instead of using money when they needed goods. 3. Father Serra built his first _____ in San Diego. 4. The _____ trade was the main business of New France. 5. The crops were _____ on ships and sent to Great Britain and the West Indies. 6. In the South farmers had great _____ where they grew tobacco and rice. 7. William Penn believed in religious _____. 8. Quakers believed in the _____ of all people. 9. Squanto taught the Pilgrims how to _____ in the wilderness.

Exercise 4. Write detailed answers to the questions and do the task.

1. How did the American Indians arrive in America? 2. What are the five geographic groups that American Indian tribes are usually divided into? 3. What did Columbus hope to find when he sailed west from Spain in 1492? 4. In spite of the fact that early explorers could not find the Northwest Passage, much was achieved by their voyages. 5. Name some achievements.

Exercise 5. Pick up from the text all the details associated with English vocabulary. Transfer the given information from the text onto a table. The beginning has been done for you.

Words	Country of origin
Cookie	the Netherlands

Exercise 6. Describe the differences between written forms of American and British English.

- **American English (AmE)** is the form of English used in the USA. It includes all English dialects used within the USA.
- **British English (BrE)** is the form of English used in the United Kingdom. It includes all English dialects used within the United Kingdom.

Written forms of American and British English as found in newspapers and textbooks vary little in their essential features, with only occasional noticeable differences in comparable media (comparing American newspapers to British newspapers, for example). This kind of formal English, particularly written English, is often called "standard English". An unofficial standard for *spoken* American English has also developed, as a result of mass media and geographic and social mobility, and broadly describes the English typically heard from network newscasters, commonly referred to as non-regional diction, although local newscasters tend toward more parochial forms of speech.

Despite this unofficial standard, regional variations of American English have not only persisted but have actually intensified, according to linguist William Labov.

Regional dialects in the USA typically reflect the elements of the language of the main immigrant groups in any particular region of the country, especially in terms of pronunciation and vernacular vocabulary. Scholars have mapped at least four major regional variations of spoken American English: Northern, Southern, Midland, and Western.

After the American Civil War, the settlement of the western territories by migrants from the east led to dialect mixing and levelling, so that regional dialects are most strongly differentiated in the eastern parts of the country that were settled earlier. Localized dialects also exist with quite distinct variations, such as in Southern Appalachia and New York.

Exercise 7. Find British equivalents to American ones.

Exercise 8. Summarize your knowledge on the peopling of the USA & issue in a short presentation (75 words).



«UNITED WE STAND, DIVIDED WE FALL» (LINCOLN)

THE NORTH & THE SOUTH: ON THE BRINK OF DISUNION

Out of the 13 states, which in 1776 federate to form a union, 7 were free but in 6 others slavery was legal. By the Constitution, the issue about slavery was left in the hands of the State legislature and Federal Government had no right to abolish it.

As the nation expanded, free and slave states were usually added in equal numbers yet there was a growing opinion that slavery would die of itself. However, after Eli Whitney in 1793 invented the machine cleaning cotton of its seeds, the productivity of slave labor in cotton-growing increased by 50 times and slavery came to be regarded as the mainstay of southern economics.

In 1820, by the Missouri Compromise slavery was tacitly allowed south of 36°30' (but not north of it). The increased importance of cotton for the South strengthened the hold of slavery on this region.

Slave trade was flourishing. The new Fugitive Law of 1850 compelled the northerners to assist in capturing slaves who had escaped from the South. In 1854 a special Bill virtually repealed the Missouri Compromise which prohibited slavery north of 36°30'.

The new Republican Party, which sprang up in 1854, with Abraham Lincoln as one of its chief founders demanded that slavery be kept within old boundaries set out in 1820.

Tremendously important in awakening the nation's consciousness as to the evil to slavery was Harriet Beecher Stowe's novel "Uncle Tom's Cabin" (1852), 3000,000 copies of which were sold within the first year and which was soon translated into dozens of foreign languages. The abolitionist movement was gaining ground. By 1860, the nation was on the brink of disunion.

A few days after Lincoln was elected President of the USA, the South Carolina convention voted for secession. By February 1861, many other southern states also seceded and soon a provincial government of the Confederate States of America was established at Montgomery, Alabama. In April, 1861 civil war between the North and South actually began.

Although abolition of slavery was to be one of its major results, the war was fought to preserve the union, not to destroy slavery. When the Civil War broke out, the North could expect an easy victory. It had more than double the population of the South (20.7 mln. against 9 mln. of which 3.5 mln. were black slaves). No less marked was its superiority in material resources. But at first these advantages did not tell at all for the immediately available military force of the North was insignificant and the volunteers who joined the northern army were untrained in military matters.

On the other hand, the South was in some respects very favorably placed for resisting invasion from the North. The country abounded in strong position for defence, which could be held by a relatively small force while the northerners had to advance long distances, thus exposing their lines of communication to attack. As soldiers, the Southerners started with certain superiority for most of them were accustomed to think of fighting as a normal and suitable occupation for a man. Their great luck was that from the very beginning among their leaders were two men of great military talent – general Jackson and Lee – while the Northerners lacked at first such brilliant officers.

The Confederate won the first major battle of the war (at Bull Run on July 21, 1861).

After this no really heavy fighting took place until 1863 when, as a result of a series of bloody battles, Lee had to retreat to Richmond and start rebuilding his army.

Because of the shortage of manufacturing facilities, the task of keeping the troops supplied strained southern resources to the limit. At the beginning, large supplies of arms came from Europe, yet as the blockade by the superior naval force of the North became more efficient, the southern armies suffered severe privations. After the Emancipation Proclamation declared all slaves in rebellious areas free beginning with January 1, 1863, the Northern army acted as an emancipating crusade.

Since 1862, the blacks were allowed to join the army and by the end of the war 1 Northern soldier in 8 a Negro, many of them former slaves from the South.

These troops were segregated and commanded by white officers. Soon they proved themselves in battle: 38,000 were killed, a rate of loss 40 times higher than among white troops.

In the summer of 1863, General Grant won several decisive battles and cut from the Confederacy Tennessee and Arkansas. In May 1864 in a series of fierce battles, he lost 60,000 but gained his objectives. By this time Sherman's army fought its way into Georgia, destroying on its way everything that might help the Southerners to continue the fight. On April 3, 1865, Grant took Richmond and Lee had to recognize the futility of further resistance. The confederate soldiers laid down their arms and were allowed to return to their homes in peace.

The war lasted four years and cost the nation 600,000 lives but the concept of an indissoluble union had won universal acceptance. Negro slavery was dead. A more technically advanced and productive economic system resulted from the war.

The Missouri Compromise – set of US laws adopted in 1820 to maintain balance between slave and non-slave states.

Stowe, Harriet Beecher (1811-1896) – American novelist, ardent champion of liberation of slaves.

abolitionist – person advocating abolition of slavery in the US.

secede – withdraw formally from membership in an organization, association, or alliance. **Secession** – the act of seceding, usually meaning the withdraw of 11 Southern States from Federal Union in 1860-61 which triggered the Civil War.

Jackson, Thomas Jonathan (1824-1863) – Confederate General. Called "Stonewall" for his bravery. Defeated the Union forces at Bull Run in 1861. Killed in battle.

Lee, Robert Edward (1807-1870) – commander-in-chief of Confederate armies.

Richmond – the capital of the Southern Confederacy (1861-1865).

Grant, Ulysses (1822-1885) – commander-in-chief of Union armies since March 1864; 18th president of the USA (1869-1877).

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What do you know about the secession of the southern states and the formation of the Confederacy? 2. How did the Civil War actually start? 3. Why did the northerners suffer a series of defeats during the initial stages of the war? 4. When were the American slaves freed? 5. Who won the war and how long did it last? 6. How many state gathered to form a union? When was it? 7. Was a growing opinion that slavery would die of itself? 8. How many times did the productivity of slave labor in cotton-growing increase? 9. When did the new Republican Party spring up? 10. Who was its leader? 11. How is Harriet Beecher Stowe's novel called? 12. How many its copies were sold within the first year? 13. How many foreign languages was it soon translated into? 14. When did the civil war begin? 15. Who was the famous leader of the Southerners? 16. Who won the first major battle of the war? 17. Where did large supplies of arms come at the beginning? 18. When did the Northern army act as an emancipating crusade? Why? 19. When were the blacks allowed to join the army? 20. Were these troops segregated and commanded by white officers? 21. Who won several decisive battles in 1863? 22. How long did the war last and how many lives it the nation cost? 23. What resulted from war?

Exercise 3. Analyze the activity and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE GREAT CHAMPION OF FREEDOM

Abraham Lincoln was born on February 12, 1809 on a small farm in Kentucky to the family of a wandering laborer. The family was constantly on the move and so the total amount of Abraham's formal schooling did not exceed one year, yet with this slight help he taught himself to write and do sums and used his leisure for self-improvement by reading all the good books that came his way.

In 1831, Lincoln settled in a small village New Salem, Illinois, where he spent six years, working in the store, splitting rails, acting as the local postmaster and all the while studying grammar, reading law, following the trends of national politics and thus laying the foundation for future success.

During this period, he was twice elected to the Illinois legislature. In 1836, Lincoln was admitted to the bar and began practicing law. In 1837, he moved to Springfield, which by this time had become the State capital and in 1846-48 served one term in the USA Congress in Washington.

In 1854, Lincoln's name became associated with the newly founded Republican Party.

The revival of slave controversy stirred him deeply. "If slavery is not wrong, nothing is wrong", he stated with the clarity and simplicity of expression for which he later became famous. He was convinced that America stood at the parting of ways and must choose now the right principle or the wrong principle with all its consequences. "A home divided against itself cannot stand.

I believe this Government cannot endure permanently, half slave, half free". In May 1860, at the Republican Convention in Chicago Lincoln was chosen Presidential Candidate.

"Honest Abe", the "Rail-splitter", a man of humble origin born in a log cabin, a common man but by no means an ordinary one – this combination appealed to the Northerners determined at last to put an end to the policy of base concession to the South. On November 6, 1860, Abraham Lincoln was elected sixteenth President of his country. His votes were drawn only from the Northern States.

For the first time in American history the united North used its superior numbers to outvote the South. As soon as Lincoln became President, the Southern State saw that they must strike for slavery now if they wished it to endure. Within a few days of his election the first step in the movement of Secession had been taken. The issue about slavery, then, became merged in another issue concerning the Union, which has so far remained in the background. When the war came, the greatness of mind and heart Lincoln unfolded under fierce trial were unexcelled.

As long as he lived and ruled the people of the North, there could be no turning back. Lincoln's determination soon began to be widely felt and appreciated by common people.

The belief that he could be trusted spread quickly. Yet his path was beset with many difficulties.

He was subjected to repeated humiliation in the defeat of Union Armies during the first stages of the war. He read books on strategy, scanned military maps, outlined plans of campaign.

Lincoln's policy concerning slavery was a matter of slow development. A true champion of freedom, he wrote: "As I would not be a slave, so I would not be a master.

This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy". Yet at the beginning of the war, he held that Congress did not have the power to abolish slavery in the Southern states where it was allowed by the Constitution.

However, the war forced the Government to proclaim emancipation for slave-soldiers fighting for the Union. In 1865, it was followed by the antislavery amendment to the Constitution making slavery illegal throughout the whole country. Lincoln's part in this matter was necessarily central and the liberation of American slaves will be always associated with his name. In his famous Gettysburg Address (1863) he made public his great plans of reconstructing the country on a new, more democratic basis: "The great task remains before us that this nation, under God, shall have a new birth of freedom – and the government of the people, by the people, for the people, shall not perish from the earth". In 1864, Abraham Lincoln was unanimously re-nominated President. He gave the closest attention to the final military phase of the war, visiting the army between March 21 – April 9, 1865.

On April 14, during a theatrical performance in Washington, Lincoln was mortally wounded by a southern conspirator and early next morning he died. The feat of Abraham Lincoln's life is best summed up in the following lines from the poem Walt Whitman dedicated to the memory of this great American:

O Captain! My Captain! Our fearful trip be done,
The ship has weathered every rock; the prize we sought is won.

Gettysburg – town in the southern Pennsylvania, site of a battle won by the Union troops over Lee's Confederate Forces in 1863. On November 19, 1863, Lincoln was present at the dedication of National Cemetery on the battlefield and delivered his famous Gettysburg Address.

Exercise 1. Choose the keywords that best convey the gist of the information.

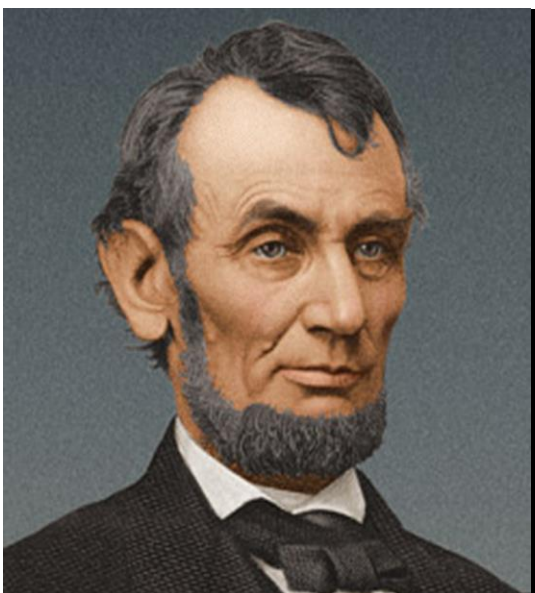
Exercise 2. Answer the questions.

1. Was Abraham Lincoln a well-educated man? Did he get a good schooling or was he a self-made man? 2. What was his personal attitude to slavery? 3. Did the southern states take part in the presidential elections? Did they vote for or against Lincoln? 4. How did it happen that he was elected president of his country? 5. Were the black slaves liberated immediately after the beginning of the Civil War? 6. What were Lincoln's plans for the future of his country? Were they realized? 7. Do you think that Walt Whitman's lines cited in the text give a true image of Lincoln? 8. What are words of Walt Whitman according to A. Lincoln? 9. When was Abraham Lincoln unanimously re-nominated President? 10. When was Lincoln mortally wounded? Where? 11. What was Lincoln's policy concerning slavery? 12. Will liberation of American slaves be always associated with his name?

Exercise 3. Fill in the blanks with the correct words from the list.

Representatives, passed, political, independence, smuggler, prevent, Cabinet, declared, honor, treaty.

1. British Parliament _____ a law taxing the colonies. 2. The colonists elected _____ who decided how much tax money to collect. 3. President Washington formed a _____, or a group of advisers, to help him govern the new nation. 4. France and Great Britain signed a _____ to end the French and Indian War. 5. Someone who brought sugar into the country secretly to avoid paying a tax was a _____. 6. After winning _____, the USA became an important shipping nation. 7. The French tried to _____ other nations from trading with Great Britain. 8. In 1812 Congress _____ war against Great Britain. 9. The capital of the USA was named Washington, in _____ of the first President. 10. The Federalists and the Democratic-Republicans became the first _____ parties in the USA.



AMERICAN INDIANS: HISTORY & PRESENT

When Columbus discovered the New World in 1492, there were approximately 900,000 Indians living within the present limits of the USA. Columbus first called the aboriginal population Indians, because he thought he had reached the East Indies, not a new continent.

The New England coastal area was densely populated with different Indian tribes at the time of European settlement in the 17th century. Indian assistance to Europeans was immeasurable.

They helped the newcomers to survive in the strange new land by teaching them their ways to planting, hunting, and fishing and introducing them to such valuable new crops as maize, potatoes and tobacco. Only when the white man began pushing the Indians off their land did they view him as an enemy and tried to strike back. Overall, the treatment of North American Indians by Europeans stands as one of the most revolting series of acts of violence in human history. Most settlers wanted Indian territories. There were many small but bloody wars. The Indians were doomed to defeat.

The colonists had guns: the Indians fought with bows and arrows. By 1764, most of the Eastern Indian tribes had been forced to accept the peace terms according to which they ceded a substantial part of their territory to the whites. After the end of the Revolutionary War and the formation of the USA the position of the Indians became even worse. The land-hungry pioneers stopped at nothing in their fierce drive to the West. Completely Indian tribes, women and children included, were exterminated; others were forced to move to barren lands where no white man could survive.

AS the 19th century progressed and the Westward movement progressed, the Indians were driven to smaller and smaller reservations and forbidden to leave without permission. While in 1800, the Indians totaled some 600,000, by mid-century their number fell to 250,000. This terrible depopulation was due not only to warfare, but to a large extent also to malnutrition and diseases (smallpox, tuberculosis, diphtheria, etc.) – all consequences of the white invasion.

Only in the deserts between the Rockies and the Sierras, in the mountains and on the plains of eastern Kansas and Nebraska the American Indian still dominated the land. However, after the start of the Gold Rush the whites began to undermine the Indian empire in the West. By 1860, they lost all but 1.5 million acres of their 19-odd million acres of land. By the turn of the century, the fighting in the plains ceased. For this destruction of the bison – the mainstay of Plains Indian's life – was chiefly responsible. The disappearance of the bison left them starving, purposeless, and hopeless.

In 1887, Congress passed the Allotment Act, designed to put an end to tribal life and convert the Indians to the white way of living. Tribal land could be divided among individual Indians in allotments from 40 to 160 ac under condition that they should live "separate and apart" from any tribe and "adopt the habits of civilized life". This new policy had disastrous results. Most of the Indians lost their allotments by leasing or selling them to the whites.

The reform shattered what was left of the Indians' culture. They were expected to merge with the majority and forsake their language, native dress and cooperative tribal economy.

The acculturation policy was finally changed by the Indian Reorganization Act of 1934. Land allotment was to be stopped and tribal ownership of Indian lands encouraged. However, by this time irreparable damage had been done. Many Indians had lost their native languages, their culture and their lands.

In the early 1950s, an active re-location policy started. This meant that Indians were supported when leaving their reservations for urban area to a new phase of dispersion. There is at present an Indian population in every state, though in most the percentage remains less than 1. The majority still live in the reservation states, especially Oklahoma, Arizona, New Mexico and California.

Most reservations are hot with dry summers. The consequent very rapid decline in agriculture led to an increase in the rural non-farming population – the Indians who have lost or abandoned their lands because of competition with large-scale farming. The traditional Indian occupations of hunting and fishing have declined too because of lack of wildlife and fish in these semi-arid zones.

Only about 20% of the Indian labour force on the reservations is permanently employed.

The majority are occupied in short, temporary jobs, often as unskilled workers with low wages and long periods of unemployment. At present there are some 850,000 Indians living in the USA.

About half of them constitute a rural non-farming population, 5% still hold their farms and the rest (45%) live in the cities for rural poverty and re-location policy have resulted in active urbanization of Indians. Their social world has changed remarkably. The tribal and family ties have loosened.

Only about one-third of the total Indian population used their mother tongue in 1970 outside reservations, but even on the reservations, this percentage was only 60%. Their children attended schools in intercultural settings, the majority of the teachers being non-Indians. The books and teaching material were designed to prepare them for life in a non-Indian society. Today the situation is changing.

State schools which Indian children attend have special courses related to Indian culture which both the Indian and non-Indian students in the school may take. Education is certainly having an impact on traditional Indian culture. Many young Indians believe that they can be productive members of American society and still remain Indian in every sense of the word.

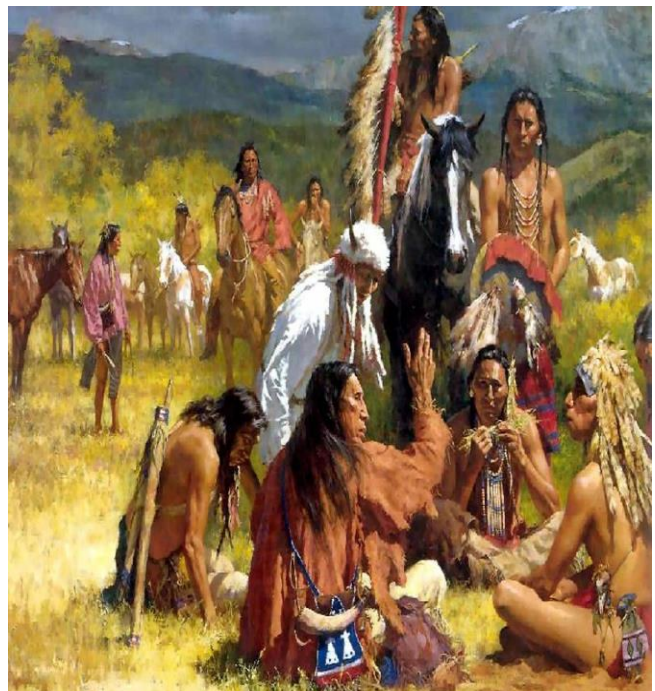
The Rockies – the same as Rocky Mountains. Mountain system in Western North America extending from Alaska to Mexico.

The Sierras – the same as Sierra Nevada. Mountain range in Eastern California.

Exercise 1. Render the main idea briefly in English.

Exercise 2. Answer the questions.

1. Why did Columbus call aboriginal population Indians? 2. How many Indians were in 3. What do we know today about the treatment of North American Indians by the white colonizers? 3. Why was Indian assistance to Europeans immeasurable? 4. How can you characterize the treatment of North American Indians by Europeans? 5. Why did the position of Indians worsen after the Revolutionary War? 6. When were Indians driven to reservations? 7. How did the Gold Rush in the West affect the lives of the Indian tribes in that area? 8. What was the main idea of the Allotment Act passed by the Congress in 1887? 9. What was acculturation policy aimed at? 10. How does education influence Indian culture? 11. What left Indians starving, purposeless, hopeless? 12. What had disastrous results? 13. How was the acculturation policy finally changed? 14. When did an active re-location policy start? 15. Is the situation changing today?



INTERESTING FACTS ABOUT NATIVE AMERICAN INDIANS

- The term "Indian" originated with Christopher Columbus. He thought that he had reached the East Indians when he landed in America and therefore named the inhabitants Indians.
- European settlers to America brought with them diseases to which the Native Americans had no resistance. These diseases killed millions of Indians and resulted in a huge population decline.
- Europeans brought many animals to the Americas, which the indigenous people had never seen, including cattle, sheep, and pigs.
- The early settlers of the Americas had hunted horses to extinction thousands of years before the Europeans arrived. The reintroduction of the horse by the Europeans had an incredible impact on the American Indians. They utilized the horse for travel, hunting, and warfare.
- Numerous conflicts occurred between the American Indians and European settlers before the American Revolutionary War and after the Revolution between the Native Americans and the U.S. government. These conflicts have been named the American Indian Wars.
- In 1890 the last major battle between Native American Indians and U.S. soldiers occurred. It was called the Battle of Wounded Knee and occurred near the Wounded Knee Creek in South Dakota. Approximately 300 Sioux Indians were slaughtered.
- In 1838 one of the most horrible events in American history occurred. This event was a forced relocation of thousands of Indians from their homelands to areas west of the Mississippi River. This march, named the "Trail of Tears", resulted in the death of thousands of Native Americans from numerous tribes including the Cherokee, Seminole, Choctaw, and Chickasaw. Most of the deaths were the result of disease and exposure to the extremely cold weather.
- Benjamin Franklin learned a lot about democracy by observing the Iroquois Indians. The Iroquois had a chief who ruled only as long as the tribes supported his decisions. The Iroquois were a union of several tribes that had in place limits to power held in place by checks and balances, one of the corner stones of democracy for the USA of America.
- American Indians have appeared on many U.S. coins including the Buffalo nickel minted between 1913 and 1938 and more recently the Sacagawea dollar, which features the famous Indian woman who served as a guide on the Lewis and Clark Expedition.

Exercise 1. Digest the information briefly in English.

Exercise 2. Complete the sentences with the prepositions from the box.

With, to with, of, between, in, of, in, about, of, with, of.

1. The term "Indian" originated ____ Christopher Columbus. 2. European settlers ____ America brought ____ them diseases. 3. These diseases killed millions ____ Indians. 4. Numerous conflicts occurred ____ the American Indians and European settlers. 5. ____ 1838 one ____ the most horrible events ____ American history occurred. 6. B. Franklin learned a lot ____ democracy. Iroquois were union ____ several tribes. 7. The book is rich ____ examples of Indian culture and social life. 8. The native peoples ____ America came to be described as Indian as a result of C. Columbus and other voyagers in the 15th-16th centuries.

Exercise 3. Analyze the activity and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

HOME ON THE RANGE

I. On May 10, 1869, the Union Pacific and the Central Pacific met near the Great Salt Lake in Utah, and the two railroad lines were joined with a golden spike.

For the first time the USA was spanned by rail. It was a great and dramatic moment. It was also a great feat of engineering and human endurance. The Union Pacific had thrust westwards along the line of the old Oregon and California trails, and over the Rockies.

The Central Pacific had climbed eastward from Sacramento, California, over the high Sierras and through Nevada. Other trans-continental railroads followed the Santa Fe, which ran through Apache country to San Diego; the Southern Pacific, from Lake Superior across the Dakota Badlands and the Rockies to Portland, Oregon. They brought to an end the romantic period of the Wild West.

II. Communications between the older States and California were tenuous in the extreme before the coming of the trans-continental railroads and telegraph. Pioneers struggled across in covered wagons. In the 1840s, some early Mormon pioneers from Wales actually pushed handcarts across the desert to Utah. Heavy goods had to be shipped round by sea. For a short period after 1860, the Us Mails were carried by the Pony Express from St Joseph in Missouri, a jumping-off place for the west, to Sacramento.

III. The horses were stationed at stage and each armed rider rode three successive mounts for at least 75 miles before passing to the next rider. The fastest trip was made in less than eight days, but it generally took nine or ten. The Pony Express, the stagecoach, the cowboy and the lone prairie, the genesis of a thousand and one films, belong to the Wild West – the last of the frontiers, which had begun to move westwards nearly three hundred years earlier from Jamestown and Plymouth Rock.

IV. The age of the Wild West followed upon the Civil war, when returning Confederate soldiers realized that longhorn cattle, worth only two or three dollars a head in Texas, could fetch 20 times as much in eastern cities. All they had to do was to drive them on the hoof to towns such as Dodge City, recently reached by the slowly encroaching railroads.

Each spring the Texan cowboys and Mexican buckaroos rounded up herds of about 2,500 head of cattle, and drove them vast distances, often 1,500 miles, to the waiting refrigeration trucks. They had to contend with Indians and rustlers, hence the Colt pistols and Winchester 45s. They worked in the saddle for weeks at a time, living on bacon and beans and sleeping round campfires.

This was the basis of the Wild West legend. It lasted less than 30 years because economically it depended upon the open range. With the trans-continental, railroads came more settlers, and finally the ranchers fenced in the range and the cowboys became ranch hands of the farms. The open range had also been the hunting grounds of the Plains Indians and the railroads hastened their passing.

Exercise 1. Give the main idea of the passage.

Exercise 2 Choose the most suitable heading from the list (A-D) for each paragraph (I-IV) of the text.

A. A great feat of engineering. B. Mormon pioneers. C. The fastest trip. D. Texas cowboys.

Exercise 3. Find synonyms to the following English phrases.

A golden spike, railroad lines, span, human endurance, thrust, westward, eastward, armed riders, communications, tenuous, handcarts, to station, successive mounts, frontiers, longhorn cattle, open range, encroaching railroads, cowboys, buckaroos, to contend, rustlers, hunting grounds, to hasten.

Exercise 4. Translate this vocabulary.

Mountain range; range of interests; at close range; to be in range of; range of vision; artillery range; rifle range; to range; to range in; narrow range of research; to provide a wide range; price range; daily range; out of/beyond range of smth.; in/within range of smth.; within smb.'s range of vision; at a range of; narrow range of research; to provide a wide range; to range between; to range from one point to another; to range over; the range of hearing; a wide range of sizes (styles); missile range.

THE ANTI-SLAVERY MOVEMENT

The American Revolution opened a new stage in the transformation from feudalism to capitalism, but it failed to abolish slavery. The struggle of the American colonies for political and economic freedom from Great Britain activated the anti-slavery movement.

Slavery as a source of cheap labor was instituted in America as early as the 1660s.

Many poor people came to America to escape political oppression and economic exploitation.

They had to work on a master's land for some years as payment for their transportation from Europe. However, it was impossible to enslave the entire working population and therefore the enslavement of black Africans became a source of cheap labor available. Negroes brought by force from their African homeland to America were turned to slaves.

Almost all of them were in the South where southern planters made them plant and pick the great cotton crops. Cruelty was an integral part of the slave system. Slave revolts were frequent.

Slavery became a shame to the American nation. Many people in the North opposed slavery and took part in anti-slavery actions.

John Brown was one of those Americans who helped slaves to get out of the USA and go to Canada, where they could not be caught by their masters.

He was born in 1800 in Torrington, Connecticut, USA, during the pioneering days of America, while the population of this new and great country was not very large.

Both of John Brown's grandfathers fought in American Army during the War of Independence. His father, Owen, was against slavery and an agent of the Underground Railroad.

In 1805, the Browns went to Ohio. There John received his education, and grew up as a disciplined young man who liked to work. He was only nine years old when he saw a black slave beaten to death. "When I grow up, I will do something to help the poor slaves. I want them to have their freedom," he said. Slavery was the rule at that time in the Southern States of America.

Slaves could be bought in the open market, and sold again. Husbands and wives, mothers and children could be sold to different masters. John early began to protest against slavery.

John Brown believed in strong action. So he decided to build a defended camp in the mountains of Virginia. Runaway slaves could come to the camp and be defended there against their masters. He wished to organize a republic free of slavery.

His plan was to attack the government arsenal at Harper's Ferry in Virginia and try to free and arm the slaves. On the night of 16 October, 1859, his party of twenty-one men, white and black, marched on Harper's Ferry and took by storm an important building there. John Brown hoped that many slaves would join him, but when the morning came no slaves had come. They were afraid.

However, if the slaves did not come, the Marines did.

When John Brown and his men were ordered to stop fighting, John Brown answered, "I prefer to die here." In the fighting which followed, Brown's two sons were killed and several more of his men.

He himself was wounded. John Brown was hanged, but very soon he became a hero to the Negro slaves & to the white who were against slavery. John Brown's name became a symbol of revolutionary action and struggle for the rights of the Negro people in the USA. Nevertheless, let's come back to our general then. The problem of slavery was not solved even in Congress. The southern states left the Union and the Civil War between the North and the South broke out.

The Civil War greatly affected the course of American history. President Lincoln issued the Emancipation Proclamation, which committed the nation to stamp out slavery in the southern states.

The American slavery was crushed, the nation was unified. However, the fights for Negro rights have not been yet ended.

Exercise 1. Render the main idea briefly in English.

Exercise 2. Read the text and pick up the essential details in the form of quick notes.

Exercise 3. Complete the gaps (1-10) with correct word and word-combinations.

1. The American Revolution opened a new stage in the transformation from feudalism to _____. 2. The struggle of the American _____ for political and economic freedom from Great Britain activated the anti-slavery movement. 3. Slavery as a source of _____ was instituted in America as early as the 1660s. 4. Many poor people came to America to escape _____ and economic exploitation. 5. Negroes brought by force from their _____ to America were turned to slaves. 6. Cruelty was an integral _____ of the slave system. 7. Slavery was _____ at that time in the Southern States of America. 8. Runaway slaves could come to the camp and be defended there against their _____. 9. John Brown's name became a symbol of _____ and struggle for the rights of the Negro people in the USA. 10. The problem of slavery was not solved even in _____.

Exercise 4. Fill in the blanks with the correct words from the list.

(*Secede, surrendered, sharecropping, segregation, abolitionist, destroyed, amendment, restore, overseer, provided.*)

1. A person who wanted to put an end to slavery was called an _____. 2. Field slaves were watched by a boss called an _____. 3. After the election of Abraham Lincoln in 1860, Southern states voted to _____ from the USA. 4. The separation of people on the basis of race is called _____. 5. _____ was a system of farming that developed in the South after the Civil War. 6. The Freedmen's Bureau _____ schooling and hospital care to blacks. 7. The Fifteenth _____ to the Constitution gave the blacks the right to vote. 8. After the war it was necessary to _____ good relations between the North and the South. 9. Sherman's troops _____ towns, farms and plantations in the South. 10. On April 9, 1865, General Lee _____, and the war was over.

Exercise 5. Find some antonyms to the following ones.

Slavery, to solve, to secede, segregation, abolition, destroyed, amendment, restore, overseer, provide, exploitation, to activate, anti-slavery movement, to institute, to defend, to struggle, to attack, runaway, right, cruelty, integral, transformation.

Exercise 6. Find some synonyms to the following ones.

To attack, to organize, a symbol, struggle, to wish, exploitation, poor, integral, to defend, to kill, to come back, to protest, troops.



WORLD WAR I & II & COLD WAR

America maintained a position of neutrality while *World War I* raged in Europe. The entry of the USA of America into World War I did not take place until 1917 when a disagreement emerged with Germany regarding the use of submarines. The entry of the USA into this war led to the creation of the selected services act in which nearly three million men had been drafted. This enabled the USA to send ten thousand soldiers daily to the battlefield in France.

Towards the end of the First World War, the USA gained stature militarily and economically.

They were recognized as a world power. The USA did not acquiesce to signing the Treaty of Versailles, and in doing so earned the reputation of being isolationists.

The revolution in Russia sent shockwaves throughout America.

The *fear of communism* became real to people of the USA and what it would do to their way of life. The 1920s was perhaps the most decadent period in the history of the USA, rivaled only later by the 1960s. This was a period whose ripple effects can still be felt to this day.

A period wherein; *prohibition* was the topic of conversation; the reformation of the KKK in which up to four million members were counted by the year 1924; the *Immigration Act of 1924* was passed, this act limited the number of people who would be admitted as immigrants; and the birth of the *Jazz age* gave the youth of that decade something to talk about. Despite a "roaring" start to the 1920s, the USA was not able to sustain the roar. By October of 1929, the stock market crashed.

A worldwide depression ensued leading to what is known as the *Great Depression*. Between 1929 and 1933, nearly 25 % unemployment was experienced in the USA.

Nearly every industry, especially in manufacturing, had reached a point where in their output had been reduced to one-third. As in previous challenges, the Americans would not let something like the Great Depression keep them down. *Franklin D. Roosevelt* campaigned in 1932 that he had "new deal" for America. What this period represented was the introduction of entitlement programs that gave way to new ways to spend taxpayers' money and give certain social programs a voice in the halls of congress. The *Social Security Act*, the *Economy Act Works Progress Administration*, and the *Emergency Banking Act*, had all been part of President Roosevelt's "new deal".

While the USA and the rest of the world were dealing with their economic woes, Europe was being besieged by the rumblings from *Nazi Germany* and *Fascists from Italy*, and that of *imperial Japan* flexing their muscles in *East Asia*.

The French and the British continued to exercise appeasement to avoid war throughout Europe. The USA passed legislation that was meant to prevent America from getting involved with conflicts outside their shores; this piece of legislation is known as the *Neutrality Acts*. This changed when Germany invaded Poland in 1939; this was the beginning of *World War II*.

President Roosevelt called the U.S. the *arsenal of democracy*, promising financial and supplies, in the form of munitions, in support of the Allies in Europe. No troop support was promised. In an attempt to keep the USA from exercising their power in the pacific, in *December 8, 1941*, Japan attacked Pearl Harbor. This pushed the USA into the fracas, motivated by revenge. Primarily, the *Allies* were composed of *Britain, China, the Soviet Union, the USA*, and other countries like *Australia, Belgium, Canada, Brazil, New Zealand* and more.

These fought the forces of Germany, Italy, and Japan, which had been known as the *Axis powers*. During the war, the economy of the USA improved.

The *War Production Board* of FDR helped take the economy out of the doldrums of the Great Depression. Full time employment suddenly became a reality and not just wishful thinking. A majority of the labor force in America had a role to play during the wartime efforts, including black people and women. With the eventual victory of the allies over the axis of powers, another kind of war brewed behind the scenes amongst the nations.

The USA's position after the war made them a *superpower* and by a bipartisan vote decided to join the *United Nations*. The significance of this action is that this is the first time the USA has broken from their long held tradition of acting *unilateral*, or being *isolationists*.

The underlying reason for the move may have been an attempt to prevent the dreaded expansion of communism throughout Europe by the *Soviets*. The USA in 1949 formed the *NATO* (North Atlantic Treaty Organization), which was meant to safeguard countries from unwarranted attacks (from the Soviet Union specifically) from other countries. An attack on one member of NATO would be considered an attack on all members. Members of NATO included the United Kingdom, the USA, Italy, France, Iceland, Canada, Portugal, and other signatories of the North Atlantic Treaty.

Other countries later joined the organization. In response to NATO, the Soviet Union put together the Warsaw Pact, which was a compilation of other communist states in Eastern Europe.

Thus, the Cold War had its beginnings. The years following the World War II gave birth to events we often hear from the history books and the history channel. Cold war battles were fought through *proxy wars*, which include the *Korean War* in 1950 and the *Vietnam War* in 1955.

In a battle for supremacy in the area of technology and innovation, the USA officially joined the *Space Race* in 1957 after it saw the progress the Soviets had made.

The USA influenced the rest of the world in all aspects of everyday life not just economically, but also technology, politically, militarily, socially, and culturally.

The 1960 elections saw the rise of *John Fitzgerald Kennedy* into the political arena.

Considered a charismatic politician, President Kennedy found himself faced with international conflicts at perhaps what could be called the height of the cold war. *Robert F Kennedy*, brother of JFK, as part of the cabinet, was named attorney general.

During his brief three years in office as the US President, John F Kennedy faced: the growing role of the US in the Vietnam war; the US drive to winning the Space Race; the *Bay of Pigs* invasion; *Cuban missile crisis*; the civil rights movement, highlighted by the jailing of *Martin Luther King Jr.* President Kennedy was assassinated on *November 22, 1963* during a visit to Dallas, Texas.

Lyndon B. Johnson took the oath of office after the assassination of President Kennedy.

Johnson introduced and passed through congress what was then known as the *Great Society* programs. The programs included the *end of segregation*, *civil rights*, *Medicare*, *federal aid for education*, *the extension of welfare benefits*, just to name a few. This period has historically been seen as the rise of liberalism in America. The civil rights movement continued to gain traction, but at a cost.

Those from the south opposed this new threat to their way of life.

It has been said that institutional racism swept across in many parts of America. Leaders in the movement were led by the likes of *Martin Luther King, Jr.* and *Rosa Parks*. The *women's movement* also found an audience, not just in the shores of America, but throughout the world.

The continuing push for women's rights coincided with the civil rights movement. Names that stand out in the women's rights movement included *Betty Friedan* and *Gloria Steinem*.

While *judicial activism* by the Warren Court, social programs doling out money, the USA was fighting two wars internationally the Cold War and the Vietnam War. Social boundaries, feminism, environmental issues, civil rights all became a political force of its own. Many of what was previously accepted as the norm, was being dismissed by the prevailing social and political wind.

The *Counterculture Movement* of the early 1950s into the mid 1970s paved the way events such as the hippie movement, sex, drugs, *Woodstock*, the *Oil Embargo in 1973* by OPEC, and of course, *Watergate*. In 1969, *Richard Millhouse Nixon* was elected as the president of the USA. He was later replaced by his vice-president *Gerald Ford* in 1974 after resigning from the office of the president due to his involvement in the *Watergate scandal*. 1976 saw the election of *Jimmy Carter*, whose campaign appeal was that he had been a peanut farmer. Carter helped in bringing together Israel and Egypt to the table in what is known as the *Camp David Accords*.

Towards the end of his term in office, Carter was faced with another crisis in the Middle East, hostages, American hostages were taken by Iranians in Tehran. This event left the rest of the world at a standstill, waiting to see what the Americans would do. The *Iran hostage crisis* became history, and the reason for Jimmy Carter's one term presidency.



Ronald Wilson Reagan became the 40th president during a landslide victory in 1980.

President Reagan served two terms, in which he implemented what has been known as *Reaganomics* through the *Economic Recovery Tax Act of 1981* in which income taxes were lowered from a high of 70% taking it down over seven years to 28%. Reagan once again reinforced the might of the American military by supporting a build-up in every department of the armed forces. He also introduced a missile defense system, the *Strategic Defense Initiative*.

Ronald Reagan ensured the military strength of the USA would not be trifled with, he helped improve the economic condition of the nation over the years he was in office, and he stood toe-to-toe against the Soviet Union. The actions he took late in his presidency led to the end of the cold War.

The end of the Cold War had been punctuated by the fall of the Berlin Wall in 1989 leading to the eventual collapse of the Soviet Union. Ronald Reagan paved the way in a speech he gave in 1987 in which he challenged *Mikhail Gorbachev*, the Soviet Leader at the time, "*General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization, come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!*" When Ronald Reagan left office after two terms, *George Herbert Walker Bush* was elected president after serving as Vice-President to Reagan.

The world saw the break-up of the Soviet Union in 1991, which left the USA as only remaining superpower in the world. It made them the sole monitor in the affairs of the rest of the world. 1990 also marked the involvement of the USA in what was known as the *Persian Gulf War*.

This was a war in which the United Nations authorized a coalition from 34 nations to wage war against then Iraqi president *Saddam Hussein*. The USA led the coalition forces to battle against the Iraqi forces in its invasion and attempt to annex Kuwait, an Arab state.

Many have referred to this US led military response as "*Operation Desert Storm*", others called it "the Mother of All Battles".

During the 1992 elections, *William "Bill" Jefferson Clinton* won the presidential elections beating George H. W. Bush. The Clinton years had its ups downs economically and politically.

This period also saw the arrival of the digital revolution wherein the "dotcom" era created by the introduction of the *internet*, provided economic opportunities in the U.S.

Political turmoil fell on the Clinton administration when Bill Clinton was impeached by the House of Representatives for lying about a sexual relationship he had with an intern, he was charged of "*high crimes and misdemeanors*".



The 21st century was ushered in by a tightly contested election in November 2000, when *George Walker Bush* (son of George H.W.) beat out Democratic candidate *Al Gore* by the slimmest of margins. The results went through numerous legal hurdles before the U.S. Supreme Court stepped in. The recount showed Bush ahead when the U.S. Supreme Court determined to halt the recount.

In his first year in office, months after he took the oath of office, George W. Bush and the people of the USA saw a new war fall on their shores.

The morning of *September 11, 2001*, the American people were rudely awakened by two hijacked airliners being flown into the two towers of the World Trade Center in New York City.

The planes were piloted by al-Qaeda terrorists. Two other planes were seized by members of the same terrorist group; one was flown into the Pentagon in the Arlington, Virginia countryside, the fourth plane was crashed in the fields of rural Pennsylvania, in the city of Shanksville. The fourth plane was believed to have been headed for the white house or the capitol building in Washington D.C.

More than *3,000 people died* that morning of September 11, 2001. President George W. Bush declared a "War on Terror". The USA and its NATO allies proceeded to invade the country of Afghanistan, who at that time was believed to be ruled by the Taliban who provided refuge for Al-Qaeda members and its leader, Osama Bin Laden. The USA launched another invasion in the Middle East; this one was known as "*the invasion of Iraq*", against a familiar foe in Saddam Hussein. It was believed that Hussein possessed "*weapons of mass destruction*".

During the early days of the war in Iraq, the USA were met with resistance from not only from those loyal to Hussein, but also from combatants from anti-American factions from the middle-east.

Some Americans were against the war in Iraq. This produced a different kind of opposition to the war, although at closer look; will remind you of that seen during the Vietnam War era. Although Bush was re-elected in 2004, he became unpopular because of the invasion of Iraq.

By the year 2007, the USA and many parts of Europe began to experience a *recession* that had not been seen since the early 1930s. Every aspect of the American economy has been affected, even to this day.

Different industries were affected, the housing market, the automotive industry, to mention a few, there was also the crisis of rising unemployment, the rise of oil prices, and all this has led to a devastating financial crisis the Americans had seen since the Great Depression.

This financial crisis ushered the 2008 elections in which *Barack Hussein Obama* was voted as the 44th President of the USA (POTUS). Once he took office, Obama provided a \$787 billion economic stimulus package in hopes of helping give the economy a boost. This included bail out assistance to General Motors and Chrysler, a move meant to alleviate the crisis from completely engulfing the automotive industry. To date, the USA is in debt for \$14.3 trillion dollars. The debt owed by the USA includes nearly 5 trillion to China and other countries.

The young nation continues to face challenges, part of its growing pains.

The unemployment rate sits at or above 12 % going into the year 2011. In November 2010, voters made known their displeasure on how the current administration and the Democratic Party had been handling the crisis. Another group, the *Tea Party movement*, rose to prominence in 2009; they are popular conservative arm that most Americans are representative of. They are not a new party, but a collection of like minded elected officials who are more interested in the reality than the political inclinations Capitol Hill is known for. They used the power of the vote to express their displeasure by electing members of the other party, Republicans and a few independents, to represent them.

In the month of May 2011, a threat of a government shutdown loomed due to the lack of a budget for the year. This would have meant that all sectors of the national government, with the exception of the military, would not be able to meet their payroll. Leadership from the House of Representatives and the Senate met with Obama to try and come up with an equitable solution that all sides could agree to. Fortunately, the shutdown was averted. Just because it was averted, does not mean the nation is out of the woods with continuing financial crisis.

The federal budget needs to be addressed, the issue of healthcare reform remains an ugly specter hanging in the midst of those politicians in Washington D.C, and there are many domestic matters the USA needed to face. In addition, the crisis in Egypt, Libya, Afghanistan, Syria and Israel, remain at the forefront of US foreign policy. The one high note for the USA is the killing of al-Qaeda leader Osama bin laden in May 2011 under the orders of President Obama.

Like I said at the beginning, the story of the USA is still being written, only history students in the future will make a final determination. Whether the USA of America "returns to it first love", sit back, relax, and we shall soon see.



UNSOLVED PROBLEMS

The first break in the South's segregated way of life came in 1954 when the US Supreme Court declared that no state should separate school children by race.

During the mid-1950s throughout the nation, blacks began demanding equal rights.

Their "revolution" started as a non-violent movement consisting of boycotts, "sit-ins" (sitting for hours at lunch counters or restaurants that refused to serve them), "freedom rides", and protest marches. But during the 1960s the struggle led to violence.

Many cities were disturbed by riots, which involved street battles between rioters and police aided by regular military forces. The fight of black Americans for their rights forced the government to take some measures to change the situation. During 1957-1970, six major civil rights bills were passed by the Congress outlawing literacy tests, interference with voting rights, etc.

During the 1960s, there were continued efforts to make school desegregation a reality. Of major importance was the 1964 Civil Rights Act according to which it was forbidden to practice any form of discrimination based on color and national origin. Still in 1971, 61% of black pupils attended schools that were nearly all black while 65% of white pupils went to schools that were nearly all white.

Race relations during the 1960s changed considerably as black Americans developed greater self-esteem. The popular slogan "black is beautiful" emphatically expressed the black man's new pride in himself. Americans of African descents rejected the name Negro and now refer to themselves as Afro-Americans or, more commonly, as blacks.

Despite present and past privations, black Americans have made important contributions to the USA. The chief influence of the American Negro culture has been in the field of music.

The well-known Negro spirituals, the rhythms and harmonies of jazz, the haunting "blues" melodies – all these originated with the Negro slaves. It is often said that what is best and most original in American popular music is that which derives its style from the Negro songs.

The music of Stephen Foster and George Gershwin are well-known examples.

The list of contributions made by individual blacks is endless. The relationship between the black and white races has been one of the most central issues in American life for at least a hundred years. However, Americans still have a long way to go before they can say that they have completely solved their ethnic problems.

literacy test – test to check the ability to read and write

spirituals – religious folk songs of American Negro origin

Foster, Stephen (1826-1864) – American composer of songs

Gershwin, George (1898-1937) – American composer, mostly of jazz music. His famous compositions are "rhapsody in Blue" and the opera "Porgy and Bess".

Exercise 1. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. The first break in the South's segregated way of life came in 1964. 2. During the mid-1960s throughout the nation blacks began demanding equal rights. 3. But during the 1960s the struggle led to violence. 4. A few cities were disturbed by riots which involved street battles between rioters and police. 5. During the 1950s there were continued efforts to make school desegregation a reality. 6. Of major importance was the 1954 Civil Rights Act. 7. Race relations during the 1960s changed considerably as black Americans developed greater self-esteem. 8. Americans of African descent rejected the name Negro. 9. Despite present and past privations, black Americans have made important contributions to the USA. 10. The relationship between the black and white races has been one of the most central issues in American life for at least two hundreds years.

Exercise 2. Read the text and pick up the essential details in the form of quick notes.

DIALOGUE

THE MAJOR LANDMARKS

SCOTT: Well, have you seen much of Washington yet?

ALEX: Only the Lincoln Memorial, the Washington monument and then I just walked down Pennsylvania Avenue to see the Capitol.

SCOTT: Now that you've been in this country a while, I'm sure you've come to know us pretty well, Alex. How do you feel about America, her people and her institutions?

ALEX: Oh, I've learned a lot, I've been impressed with a lot of things. However, that's a hard question.

SCOTT: I guess much of what is happening here today can't be properly assessed or understood unless you know the major events in postwar America.

ALEX: Now that you mention it, which events have had the greatest impact on American life in the last few decades?

SCOTT: You certainly know that within the period from the late fifties to the seventies, the nation experiences McCarthyism, unprecedented black rebellion, campus unrest, antiwar agitation and a widespread feeling that American civilization was in decay. Take McCarthyism for one thing...

ALEX: That was in the 1950s, right? I know that those years were marked by the witch-hunt initiated by Senator McCarthy.

SCOTT: Exactly. It was the time when anti-communism was especially intense. The country was in the grip of anticommunist fever. A special Committee on Un-American Activities was founded to investigate the diffusion of subversive un-American propaganda. It carried on investigation and inquisitions on loyalty.

ALEX: What was the result of it all? It must've been a very hard time for America.

SCOTT: Indeed, it was. Hundreds of people went to prison, thousands lost their jobs or were blacklisted in their professions and millions were frightened into silence. Whether in office or factory or university, there was the fear that saying the wrong thing might result in being fired.

ALEX: You mentioned the black rebellion. How did it start?

SCOTT: Well, in the mid-fifties the black population erupted in a series of rebellions. In 1954 the USA Court declared segregation in the public schools unconstitutional.

Nevertheless, as you may well know, Supreme Court decisions are not self-enforcing. They met a lot of challenge and were openly defied in the Southern states. Often black students had to be protected and the Federal troops were called in.

ALEX: I heard about it when I was in Atlanta. I think the 1964 Civil Rights Act was a very important landmark in this struggle, wasn't it?

SCOTT: It certainly was.

ALEX: What was the attitude of white people to all this?

SCOTT: Without doubt, the new black movement could not leave many whites untouched. They were moved to rethink their attitudes to black people. However the most direct impact was on the students.

ALEX: I've read and heard about the student revolution in this country. What was it like and what started it?

SCOTT: It was one of the most important events in American history in the 2nd half of this century.

ALEX: What were the major issues that brought about the campus unrest?

SCOTT: they were the black civil rights, Vietnam, social inequality, women's rights as well as the militarization of academic life at universities.

Students demanded an end to all discrimination against black Americans, they were sharply critical of the USA foreign policy and of the American way of life. But it would take hours to analyze the whole thing...

ALEX: I think the 60s were an angry decade.

SCOTT: They certainly were. To my mind, the most powerful movement of all was against the war in Vietnam. Young men refused to be drafted and were put on trial. Though many of us are still critical about our involvement in Vietnam, we are treating Vietnam veterans with more respect today.

ALEX: Since you mentioned young people... How would you characterize the young people of the late '80s and the early '90s the present generation that is.

SCOTT: Well, if you take college students of the '90s promise to be different from the care-free students of the late '60s or even the bankers-to-be future yuppies of the '80s.

ALEX: In what way?

SCOTT: They're a lot tougher and less innocent than previous generations. When they enter a college or university, they have to cope with a lot of problems. For the new students, the great challenge is simply getting used to the independence, which seemed so attractive back home. Among other things, they have to learn to manage their money, which is not easy. But the problem becomes especially serious when the time comes to choose a course of study.

ALEX: Why?

SCOTT: Well, in these practical times the most popular major, not surprisingly, is business.

The idea is to have marketable skills when college students get out of school. It is the future job that matters most. Students today are obsessed with the idea to prepare for a career because they are more experienced and have a much better sense of the world through the mass media, I guess. They're purposeful, very serious about their education and are focused on their future careers.

ALEX: I think young people in my country are also a lot more practical-minded today than we were.

SCOTT: I'd like to add that the 1980s was the age when some young people were making fortunes in their twenties and roughly 100,000 Americans became millionaires every year. New jobs were created and the unemployment rate went down. I'd like to ask you. I know you're leaving soon. You have stayed in this country for quite a while. What's your image of America, if I may ask...

ALEX: Well, I think Americans are a talented nation. They're remarkably hard-working, hospitable and open-hearted. They believe in trying something new in an attempt to make life better. They have a faith in progress I'd say.

SCOTT: Some people accuse us of being materialistic...

ALEX: Well, I wouldn't say that. I believe when choosing their careers Americans consider the significance of their work just as important as the income the job brings. I think their work means a lot to them.

SCOTT: True, we Americans enjoy money and the things it can buy. But in defense of the materialistic American I can say this: however eager we are to make money, we are just as eager to give it away. Any world disaster finds Americans writing checks to relieve distress.

ALEX: Oh, yes, I've seen it happen here... I also think the average American admires efficiency. He's always in a hurry. However, one must give him credit: he's friendly, adaptable, energetic and kind-hearted. I think he's a likable guy. I'd say it's been a wonderful experience to get to know this country and the people. Believe it or not but I'm sure in spite of all the differences we have a lot in common.

SCOTT: A lot of people here are beginning to realize that if we want to remain on this planet, we've got to talk. We have to learn to get along and trust each other.

McCarthyism – after John McCarthy (1909-1957), American politician, Republican senator; headed the Senate "Un-American Activities Committee". McCarthyism with its slogan of anti-communism was in fact directed against progressive-minded people in all spheres of American life, 1951-1954 being the period of the most rampant "witch-hunting".

witch-hunt – investigation which was usually conducted with much publicity, supposedly to uncover subversive political activity, disloyalty, etc. **draft** – take an individual for compulsory military service.

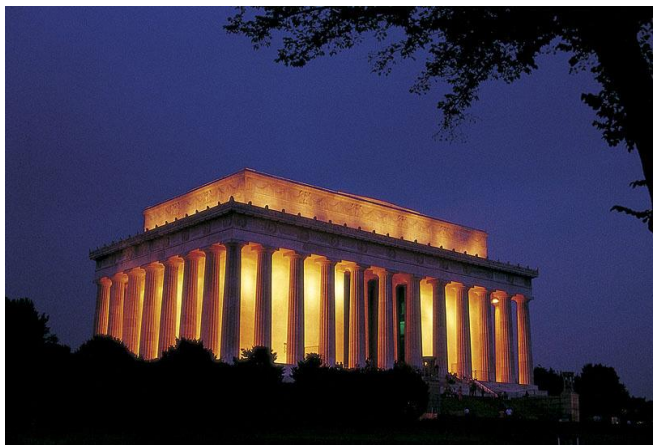
Exercise 1. Render the main idea briefly in English.

Exercise 2. Answer the questions.

1. How did the Native Americans behave when the white colonizers came to the New World? 2. When were Indians granted citizenship? 3. Would it be correct to say that they live on their own land? 4. Are those Indians who live on reservations natives to those areas? 5. Why did the melting pot policy fail to work with Indians? 6. How are young Indians educated today? 7. How is the situation changing?

Exercise 3. Answer the questions.

1. What were the major events after World War II that had an impact on American society? 2. What do you know about Senator McCarthy? 3. What was the white man's attitude to the black revolution? 4. What caused the campus unrest? 5. In what way do students today differ from previous generations? 6. What was Alex's image of America and its people?



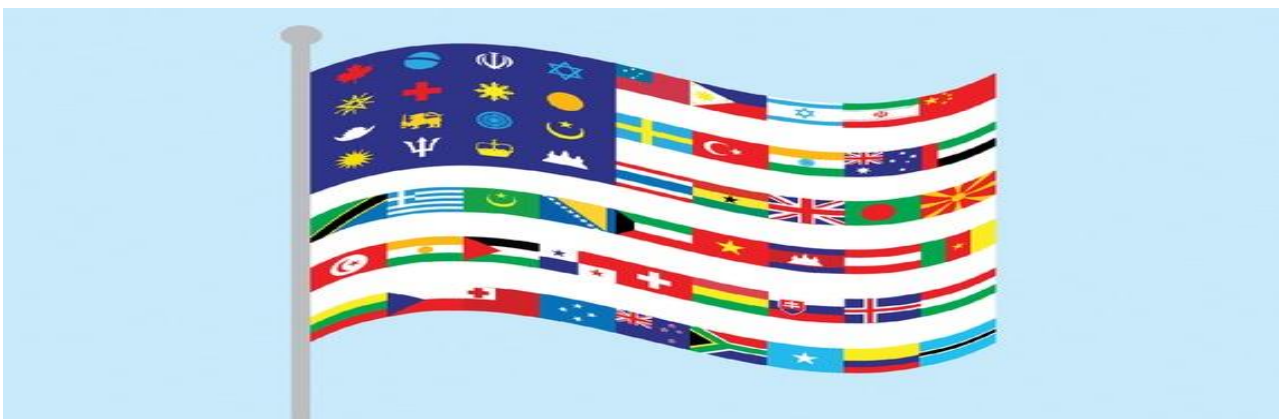
AMERICA AT AGE 200

Here are only a few of the milestones in the long course of U.S. history.

- First settlers establish a toehold in the New Land. Seeking religious freedom, the Pilgrims arrived from England in 1620 to establish Plymouth Colony, the first permanent settlement in New England.
- Declaration of Independence launches the American Revolution. Leaders of the 13 American colonies proclaimed the historic Declaration of Independence from British rule in 1776.
- A young nation expands and fights for survival. In 1803, President T. Jefferson purchased from France the vast Louisiana Territory, giving the young republic 1,325,000 km² of new land west of the Mississippi River. Formal transfer took place in New Orleans. In 1812, the U.S. was again at war with Britain. The British were defeated and the battle-scarred American flag at Fort McHenry inspired a new anthem, «The Star Spangled Banner».
- From 1861-1865, America was torn apart in a bloody conflict between northern and southern states largely over the issue of slavery. President Abraham Lincoln freed the slaves, defeated the Southern Confederacy and kept the Union intact.
- After the Civil war, America's vitality was concentrated on healing wounds and developing the western frontier. There, pioneers clashed with the Indians, led by great chief such as Sitting Bull.
- Great drama surrounded the taming of the West, accomplished in no small part by the completion of the first transcontinental railroad. The rail layers met at Promontory Point, Utah, where a golden spike was driven to complete the line.
- Inventor T. A. Edison produced the first electrical light bulb in 1880, stimulating a rapid growth science and technology. A long era ended with World War I.
- Pearl Harbor draws America into conflict. Overnight, on December 7, 1941, America was enmeshed in World War II.
- The atomic age. Using the theories of physicist Albert Einstein American scientists harnessed the power of the atom, while the engineers built intricate freeways typical of modern America.
- In 1961, 43-year-old John F. Kennedy became President of the USA. His youthful administration set off on an ambitious program known as the new frontier, perhaps most notable for securing equal rights under law for American blacks. It was John Kennedy who launched Project Apollo, promising to land an American on the moon before 1970. Astronaut Neil Armstrong was to fulfill that aim by taking man's first steps on the moon on July 20, 1969.

Exercise 1. Read the facts and continue the list of famous events in modern history of the USA.

Exercise 2. Summarize your findings on the history of the USA and issue in a short presentation (105 words).



CHAPTER V. POLITICAL SYSTEM

INTRODUCTION

The USA is a federal constitutional republic, in which the President of the USA (the head of state and government), Congress, and judiciary share powers reserved to the national government, and the federal government shares sovereignty with the state governments.

The executive branch is headed by the President and is independent of the legislature.

Legislative power is vested in the two chambers of Congress, the Senate and the House of Representatives. The judicial branch (or judiciary), composed of the Supreme Court and lower federal courts, exercises judicial power (or judiciary).

The judiciary's function is to interpret the USA Constitution and federal laws and regulations. This includes resolving disputes between the executive and legislative branches.

The federal government's layout is explained in the Constitution.

Two political parties, the Democratic Party and the Republican Party, have dominated American politics since the American Civil War, although there are also smaller parties like the Libertarian Party, the Green Party, and the Constitution Party.

There are major differences between the political system of the USA and that of most other developed democracies. These include greater power in the upper house of the legislature, a wider scope of power held by the Supreme Court, the separation of powers between the legislature and the executive, and the dominance of only two main parties.

Third parties have less political influence in the USA than in other developed country democracies, primarily due to the Electoral College system in the USA.

The federal entity created by the U.S. Constitution is the dominant feature of the American governmental system. However, most people are also subject to a state government, and all are subject to various units of local government.

The latter include counties, municipalities, and special districts. This multiplicity of jurisdictions reflects the country's history. The federal government was created by the states, which as colonies were established separately and governed themselves independently of the others. Units of local government were created by the colonies to efficiently carry out various state functions.

As the country expanded, it admitted new states modelled on the existing ones. Scholars from Alexis de Tocqueville to the present have found a strong continuity in core American political values since the time of the American Revolution in the late 18th century.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Try to understand the notions.

Political life; political news; political asylum; political capital; political science; political mileage; political machinery; a period of political and economic stability; political prisoner; political offence; political capital; political market; political adventurism; political activity; political anthropology; political apathy; political arena; political arithmetic; political astrology; political authority; political attitude; political awareness; political culture; political behaviour; political business cycle; political cleavage.

Political means relating to the way power is achieved and used in a country or society. Political is of or relating to the government or the public affairs of a country. Political science is the branch of knowledge that deals with the state and systems of government; the scientific analysis of political activity and behaviour. Political science is the study of the ways in which political power is acquired and used in a country.

COLONIAL ORIGINS

Some of Britain's North American colonies became exceptional in the European world for their vibrant political culture, which attracted the most talented and ambitious young men into politics.

Reasons for this exceptionalism included:

- First, suffrage was the most widespread in the world, with every man who owned a certain amount of property allowed to vote. While less than 1% of British men could vote, a majority of white American men were eligible. While the roots of democracy were apparent, nevertheless deference was typically shown to social elites in colonial elections. That deference declined sharply with the American Revolution.

- Second, in each colony, elected bodies, especially the assemblies and county governments, decided a wide range of public and private business. Topics of public concern and debate included land grants, commercial subsidies, and taxation, as well as oversight of roads, poor relief, taverns, and schools. Americans spent a great deal of time in court, as private lawsuits were very common. Legal affairs were overseen by local judges and juries, with a central role for trained lawyers. This promoted the rapid expansion of the legal profession, and the dominant role of lawyers in politics was apparent by the 1770s, as attested by the careers of John Adams and Thomas Jefferson, among many others.

- Thirdly, the North American colonies were exceptional in the world context because of the growth of representation of different interest groups.

Unlike in Europe, where royal courts, aristocratic families and established churches exercised control, the American political culture was open to merchants, landlords, petty farmers, artisans, Anglicans, Presbyterians, Quakers, Germans, Scotch Irish, Yankees, Yorkers, many other identifiable groups.

Over 90% of the representatives elected to the legislature lived in their districts, unlike in England where it was common to have an absentee Member of Parliament.

- Finally, and most dramatically, the Americans became fascinated by and increasingly adopted the political values of Republicanism, which stressed equal rights, the need for virtuous citizens, and the evils of corruption, luxury, and aristocracy. None of the colonies had political parties of the sort that formed in the 1790s, but each had shifting factions that vied for power.

American Ideology

Republicanism, along with a form of classical liberalism, remains the dominant ideology.

Central documents include *the Declaration of Independence* (1776), *Constitution* (1787), *The Federalist Papers* (1788), *Bill of Rights* (1791), and *Abraham Lincoln's Gettysburg Address* (1863), among others. Even the secessionists who formed the Confederacy in 1861 believed in the same values. Among the core tenets of this ideology are the following:

- *Civic duty*: citizens have the responsibility to understand and support the government, participate in elections, pay taxes, and perform military service.

- *Opposition to Political corruption*.

- *Democracy*: The government is answerable to citizens, who may change the representatives through elections.

- *Equality before the law*: The laws should attach no special privilege to any citizen.

Government officials are subject to the law just as others are.

- *Freedom of religion*: The government can neither support nor suppress religion.

- *Freedom of speech*: The government cannot restrict through law or action the personal, non-violent speech of a citizen; a marketplace of ideas.

At the time of the USA' founding, agriculture and small private businesses dominated the economy, and state governments left welfare issues to private or local initiative.

Laissez-faire ideology was largely abandoned in the 1930s during the Great Depression.

Between the 1930s and 1970s, fiscal policy was characterized by the Keynesian consensus, a time during which modern American liberalism dominated economic policy virtually unchallenged.

Since the late 1970s and early 1980s, however, laissez-faire ideology, as explained especially by Milton Friedman, has once more become a powerful force in American politics.

While the American welfare state expanded more than threefold after World War II, it has been at 20% of GDP since the late 1970s. As of 2014 modern American liberalism; modern American conservatism are engaged in a continuous political battle, characterized by what *The Economist* describes as "greater divisiveness and close, but bitterly fought elections".

Usage of "left-right" Politics

The modern American political spectrum and the usage of the terms "left-right politics", "liberalism", and "conservatism" in the USA differs from the rest of the world. According to American historian Arthur Schlesinger, Jr. (1956), "Liberalism in the American usage has little in common with the word as used in the politics of any European country, save possibly Britain".

Schlesinger noted that American liberalism does not support classical liberalism's commitment to limited government and laissez-faire economics. Because those two positions are instead generally supported by American conservatives, historian Leo P. Ribuffo noted in 2011, "what Americans now call conservatism much of the world calls liberalism or neoliberalism".

Suffrage

The right of suffrage is nearly universal for citizens 18 years of age and older. All states and the District of Columbia contribute to the electoral vote for President. The District and other U.S. holdings like Puerto Rico and Guam, lack federal representation in Congress. These constituencies do not have the right to choose any political figure outside their respective areas. Each commonwealth, territory, or district can only elect a non-voting delegate to serve in the House of Representatives.

Women's suffrage became an important issue after the American Civil War of 1861-1865.

After the 15th Amendment to the USA Constitution was ratified in 1870, giving African American men the right to vote, various women's groups wanted the right to vote as well.

Two major interest groups formed. The first group was the National Woman Suffrage Association, formed by Susan B. Anthony and Elizabeth Cady Stanton, that wanted to work for suffrage on the federal level and to push for more governmental changes, such as the granting of property rights to married women. The second group, the American Woman Suffrage Association formed by Lucy Stone, aimed to give women the right to vote.

In 1890, the two groups merged to form the National American Woman Suffrage Association (NAWSA). The NAWSA then mobilized to obtain support state-by-state, and by 1920, the 19th Amendment to the USA Constitution was ratified, giving women the right to vote. Student activism against the Vietnam War in the 1960s prompted the passage of the 26th Amendment to the USA Constitution, which lowered the voting age from 21 to 18, and prohibited age discrimination at the voting booth.

Exercise 1. Digest the information briefly in English.

Exercise 2. Try to understand the notions.

Exceptionalism is the belief that something is exceptional, especially the theory that the peaceful capitalism of the US constitutes an exception to the general economic laws governing national historical development. *Suffrage* is the right to vote in political elections.

Suffrage is a vote given in assent to a proposal or in favour of the election of a particular person. Universal suffrage is the right of almost all adults to vote in political elections.

Conservatism is a political philosophy, which believes that if changes need to be made to society, they should be made gradually. You can also refer to the political beliefs of a conservative party in a particular country as Conservatism.

Exercise 3. Characterize the various political movements.

Exercise 4. Explain the notion on symbolism.

Wilderness, independence, and democracy are common aspects of American symbolism.

The flag is perhaps the most potent and contested national symbol. Made up of stripes symbolizing the original thirteen colonies and fifty stars representing the fifty states, it is displayed on national holidays such as Veterans Day, Memorial Day, Labour Day, and Independence Day.

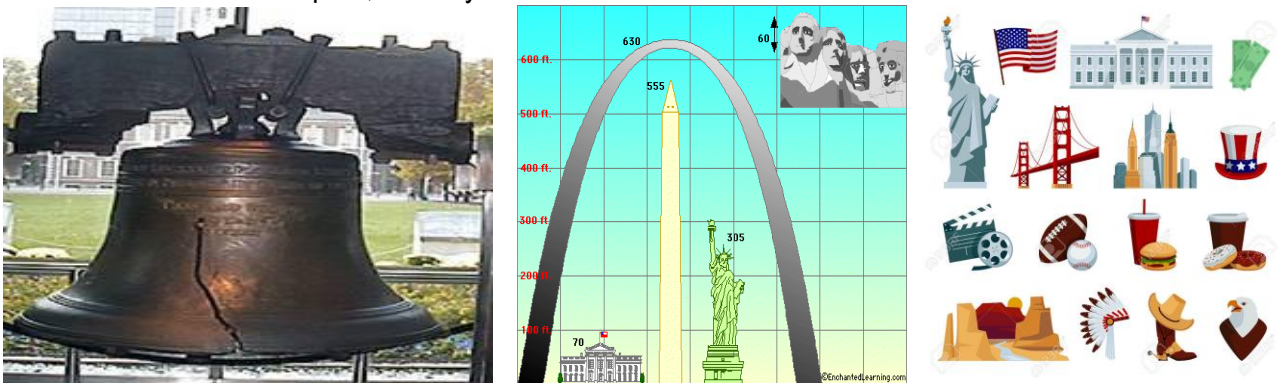
Public places and businesses raise the flag as a matter of course. Individuals who display the flag in their homes or yards make an explicit statement about their patriotic connection to the nation.

The flag is employed frequently as a symbol of protest. In the 19th century, northern abolitionists hoisted the flag upside down to protest the return of an escaped slave to his southern owner, and upside-down flags continue to be used as a sign of protest.

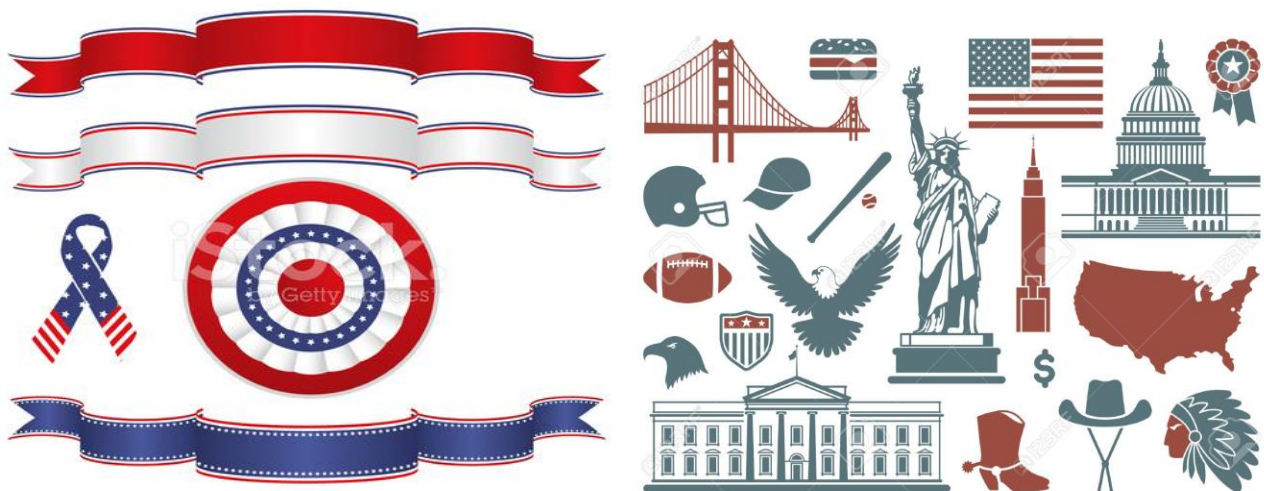
The use of the stars and stripes design of the flag in clothing, whether for fashion, humour, or protest, is controversial and is considered by some people to be akin to treason and by others to be an individual right in a state that upholds individual rights. Nationalism and community solidarity frequently are expressed through sports. In the Olympic Games, patriotic symbols abound, and victors are heralded for their American qualities of determination, individualism, and competitiveness.

In the same way, football games connect fans to one another and to their communities through a home team. The game expresses the important value of competition: unlike soccer, American football games can never end in a tie. Football also reflects cultural ideals about sex and gender; the attire of players and cheerleaders exaggerates male and female sex characteristics.

The Liberty Bell is a huge bronze bell that symbolizes the freedom of the USA. This historical bell is located in Philadelphia, Pennsylvania.



Relative sizes



Banners & ribbons with symbols of the USA

THE NATIONAL FLAG OF THE USA

The national flag of the USA of America, often referred to as the American flag, consists of thirteen equal horizontal stripes of red (top & bottom) alternating with white, with a blue rectangle in the canton (referred to specifically as the "union") bearing fifty small, white, five-pointed stars arranged in nine offset horizontal rows of six stars (top and bottom) alternating with rows of five stars.

The 50 stars on the flag represent the 50 states of the USA of America and the 13 stripes represent the 30 British colonies that declared independence from the Kingdom of Great Britain and became the first states in the Union.

Nicknames for the flag include the "Stars and Stripes", "Old Glory", and "The Star-Spangled Banner". The design of the flag has been modified 26 times officially since 1777. The 48-star flag was in effect for 47 years until the 49-star version became official on July 4, 1959.

The 50-star flag was ordered by President Eisenhower on August 21, 1959. At the time of the Declaration of Independence, the Continental Congress would not legally adopt flags with "stars, white in a blue field" for another year. The flag contemporaneously known as "the Continental Colors" has historically been referred to as the first national flag. The Continental Navy raised the Colors as the ensign of the fledgling nation in the American War for Independence – likely with the expedient of transforming their previous British red ensigns by adding white stripes – and would use this flag until 1777, when it would form the basis for the subsequent *de jure* designs.

The name "Grand Union" was first applied to the Continental Colors by George Preble in his 1872 history of the American flag. The flag closely resembles the British East India Company flag of the era, and Sir Charles Fawcett argued in 1937 that the Company flag inspired the design.

Both flags could have been easily constructed by adding white stripes to a British Red Ensign, the maritime flag used throughout the British Empire. However, an East India Company flag could have from nine to 13 stripes, and was not allowed to be flown outside the Indian Ocean.

In any case, both the stripes (barry) & the stars (mulletts) have precedents in classical heraldry.

Mulletts were comparatively rare in early modern heraldry, but an example of mulletts representing territorial divisions predating the U.S. flag are those in the coat of arms of Valais of 1618, where seven mulletts stood for seven districts. The first American flags were made out of hemp.

On June 14, 1777, the Second Continental Congress passed the Flag Resolution which stated: "*Resolved*, That the flag of the thirteen USA be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation." Flag Day is now observed on June 14 of each year. While scholars still argue about this, tradition holds that the new flag was first hoisted in June 1777 by the Continental Army at the Middlebrook encampment.

The first official U.S. flag flown during battle was on August 3, 1777 during the Siege of Fort Mifflin. Soldiers cut up their shirts to make the white stripes; scarlet material to form the red was secured from red flannel petticoats of officers' wives, while material for the blue union was secured from Capt. Abraham Swartwout's blue cloth coat. A voucher is extant that Capt. Swartwout of Dutchess County was paid by Congress for his coat for the flag.

The 1777 resolution was most probably meant to define a naval ensign. In the late 18th century, the notion of a national flag did not yet exist, or was only nascent.

The flag resolution appears between other resolutions from the Marine Committee.

The Flag Resolution did not specify any particular arrangement, number of points, nor orientation for the stars and the arrangement and appearance were up to the maker of the flag. Some flag makers arranged the stars into one big star, in a circle or in rows and some replaced a state's star with its initial. One arrangement features 13 five-pointed stars arranged in a circle, with the stars arranged pointing outwards from the circle, the so-called Betsy Ross flag. This flag, however, is more likely a flag used for celebrations of anniversaries of the nation's birthday.

Experts have dated the earliest known example of this flag to be 1792 in a painting by John Trumbull. Despite the 1777 resolution, the early years of American independence featured many different flags. Most were individually crafted rather than mass-produced.

Francis Hopkinson of New Jersey, a signer of the Declaration of Independence, designed the 1777 flag. In 1795, the number of stars and stripes was increased from 13 to 15 (to reflect the entry of Vermont and Kentucky as states of the Union).

For a time the flag was not changed when subsequent states were admitted, probably because it was thought that this would cause too much clutter

On April 4, 1818, Congress passed a plan at the suggestion of U.S. Naval Captain Samuel C. Reid in which the flag was changed to have 20 stars, with a new star to be added when each new state was admitted, but the number of stripes would be reduced to 13 to honour the original colonies.

The act specified that new flag designs should become official on the first July 4 (Independence Day) following admission of one or more new states. The most recent change, from 49 stars to 50, occurred in 1960 when the present design was chosen, after Hawaii gained statehood in August 1959. Before that, the admission of Alaska in January 1959 prompted the debut of a short-lived 49-star flag. On July 4, 2007, the 50-star flag became the version of the flag in the longest use.

The flag of the USA is one of the nation's most widely recognized symbols. Within the USA, flags are frequently displayed not only on public buildings but on private residences.

The flag is a common motif on decals for car windows, and clothing ornaments such as badges and lapel pins. Throughout the world, the flag has been used in public discourse to refer to the USA. The man credited with designing the current 50 star American flag is Robert G. Heft. He was 17 years old at the time and created the flag design in 1958 as a high school class project while living with his grandparents in Ohio. He received a B- on the project.

Exercise 1. Analyze the information and use it in practice.

Exercise 2. Make notes of your new knowledge about the flag of the USA.

Exercise 3. Remember the notions.

flag [flæg] – знамя, стяг, флаг

under a flag – под флагом, под знаменем

to display (fly / hang out) a flag – вывешивать флаг

to hoist (raise, run up, unfurl) a flag – поднимать флаг

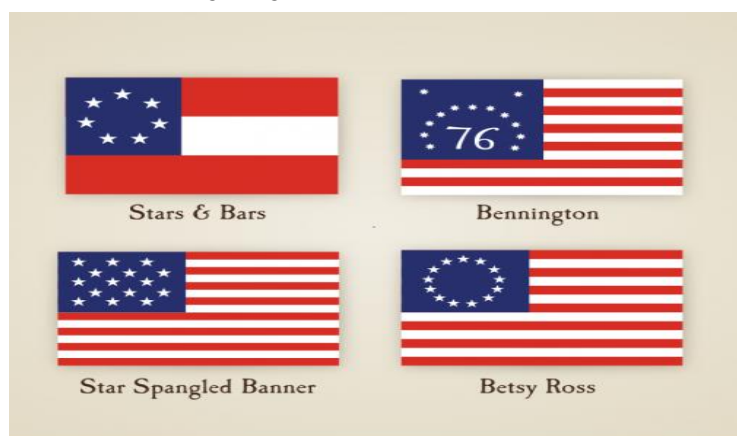
to dip (lower / strike) a flag – спускать флаг

to wave a flag – махать флагом

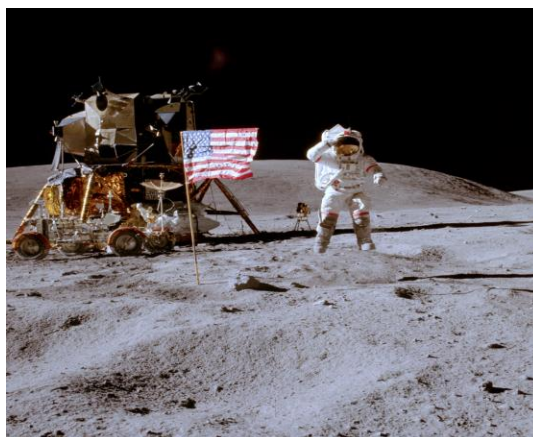
holiday flag – праздничный, парадный флаг

national flag – национальный флаг

white flag; flag of truce – белый флаг, флаг парламентаря (сигнал о капитуляции)



Early American flags



American Flag on the Moon

FLAG TIMELINE

States and their dates of admission are shown in **bold red**. Starting in 1819, the updated flag becomes legal on the Fourth of July following the date of admission.

1775	American ships in New England waters flew a "Liberty Tree" flag in 1775. It shows a green pine tree on a white background, with the words, "An Appeal to Heaven."
1775	The Continental Navy used this flag, with the warning, "Don't Tread on Me," upon its inception.
1775	Sons of Liberty flag.
1775	New England flag.
1775	Forster flag.
1776	January 1 - The Grand Union flag (Continental Colors) is displayed on Prospect Hill. It has 13 alternate red and white stripes and the British Union Jack in the upper left-hand corner (the canton).
1776	May - Betsy Ross reports that she sewed the first American flag
1777	Another 13-star flag, in the 3-2-3-2-3 pattern.
1777?	Cowpens Flag. According to some sources, this flag was first used in 1777. It was used by the Third Maryland Regiment. There was no official pattern for how the stars were to be arranged. The flag was carried at the Battle of Cowpens, which took place on January 17, 1781, in South Carolina. The actual flag from that battle hangs in the Maryland State House.
1777	Brandywine Flag.
1777	June 14 - Continental Congress adopts the following: <i>Resolved: that the flag of the USA be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.</i> Stars represent Delaware (December 7, 1787), Pennsylvania (December 12, 1787), New Jersey (December 18, 1787), Georgia (January 2, 1788), Connecticut (January 9, 1788), Massachusetts (February 6, 1788), Maryland (April 28, 1788), South Carolina (May 23, 1788), New Hampshire (June 21, 1788), Virginia (June 25, 1788), New York (July 26, 1788), North Carolina (November 21, 1789), and Rhode Island (May 29, 1790)
1779	John Paul Jones Flag, also called the Serapis Flag.
1781?	The Guilford Flag.
1787	Captain Robert Gray carries the flag around the world on his sailing vessel (around the tip of South America, to China, and beyond). He discovered a great river and named it after his boat <i>The Columbia</i> . His discovery was the basis of America's claim to the Oregon Territory.
1795	Flag with 15 stars and 15 stripes Vermont (March 4, 1791), Kentucky (June 1, 1792)
1803	Indian Peace Flag.
1814	September 14 - Francis Scott Key writes "The Star-Spangled Banner." It officially becomes the national anthem in 1931.
1814	Easton Flag.
1818	Flag with 20 stars and 13 stripes (it remains at 13 hereafter) Tennessee (June 1, 1796), Ohio (March 1, 1803), Louisiana (April 30, 1812), Indiana (December 11, 1816), Mississippi (December 10, 1817)
1819	Flag with 21 stars Illinois (December 3, 1818)
1820	Flag with 23 stars Alabama (December 14, 1819), Maine (March 15, 1820) first flag on Pikes Peak
1830	Bennington Flag. This flag was flown at the Battle of Bennington. It is sometimes called the Fillmore Flag. The story goes that Nathaniel Fillmore took this flag home from the battlefield, and the flag was passed down through generations of Fillmores, including Millard, and today it can be seen at Vermont's

	Bennington Museum. Most experts doubt this story and date the flag to about 1820-30.
1822	Flag with 24 stars Missouri (August 10, 1821)
1836	Flag with 25 stars Arkansas (June 15, 1836)
1837	Flag with 26 stars Michigan (Jan 26, 1837)
1837	Great Star Flag.
1845	Flag with 27 stars Florida (March 3, 1845)
1846	Flag with 28 stars Texas (December 29, 1845)
1847	Flag with 29 stars Iowa (December 28, 1846)
1847	29 Star Flag.
1848	Flag with 30 stars Wisconsin (May 29, 1848)
1851	Flag with 31 stars California (September 9, 1850)
1858	Flag with 32 stars Minnesota (May 11, 1858)
1859	Flag with 33 stars Oregon (February 14, 1859)
1861	Flag with 34 stars; Kansas (January 29, 1861) Note: Even after the South seceded from the Union, President Lincoln would not allow any stars to be removed from the flag. First Confederate Flag (Stars and Bars) adopted in Montgomery, Alabama
1861	Fort Sumter Flag.
1863	Flag with 35 stars West Virginia (June 20, 1863)
1865	Flag with 36 stars Nevada (October 31, 1864)
1867	Flag with 37 stars
1869	First flag on a postage stamp
1876	Centennial Flag.
1877	Flag with 38 stars Colorado (August 1, 1876)
1877	38 Star Flag.
1889	Flag with 39 stars that never was! Flag manufacturers believed that the two Dakotas would be admitted as one state and so manufactured this flag, some of which still exist. It was never an official flag.
1890	Flag with 43 stars North Dakota (November 2, 1889), South Dakota (November 2, 1889), Montana (November 8, 1889), Washington (November 11, 1889), Idaho (July 3, 1890)
1891	Flag with 44 stars Wyoming (July 10, 1890)
1892	"Pledge of Allegiance" first published in a magazine called "The Youth's Companion," written by Francis Bellamy.
1896	Flag with 45 stars Utah (January 4, 1896)
1897	Adoption of State Flag Desecration Statutes - By the late 1800's an organized flag protection movement was born in reaction to perceived commercial and political misuse of the flag. After supporters failed to obtain federal legislation, Illinois, Pennsylvania, and South Dakota became the first States to adopt flag desecration statutes. By 1932, all of the States had adopted flag desecration laws. In general, these State laws outlawed: (i) placing any kind of marking on the flag, whether for commercial, political, or other purposes; (ii) using the flag in any form of advertising; and (iii) publicly mutilating, trampling, defacing, defiling, defying or casting contempt, either by words or by act, upon the flag. Under the model flag desecration law, the term "flag" was defined to include any flag, standard, ensign, or colour, or any representation of such made of any substance whatsoever and of any size that evidently

	purported to be said flag or a picture or representation thereof, upon which shall be shown the colours, the stars and stripes in any number, or by which the person seeing the same without deliberation may believe the same to represent the flag of the U.S.
1907	Halter v. Nebraska (205 U.S. 34) - The Supreme Court holds that although the flag was a federal creation, the States' had the authority to promulgate flag desecration laws under their general police power to safeguard public safety and welfare. Halter involved a conviction of two businessmen selling "Stars and Stripes" brand beer with representations of the U.S. flag affixed to the labels. The defendants did not raise any First Amendment claim.
1908	Flag with 46 stars Oklahoma (November 16, 1907)
1909	Robert Peary places the flag his wife sewed atop the North Pole. He left fragments of it as he travelled north.
1912	June 24, President Taft signs Executive Order which establishes proportions of the flag and specifies arrangement and orientation of the stars.
1912	Flag with 48 stars New Mexico (January 6, 1912), Arizona (February 14, 1912)
1931	Stromberg v. California (283 U.S. 359) - The Supreme Court finds that a State statute prohibiting the display of a "red flag" as a sign of opposition to organized government unconstitutionally infringed on the defendant's First Amendment rights. Stromberg represents the Court's first declaration that "symbolic speech" is protected by the First Amendment.
1942	Federal Flag Code (36 U.S.C. 171 et seq.) - On June 22, 1942, President Roosevelt approves the Federal Flag Code, providing for uniform guidelines for the display and respect shown to the flag. The Flag Code does not prescribe any penalties for non-compliance nor does it include any enforcement provisions, rather it functions simply as a guide for voluntary civilian compliance.
1943	West Virginia Board of Education v. Barnette (319 U.S. 624) - The Supreme Court holds that public school children could not be compelled to salute the U.S. flag. In a now famous passage, Justice Jackson highlighted the importance of freedom of expression under the First Amendment: Freedom to differ is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to things that touch the heart of the existing order. If there is any fixed star in our constitutional constellation it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion.
1945	The flag that flew over Pearl Harbour on December 7, 1941, is flown over the White House on August 14, when the Japanese accepted surrender terms.
1949	August 3 - Truman signs bill requesting the President call for Flag Day (June 14) observance each year by proclamation.
1954	By act of Congress, the words "Under God" are inserted into the Pledge of Allegiance
1959	Flag with 49 stars Alaska (January 3, 1959)
1960	Flag with 50 stars Hawaii (August 21, 1959)
1962	In the case Engel v. Vitale, the court decides that government-directed prayer in public schools is unconstitutional, a violation of the Establishment Clause. This case is relevant to the flag in that it set a precedent for debate over use of the phrase "under God" which was added to the Pledge of Allegiance in 1954.
1963	Flag placed on top of Mount Everest by Barry Bishop.
1968	Adoption of Federal Flag Desecration Law (18 U.S.C. 700 et seq.) — Congress approves the first federal flag desecration law in the wake of a highly publicized Central Park flag burning incident in protest of the Vietnam War. The federal law made it illegal to "knowingly" cast "contempt" upon "any flag of the USA by publicly mutilating, defacing, defiling, burning or trampling upon it." The law defined flag in an expansive manner similar to most States.
1969	July 20 — The American flag is placed on the moon by Neil Armstrong.

1969	<p><i>Street v. New York</i> (394 U.S. 576) — The Supreme Court holds that New York could not convict a person based on his verbal remarks disparaging the flag. Street was arrested after he learned of the shooting of civil rights leader James Meredith and reacted by burning his own flag and exclaiming to a small crowd that if the government could allow Meredith to be killed, "we don't need a damn flag." The Court avoided deciding whether flag burning was protected by the First Amendment, and instead overturned the conviction based on Street's oral remarks. In <i>Street</i>, the Court found there was not a sufficient governmental interest to warrant regulating verbal criticism of the flag.</p>
1972	<p><i>Smith v. Goguen</i> (415 U.S. 94) - The Supreme Court holds that Massachusetts could not prosecute a person for wearing a small cloth replica of the flag on the seat of his pants based on a State law making it a crime to publicly treat the flag of the USA with "contempt." The Massachusetts statute was held to be unconstitutionally "void for vagueness."</p>
1974	<p><i>Spence v. Washington</i> (418 U.S. 405) - The Supreme Court holds that the State of Washington could not convict a person for attaching removable tape in the form of a peace sign to a flag. The defendant had attached the tape to his flag and draped it outside of his window in protest of the U.S. invasion of Cambodia and the Kent State killings. The Court again found under the First Amendment there was not a sufficient governmental interest to justify regulating this form of symbolic speech. Although not a flag burning case, this represented the first time the Court had clearly stated that protest involving the physical use of the flag should be seen as a form of protected expression under the First Amendment.</p>
1970-1980	<p>Revision of State Flag Desecration Statutes - During this period legislatures in some 20 States narrow the scope of their flag desecration laws in an effort to conform to perceived Constitutional restrictions under the <i>Street</i>, <i>Smith</i>, and <i>Spence</i> cases and to more generally parallel the federal law (i.e., focusing more specifically on mutilation and other forms of physical desecration, rather than verbal abuse or commercial or political misuse).</p>
1989	<p><i>Texas v. Johnson</i> (491 U.S. 397) - The Supreme Court upholds the Texas Court of Criminal Appeals finding that Texas law - making it a crime to "desecrate" or otherwise "mistreat" the flag in a way the "actor knows will seriously offend one or more persons" — was unconstitutional as applied. This was the first time the Supreme Court had directly considered the applicability of the First Amendment to flag burning. Gregory Johnson, a member of the Revolutionary Communist Party, was arrested during a demonstration outside of the 1984 Republican National Convention in Dallas after he set fire to a flag while protestors chanted "America, the red, white, and blue, we spit on you."</p> <p>In a 5-4 decision authored by Justice Brennan, the Court first found that burning the flag was a form of symbolic speech subject to protection under the First Amendment. The Court also determined that under <i>USA v. O'Brien</i>, 391 U.S. 367 (1968), since the State law was related to the suppression of freedom of expression, the conviction could only be upheld if Texas could demonstrate a "compelling" interest in its law. The Court next found that Texas' asserted interest in "protecting the peace" was not implicated under the facts of the case. Finally, while the Court acknowledged that Texas had a legitimate interest in preserving the flag as a "symbol of national unity," this interest was not sufficiently compelling to justify a "content based" legal restriction (i.e., the law was not based on protecting the physical integrity of the flag in all circumstances, but was designed to protect it from symbolic protest likely to cause offense to others).</p>
1989	<p>Revision of Federal Flag Desecration Statute - Pursuant to the Flag Protection Act of 1989, Congress amends the 1968 federal flag desecration statute in an effort to make it "content neutral" and conform to the Constitutional requirements of <i>Johnson</i>. As a result, the 1989 Act sought to prohibit flag desecration under all circumstances by deleting the statutory requirement that the conduct cast contempt upon the flag and narrowing the definition of the term "flag" so that its meaning was not based on the observation of third parties.</p>
1990	<p><i>USA v. Eichman</i> (496 U.S. 310) - Passage of the Flag Protection Act results in a number of flag burning incidents protesting the new law. The Supreme Court overturned several flag burning convictions brought under the Flag Protection Act of 1989. The Court holds that notwithstanding Congress' effort to adopt a more content neutral law, the federal law continued to be principally aimed at limiting symbolic speech.</p>
1990	<p>Rejection of Constitutional Amendment - Following the <i>Eichman</i> decision, Congress considers and</p>

	rejects a Constitutional Amendment specifying that "the Congress and the States have the power to prohibit the physical desecration of the flag of the USA." The amendment failed to muster the necessary two-thirds Congressional majorities, as it was supported by only a 254 - 177 margin in the House (290 votes were necessary) and a 58 - 42 margin in the Senate (67 votes were necessary).
1995	December 12 - The Flag Desecration Constitutional Amendment is narrowly defeated in the Senate. The Amendment to the Constitution would make burning the flag a punishable crime.
2001	September 11 - The Flag from the World Trade towers survives and becomes a symbol of sacrifice in service, loss, and determination.
2002	June 26 - The 9th U.S. Circuit Court of Appeals in California declares that reciting the Pledge of Allegiance in public schools is unconstitutional because "under God" (inserted into the Pledge in 1954) was a violation of the Establishment Clause, that expression not create the reasonable impression that the government is sponsoring, endorsing, or inhibiting religion generally, or favouring or disfavouring a particular religion. This ruling was reconfirmed in February 2003, and applies only to the 9th Circuit (the following districts: Alaska, Arizona, Central, Eastern, Northern, and Southern California, Hawaii, Idaho, Montana, Nevada, Oregon, Eastern and Western Washington, Guam, and Northern Mariana Islands).
2004	June 14 - The Supreme Court declines to hear a case challenging "One nation under God" in the Pledge of Allegiance. "While the court did not address the merits of the case, it is clear that the Pledge of Allegiance and the words 'under God' can continue to be recited by students across America," said Jay Sekulow, chief counsel for the American Centre for Law and Justice.
2005	January 25 - Constitutional amendment, sponsored by Rep. Duke Cunningham, introduced. It reads simply, "The Congress shall have power to prohibit the physical desecration of the flag of the USA." June 22 - The Constitutional amendment (see above) is approved by the House (vote of 286-130). It requires Senate approval. Then it must receive approval from 38 states within seven years.
2006	June 28 - The Senate is one vote short of passing the Constitutional amendment (see above).
2006	July 19 - H.R.42 is passed, preventing condominiums or residential real estate management associations from forbidding the flying of the US flag. Read full law
2010	The 9th U.S. Circuit Court of Appeals in California declares that the phrase "under God" in the Pledge is constitutional. The majority decision states, "The Pledge of Allegiance serves to unite our vast nation through the proud recitation of some of the ideals upon which our Republic was founded." It states later, "Coercion to engage in a patriotic activity, like the Pledge of Allegiance, does not run afoul of the Establishment Clause."

Exercise 1. Generate all events which connected with the history of American flag.

Exercise 2. Write all new words and phrases on the topic.

Exercise 3. Write a small essay on the topic.



THE AUTHOR OF THE AMERICAN FLAG

According to the traditional account, the original flag was made in June 1776, when a small committee – including George Washington, Robert Morris and relative George Ross – visited Betsy and discussed the need for a new American flag. Betsy accepted the job to manufacture the flag, altering the committee's design by replacing the six-pointed stars with five-pointed stars.

Betsy Ross's story was published in 1870, 34 years after her death, by her only surviving grandson, William J. Canby, in a paper presented to the Historical Society of Pennsylvania in Philadelphia. The paper included stories he had heard from family members throughout the years:

Sitting sewing in her shop one day with her girls around her, several gentlemen entered. She recognized one of these as the uncle of her deceased husband, Col. George Ross, a delegate from Pennsylvania to Congress. She knew the handsome form and features of the dignified, yet graceful and polite Commander in Chief, who, while he was yet Colonel Washington had visited her shop both professionally and socially many times, (a friendship caused by her connection with the Ross family).

They announced themselves as a committee of congress, and stated that they had been appointed to prepare a flag, and asked her if she thought she could make one, to which she replied, with her usual modesty and self reliance, that "she did not know but she could try; she had never made one but if the pattern were shown to her she had not doubt of her ability to do it".

The committee was shown into her back parlour, the room back of the shop, and Col. Ross produced a drawing, roughly made, of the proposed flag. It was defective to the clever eye of Mrs.

Ross and unsymmetrical, and she offered suggestions which Washington and the committee readily approved. One of the alterations had reference to the shape of the stars.

In the drawing they were made with six points. Mrs. Ross at once said that this was wrong; the stars should be five pointed; they were aware of that, but thought there would be some difficulty in making a five-pointed star. "Nothing easier" was her prompt reply and folding a piece of paper in the proper manner, with one clip of her ready scissors she quickly displayed to their astonished vision the five-pointed star; which accordingly took its place in the national standard.

Colonel (General) Washington was the active one in making the design, the others having little or nothing to do with it. When it was completed, it was given to William Barrett, painter, to paint.

The gentleman drew out of a chest an old ship's colour, which he loaned her to show her how the sewing was done, and also the drawing painted by Barrett. Other designs had been prepared by the committee and one or two of them were placed in the hands of other seamstresses to be made.

Betsy Ross went diligently to work upon her flag, carefully examining the peculiar stitch in the old ship's colour, which had been given her as a specimen, and recognizing, with the eye of a good mechanic, its important characteristics, strength and elasticity.

The flag was soon finished, and Betsy returned it, the first "Star Spangled Banner" that ever floated upon the breeze, to her employer. It was run up to the peak of one of his ships lying at the wharf, and received the unanimous approval of the committee and of a little group of bystanders looking on, and the same day was carried into the State House and laid before Congress, with a report from the committee.

The next day Col. Ross called upon Betsy, and informed her that her work had been approved and her flag adopted; and he now requested her to turn her whole attention to the manufacture of flags, and gave her an unlimited order for as many as she could make.

Ross was now effectively set up in the business of flag and colour making for the government; through all her after life, which was a long, useful and eventful one, she "never knew what it was", to use her own expression, "to want employment", this business (flag-making for the government) remaining with her and in her family for many years.

Exercise 1. Give the main idea of the information.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Analyze the information on the meaning of American flag folds.

If you've attended a funeral honouring a veteran who served our country, perhaps you witnessed the folding of the flag that once covered the casket of a loved one. Each of the 13 folds of the flag holds great significance. At the ceremony of retreat, a daily observance at bases during which all personnel pay respect to the flag, "the flag is lowered, folded in a triangle fold and kept under watch throughout the night as a tribute to our nation's honoured dead. The next morning, it is brought out and, at the ceremony of reveille, run aloft as a symbol of our belief in the resurrection of the body".

- The first fold of our flag is a symbol of life.
- The second fold signifies our belief in eternal life.
- The third fold is made in honour and tribute of the veteran departing our ranks, and who gave a portion of his or her life for the defence of our country to attain peace.
- The fourth fold exemplifies our weaker nature as citizens trusting in God; it is to Him we turn for His divine guidance.
- The fifth fold is an acknowledgment to our country, for in the words of Stephen Decatur, "Our country, in dealing with other countries, may she always be right, but it is still our country, right or wrong."
- The sixth fold is for where our hearts lie. It is with our heart that we pledge allegiance to the flag of the USA of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
- The seventh fold is a tribute to our armed forces, for it is through the armed forces that we protect our country and our flag against all enemies.
- The eighth fold is a tribute to the one who entered into the valley of the shadow of death, that we might see the light of day, and to honour our mother, for whom it flies on Mother's Day.
- The ninth fold is an honour to womanhood, for it has been through their faith, love, loyalty, and devotion that the characters of the men and women who have made this country great have been moulded.
- The 10th fold is a tribute to father, for him, too, has given his sons and daughters for the defence of our country since he or she was first-born.
- The 11th fold, in the eyes of Hebrew citizens, represents the lower portion of the seal of King David and King Solomon and glorifies, in their eyes, the God of Abraham, Isaac, and Jacob.
- The 12th fold, in the eyes of a Christian citizen, represents an emblem of eternity and glorifies, in their eyes, God the Father, the Son, and Holy Ghost.
- The last fold, when the flag is completely folded, the stars are uppermost, reminding us of our national motto, "In God We Trust".



AMERICA'S NATIONAL ANTHEM

Q: *What are the origins of America's national anthem?*

A: The American national anthem is, I think, a song that people around the world are aware of, but people don't know much about the history of how *The Star-Spangled Banner* came to be.

The lyrics come from *Defence of Fort McHenry*, a poem written by Francis Scott Key and inspired by the battle of Baltimore [aka the War of 1812]. The War of 1812 is a conflict that few people are even aware of. People – particularly Americans – think of independence as being won in 1776, but independence from the British was not actually completed until 1814. I'm American, but a long-time resident in Britain. I have always known that Americans are much more attached to their flag than I think is true of many other nations. I think this is because it is built on a set of ideals: it was a vision of democracy; the radical idea that all men were created equal. What united Americans? Their flag.

The words were immediately set to a popular melody of the time, "To Anacreon in Heaven."

The music was actually an English song composed in 1775 that soon became a popular pub staple. Interestingly, the anthem wasn't always called Star-Spangled Banner – Key never gave it a title when he wrote it but when the verses were printed in newspapers, it was under the title "Defence of Fort M "Henry". Controversy has surrounded the singing of the anthem – some oppose the fact it is a militaristic anthem, and have taken issue with the way it is performed.

Q: *What is America's relationship with its anthem?*

A: America is very attached to its national anthem. What makes the US unique really is that it was a nation created by a disparate group of people who wanted to build a country based on a set of ideals. Of course, there were already people living in the continental US, but we are talking mainly about Europeans who came to the 'New World', asking how they could unite themselves. I think what still brings people together today is the American flag. I was back in the US for six weeks recently, and I saw the flag everywhere – shopping malls, government buildings, homes. It was striking.

The national anthem refers to the flag – the two are inextricably linked. Just as the flag is seen everywhere, the anthem is sung on all sorts of occasions – for example, at the beginning of the Super Bowl. I think that is part of the reason the anthem is so entrenched in the public consciousness.

Plus, it's actually considered quite difficult to sing, which makes it memorable. People are always listening to see if celebrities tasked with singing it do a good job, or whether they lip sync. [For example, Beyoncé at Barack Obama's inauguration in January 2013.]

Q: *Francis Scott Key wrote Defence of Fort McHenry in 1814, but The Star-Spangled Banner only became the official national anthem in 1931. Why the wait?*

A: The country had got along perfectly well without a national anthem. It was only when Robert L Ripley pointed out in 1929 that America didn't have an official anthem that people started demanding one. Interestingly, this was just after the great stock market crash that brought the country into the Great Depression. It's hard not to think that the two might be linked.

Q: *Why do you think people know so little about the battle of Baltimore?*

A: I think in the study of history bigger events tend to overshadow others – people can only take in so much. Americans do, however, know about the War of Independence – they know who sewed the first flag [Betsy Ross], and about Mary Pickersgill, the maker of the Star Spangled Banner flag hoisted over Fort McHenry during the battle of Baltimore.

Q: *Where is Star-Spangled banner usually performed?*

One of the most famous events for the national anthem is before the start of the Super Bowl – the biggest annual event in US sports. Halftime shows are huge parts of American football, with big stars performing at the most important games. At Donald Trump's Presidential Inauguration, 16-year-old Jackie Evancho performed the National Anthem.

HISTORICAL NOTES

ENGLISH BILL OF RIGHTS 1689

This Bill was a precursor to the American Bill of Rights, and set out strict limits on the Royal Family's legal prerogatives such as a prohibition against arbitrary suspension of Parliament's laws.

More importantly, it limited the right to raise money through taxation to Parliament.

The English elite had just succeeded in ousting the Catholic King James, who had offended the protestant Church of England by aggressively promoting the Roman Catholic religion, in spite of laws that Parliament had passed. William of Orange and his wife Mary were crowned King and Queen of England (Mary was actually the daughter of the deposed King James II) in Westminster Abbey on April 11, 1689. As part of their oaths, the new King William III and Queen Mary were required to swear that they would obey the laws of Parliament.

At this time, the Bill of Rights was read to both William and Mary. "We thankfully accept what you have offered us", William replied, agreeing to be subject to law and to be guided in his actions by the decisions of Parliament. The Bill was formally passed through Parliament after the coronation.

On December 16, 1689, the King and Queen gave it Royal Assent, which represented the end of the concept of divine right of kings. The Bill of Rights was designed to control the power of kings and queens and to make them subject to laws passed by Parliament.

This concession by the Royal Family has been called the "bloodless revolution" or the "glorious revolution". It was certainly an era for a more tolerant royal prerogative. William, for example, did not seek to oppress the supporters of the deposed and Catholic King James II, even as James tried as best he could to rally the Catholic forces within England, Scotland and Ireland against King William III.

The Bill of Rights was one of three very important laws made at this time. The other two were the 1689 Toleration Act (promoted religious toleration) and the 1694 Triennial Act, prevented the King from dissolving Parliament at his will and held that general elections had to be held every three years.

The 1689 Bill of Rights. An Act for declaring the rights and liberties of the subject and settling the succession of the crown. Whereas the Lords Spiritual and Temporal, and commons, assembled at Westminster, lawfully, fully, and freely representing all the estates of the people of this realm, did upon the 13th day of February.

In 1689, present unto their majesties then called and known by the names and style of William and Mary, Prince and princess of Orange, being present in their proper persons, a certain declaration in writing, made by the said lords and commons, in the words following: "Whereas the late King James the Second, by the assistance of divers evil counsellors, judges, and ministers employed by him, did endeavour to subvert and extirpate the protestant religion, and the laws and liberties of this kingdom."

- By assuming and exercising a power of dispensing with and suspending of laws, and the execution of laws, without consent of parliament.
- By committing and prosecuting divers worthy prelates, for humbly petitioning to be excused concurring to the said assumed power.
- By issuing and causing to be executed a commission under the great seal for erecting a court called, the Court of commissioners for ecclesiastical causes.
- By levying money for and to the use of the crown, by pretence of prerogative, for other time, and in other manner, than the same was granted by parliament.
- By raising and keeping a standing army within this kingdom in time of peace, without consent of parliament, and quartering soldiers contrary to law.
- By causing several good subjects, being Protestants, to be disarmed, at the same time when papists were both armed and employed, contrary to law.
- By violating the freedom of election of members to serve in parliament.
- Excessive fines have been imposed; and illegal and cruel punishments inflicted.

- By prosecutions in the court of King's Bench, for matters and causes cognizable only in parliament; and by divers other arbitrary and illegal courses. Whereas of late years, partial, corrupt, and unqualified persons have been returned and served on juries in trials and particularly divers jurors in trials for high treason, which were not freeholders. Excessive bail has been required of persons committed in criminal cases, to elude the benefit of the laws made for the liberty of the subject.
- Several grants and promises made of fines and forfeitures, before any conviction or judgment against the persons, upon whom the same were to be levied. All of which are utterly and directly contrary to the known laws and statutes, and freedom of this realm.
- Whereas they said late King James II having abdicated the government, and the throne being thereby vacant, his highness the Prince of Orange (whom it has pleased Almighty God to make the glorious instrument of delivering this kingdom from popery and arbitrary power) did (by the advice of the lords spiritual and temporal, and divers principal persons of the commons) cause letters to be written to the Lords Spiritual and Temporal, being protestants. Other letters to the several counties, cities, universities, boroughs, and cinque-ports, for the choosing of such persons to represent them, as were of right to be sent to parliament, to meet and sit at Westminster upon the 22 January, 1689 in order to make such an establishment, as that their religion, laws, and liberties might not again be in danger of being subverted; upon which letters, elections have been accordingly made.
- There upon they said lords spiritual and temporal, and commons, pursuant to their respective letters and elections, being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends afore said; do in the first place (as their ancestors in like cases have usually done) for the vindicating and asserting their ancient rights and liberties, declare:
 - That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of parliament, is illegal.
 - That the pretended power of dispensing with laws, or the executions of laws, by regal authority, as it hath been assumed and exercised of late, is illegal.
 - That the commission for erecting the late court of commissioners for ecclesiastical causes, and all other commissions and courts of like nature are illegal and pernicious. That levying money for or to the use of the crown, by pretence of prerogative, without grant of parliament, for longer time, or in other manner than the same is or shall be granted, is illegal.
 - That it is the right of the subjects to petition the King, and all commitments and prosecutions for such petitioning are illegal.
 - That the raising or keeping a standing army within the kingdom in time of peace, unless it is with consent of parliament, is against law.
 - That the subjects (protestants) may have arms for their defence suitable to their conditions, and as allowed by law.
 - That election of members of parliament ought to be free.
 - That the freedom of speech, and debates or proceedings in parliament, ought not to be impeached or questioned in any court or place out of parliament.
 - That excessive bail ought not to be required, nor excessive fines imposed; nor cruel and unusual punishments inflicted.

Exercise 1. Find English equivalents to Russian ones in the text.

Ссылка на правомочие; право производить изъятия из действия статутов; выполнение формальностей; оформление (документов); духовный; обращаться с петицией; подавать прошение, ходатайствовать; возбуждать дело об отстранении от должности (высших должностных лиц); налагать (наказание); облагать (налогом); налагать (ограничения); разрушительный, разорительный, наносящий ущерб, пагубный, фатальный; реабилитировать, оправдывать.

THE BILL OF RIGHTS

The Bill of Rights is the collective name for the first ten amendments to the USA Constitution.

Proposed to assuage the fears of Anti-Federalists who had opposed Constitutional ratification, these amendments guarantee a number of personal freedoms, limit the government's power in judicial and other proceedings, and reserve some powers to the states and the public.

Originally, the amendments applied only to the federal government, however, most were subsequently applied to the government of each state by way of the Fourteenth Amendment, through a process known as incorporation.

On June 8, 1789, Representative James Madison introduced a series of thirty-nine amendments to the constitution in the House of Representatives. Among his recommendations, Madison proposed opening up the Constitution and inserting specific rights limiting the power of Congress in Article 1, Section 9. Seven of these limitations would become part of the ten ratified Bill of Rights amendments.

Ultimately, on September 25, 1789, Congress approved twelve articles of amendment to the Constitution and submitted them to the states for ratification.

Contrary to Madison's original proposal that the articles be incorporated into the main body of the Constitution, they were proposed as "supplemental" additions to it.

On December 15, 1791, Articles Three-Twelve, having been ratified by the required number of states, became Amendments One-Ten of the Constitution.

The Bill of Rights enumerates freedoms not explicitly indicated in the main body of the Constitution, such as freedom of religion, freedom of speech, a free press, and free assembly; the right to keep and bear arms; freedom from unreasonable search and seizure, security in personal effects, and freedom from warrants issued without probable cause; indictment by a grand jury for any capital or "infamous crime"; guarantee of a speedy, public trial with an impartial jury; and prohibition of double jeopardy.

In addition, the Bill of Rights reserves for the people any rights not specifically mentioned in the Constitution and reserves all powers not specifically granted to the federal government to the people or the States. The Bill was influenced by George Mason's 1776 Virginia Declaration of Rights, the English Bill of Rights 1689, and earlier English political documents such as Magna Carta (1215).

The Bill of Rights had little judicial impact for the first 150 years of its existence, but was the basis for many Supreme Court decisions of the 20th and 21st centuries. One of the first fourteen copies of the Bill of Rights is on public display at the National Archives in Washington, D.C.

Prior to the ratification and implementation of the USA Constitution, the thirteen sovereign states followed the Articles of Confederation, created by the Second Continental Congress and ratified in 1781. However, the national government that operated under the Articles of Confederation was too weak to adequately regulate the various conflicts that arose between the states.

The Philadelphia Convention set out to correct weaknesses of the Articles that had been apparent even before the American Revolutionary War had been successfully concluded.

The convention took place from May 14 to September 17, 1787, in Philadelphia, Pennsylvania.

Although the Convention was purportedly intended only to revise the Articles, the intention of many of its proponents, chief among them James Madison of Virginia and Alexander Hamilton of New York, was to create a new government rather than fix the existing one.

The convention convened in the Pennsylvania State House, and George Washington of Virginia was unanimously elected as president of the convention.

The 55 delegates who drafted the Constitution are among the men known as the Founding Fathers of the new nation.

Exercise 1. Digest the information briefly in English.

Exercise 2. Write out all phrases according to the topic.

Exercise 3. Render the main idea briefly in English.

T. Jefferson, who was Minister to France during the convention, characterized the delegates as an assembly of "demi-gods". Rhode Island refused to send delegates to the convention.

On September 12, George Mason of Virginia suggested the addition of a Bill of Rights to the Constitution modelled on previous state declarations, and Elbridge Gerry of Massachusetts made it a formal motion. However, the motion was defeated by a unanimous vote of the state delegations after only a brief discussion. Madison, then an opponent of a Bill of Rights, later explained the vote by calling the state bills of rights "parchment barriers" that offered only an illusion of protection against tyranny.

39 delegates signed the finalized Constitution. 13 delegates left before it was completed, and three who remained at the convention until the end refused to sign it: Mason, Gerry, and Edmund Randolph of Virginia. Afterward, the Constitution was presented to the Articles of Confederation Congress with the request that it afterwards be submitted to a convention of delegates, chosen in each State by the people, for their assent and ratification.

Supporters of the Constitution, known as Federalists, opposed a bill of rights for much of the ratification period, in part due to the procedural uncertainties it would create.

Madison argued against such an inclusion, suggesting that state governments were sufficient guarantors of personal liberty. Bills of rights are in their origin, stipulations between kings and their subjects, abridgments of prerogative in favour of privilege, reservations of rights not surrendered to the prince. Such was "Magna Charta," obtained by the Barons, swords in hand, from King John.

James Madison, "Father of the Constitution" and first author of the Bill of Rights.

The 1st USA Congress, which met in New York City's Federal Hall, was a triumph for the Federalists. Though Madison had originally opposed a Bill of Rights, he had gradually come to support one in the course of ratification debates.

By taking the initiative to propose amendments himself through the Congress, he hoped to preempt a second Constitutional Convention that might have undone the difficult compromises of 1787: a second convention would open the entire Constitution to reconsideration and risk dissolving the federal Government. Historians continue to debate the degree to which Madison considered the amendments of the Bill of Rights necessary, and to what degree he considered them politically expedient; in the outline of his address, he wrote, "Bill of Rights – useful – not essential".

James Madison introduced a series of Constitutional amendments in the House of Representatives for consideration. Madison was deeply read in the history of government and used a range of sources in composing the amendments. The English Magna Carta of 1215 inspired the right to petition and to trial by jury, for example, while the English Bill of Rights of 1689 provided an early precedent for the right to keep and bear arms and prohibited cruel and unusual punishment.

The greatest influence on Madison's text, however, was existing state constitutions.

Many of his amendments, including his proposed new preamble, were based on the Virginia Declaration of Rights drafted by Anti-Federalist George Mason in 1776. To reduce future opposition to ratification, Madison also looked for recommendations shared by many states.


The Senate edited these amendments still further, making 26 changes of its own.

On September 24, 1789, the committee issued this report, which finalized 12 Constitutional Amendments for House and Senate to consider. This final version was approved by joint resolution of Congress on September 25, 1789, to be forwarded to the states on September 28.

By the time the debates and legislative manoeuvring that went into crafting the Bill of Rights amendments was done, many personal opinions had shifted. Madison remained active in the progress of the amendments throughout the legislative process.

Exercise 4. Analyze the information and use it in practice.

Exercise 5. Read the text and pick up the essential details in the form of quick notes.

USA of America

Preamble and Articles of the Constitution
Preamble I - VII
Amendments to the Constitution
Ratified Amendments The first ten Amendments are collectively known as the Bill of Rights Unratified Amendments I - XXVII Congressional Apportionment Titles of Nobility Corwin Child Labour Equal Rights D.C. Voting Rights
Full text of the Constitution and Amendments
Preamble & Articles I-VII Amendments I-X Amendments XI-XXVII Unratified Amendments

The USA Constitution was written in 1787 during the Philadelphia Convention.

The old Congress set the rules the new government followed in terms of writing and ratifying the new constitution. After ratification in eleven states, in 1789 its elected officers of government assembled in New York City, replacing the Articles of Confederation government.

The original Constitution has been amended twenty-seven times.

The meaning of the Constitution is interpreted and extended by judicial review in the federal courts. The original parchment copies are on display at the National Archives Building. Two alternative plans were developed in Convention. The nationalist majority, soon to be called "Federalists", put forth the Virginia Plan, a consolidated government based on proportional representation among the states by population. The "old patriots", later called "Anti-Federalists", advocated the New Jersey Plan, a purely federal proposal, based on providing each state with equal representation.

The Connecticut Compromise allowed for both plans to work together.

Other controversies developed regarding slavery and a Bill of Rights in the original document.

The drafted Constitution was submitted to the Confederation Congress. It in turn forwarded the Constitution as drafted to the states for ratification by the Constitutional method proposed.

The Federalist Papers provided background and justification for the Constitution. Some states agreed to ratify the Constitution only if the amendments that were to become the Bill of Rights would be taken up immediately by the new government, and they were duly proposed in the first session of the First Congress.

Once the Articles Congress certified that eleven states had ratified the Constitution, elections were held the new government began on March 4, 1789; the Articles Congress dissolved itself.

Later Amendments address individual liberties and freedoms, federal relationships, election procedures, terms of office, expanding the electorate, ending slavery, financing government, consumption of alcohol and Congressional pay.

Criticism over the life of the Constitution has centred on expanding democracy and states rights. On June 4, 1776, a resolution was introduced in the Second Continental Congress declaring the union with Great Britain to be dissolved, proposing the formation of foreign alliances, and suggesting the drafting of a plan of confederation to be submitted to the respective states. Independence was declared on July 4, 1776; the preparation of a plan of confederation was postponed.

Although the Declaration was a statement of principles, it did not create a government or even a framework for how politics would be carried out. It was the Articles of Confederation that provided the necessary structure to the new nation during and after the American Revolution.

The Declaration, however, did set forth the ideas of natural rights and the social contract that would help form the foundation of constitutional government. The era of the Declaration of Independence is sometimes called the "Continental Congress" period. John Adams famously estimated as many as one-third of that resident in the original thirteen colonies were patriots. Republican government and personal liberty for "the people" were to overspread the New World continents and to last forever, a gift to posterity. Most of these were influenced by Enlightenment philosophy.

The adherents to this cause seized on English Whig political philosophy as described by historian Forrest McDonald as justification for most of their changes to received colonial charters and traditions. It was rooted in opposition to monarchy they saw as venal and corrupting to the "permanent interests of the people". To these partisans, voting was the only permanent defence of the people.

Elected terms for legislature were cut to one year, for Virginia's Governor, one year without re-election. Property requirements for suffrage for men were reduced to taxes on their tools in some states. Free blacks in New York could vote if they owned enough property.

Urban riots began by the out-of-doors rallies on the steps of an oppressive government official with speakers such as members of the Sons of Liberty holding forth in the "people's committees" until some action was decided upon, including hanging his effigy outside a bedroom window, or looting and burning down the offending tyrant's home.



Rufus King



Patrick Henry



Luther Martin

Rufus King (1755 – 1827) was an American lawyer, politician, and diplomat. He was a delegate for Massachusetts to the Continental Congress and the Philadelphia Convention and was one of the signers of the USA Constitution in 1787. **Luther Martin** was an early advocate of American independence from Great Britain. In the fall of 1774 he served on the patriot committee of Somerset County, and he attended a convention of the Province of Maryland in Annapolis, which had been called to consider the recommendations of the Continental Congress. **Patrick Henry** (1736 – 1799) was an American attorney, orator well known for his declaration to the Second Virginia Convention (1775).

EXCURSUS IN HISTORY BACKGROUNDS

WALKING THE FREEDOM TRAIL

The American Revolution lasted from 1775 to 1781. After March 1776, the city of Boston was never again touched by fighting. Yet no other city played as important a role in the struggle for independence.

There were events in Boston that led to the revolution. In the 1760s, England passed laws that imposed taxes on the colonists and limited their rights. Bostonians strongly objected. Riots in 1768 led to the occupation of Boston by British soldiers. From there, problems grew.

In 1770, an angry crowd threw snowballs (evidently filled with stones and ice) at some soldiers.

The soldiers then fired into the crowd, killing five men; this event became known as the Boston Massacre. In 1773, to protest a new tax Bostonians, dressed as Indians, threw 400 crates of British tea into the Boston Harbor. In response to the Boston Tea Party, Britain closed the harbor.

This response was a severe one, since Boston depended on trade. Before long, colonists in and around Boston began raising armies and preparing to fight if necessary.

The first shots were fired in April 1775, in the nearby town of Lexington.

Independence was formally declared, by Massachusetts and the 12 other colonies, on July 4, 1776. Visitors to Boston can see landmarks of the revolution by walking the Freedom Trail.

- The Freedom Trail begins in the *Boston Common*. Today a public park, the Common was in the past a cow pasture, a public execution site, and a drilling field for soldiers. When the British occupied Boston in 1768, their troops camped on the Common. The British set off for Lexington and the first battle of the war, leaving the Common by boat. (the area was long ago filled in to make more land!)

- In times leading up to the Revolution, the *Old South Meeting House* was a church and, as its name suggests, an important meeting place for the people of Boston. Here leaders such as Samuel Adams and James Otis gave speeches that stirred up the colonists' emotions.

Only hours before the Boston Tea Party, thousands met to discuss the tea tax. Later, British general "Gentleman Johnny" Burgoyne, as a deliberate insult, tore up the church benches and used the Meeting House to exercise horses.

- The *Old State House* was the building from which the British had ruled Massachusetts. On July 18, 1776, the Declaration of Independence was read from its balcony. The statues of a lion and a unicorn, symbols of the British government, were then thrown down into the streets. The streets outside the State House were also the scenes of the Boston Massacre, in 1770.

- *Faneuil Hall*, sometimes called "the Cradle of Liberty", functioned as both a market (downstairs) and a meeting place (upstairs). The British took over Faneuil Hall and used it as a weapons storehouse and a theater. British officers were watching *The Blockade of Boston*, a comedy written by General Burgoyne himself, when someone cried out, "The rebels! The rebels! They're attacking Charles-town Neck!" The officers roared with laughter until they realized the play had been interrupted by a scene from real life!

- Paul Revere was a well known silversmith and a hero of the revolution. The Freedom Trail continues to a neighborhood known as North Boston, where visitors can see *Paul Revere's House*.

This house is the oldest in Boston. In the garden there is a large church bell made by Revere. Nearby there is a statue in honour of Revere's famous ride to Lexington.

- The colonists knew the British planned to attack Lexington. But they did not know when or how the British would attack. Paul Revere said that when the British left Boston he asked another Bostonian to hang either one or two lanterns from the high steeple of *Old North Church*.

One lantern would mean the British had left by land, two that they had left by sea. As he galloped to Lexington, Revere saw the two lights.

- *The last stop on the Freedom Trail is, Bunker Hill. Colonists defended Bunker Hill against a much stronger British force. The colonists were defeated, but at a huge cost to the British. Bunker Hill convinced other colonists to fight. For the colonists, it was a victory in defeat.*

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Translate the law-terms and make up sentences with them.

To be on the trail of; to foul the trail; to get on the trail; to get off the trail; to blaze (make) a trail; to cover up a trail; to lay out a trail; to leave a trail; to trail out; to trail a pike.

Exercise 3. Translate the sentences.

1. He left the secret *untold*. 2. The story remained *untold* for years. 3. The police were on his *trail*. 4. He answered with *freedom*. 5. He spoke French with *freedom*. 6. The citizens at last *rebelled* against their cruel rulers. 7. His rebellious speech impressed everybody. 8. Conservation programs cannot *function* without local support. 9. The American embassy holds annual function. 10. The newspapers faithfully reported the events that *led up to* the Minister's dismissal.

Exercise 4. Remember this vocabulary.

First professional touch – начало профессионализма.

Fosters professionalization – способствует профессионализму.

To do professionally – делать что-л. профессионально.

To know only professionally – знать кого-л. только по работе.

To professionalize – превращать какое-л. занятие в профессию; становиться профессионалом; действовать профессионально.

Caucus – закрытое собрание членов политической партии или фракции.

Congressional caucus – закрытое собрание одной из фракций Конгресса США.

Mixed caucus – закрытое совещание представителей различных политических групп.

The purse-strings – лицо, контролирующее финансы.

Bonded indebtedness – ипотечная задолженность.

The blueprint – проект.

Commissioner of public safety – комиссар общественной безопасности.

Brought out into bold relief – ясно продемонстрировал.

Routine responsibility – установленные обязанности.

A council – совет, совещание; орган местного самоуправления.

A counsel – обсуждение, совещание, совет, представитель защиты /обвинения

Plural command – неоднородное, пестрое управление.

Dual control – двойной контроль.

Indebtedness – задолженность, долги, признательность.

Purse-strings – денежные ограничения.



Signing of the Declaration of Independence

DECLARATION OF INDEPENDENCE – July 4, 1776.

As previously stated, many reasons impelled the American colonists to separate themselves from Great Britain, but the more obvious reasons were given in the Declaration itself.

Written in the style of a formal complaint, or action at law, it contains a Declaration, a Common-Law Bill of Particulars or Counts, and a prayer to the Supreme Judge of the world.

The stated purpose of the declaration was to assume among the powers of the Earth, the separate and equal station, to which the Laws of Nature and the Laws of God entitle them, and that, out of respect for the opinions of mankind, they should declare the causes which impel them to the separation. For our purposes, we will zero in on the 13th Count where it is stated that: He (King George) has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving assent to their acts of pretended legislation:’ The Declaration then goes on to define the foreign jurisdiction referred to as follows for:

- quartering large bodies of armed troops among us;
- protecting, by mock trial, from punishment for any murders which they should commit on the inhabitants of these states;
- cutting off our trade with all parts of the world;
- imposing taxes upon us without our consent;
- depriving us, in many cases, of the benefit of trial by jury;
- abolishing the free system of English laws in our neighbouring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;
- taking away our charters, abolishing our most valuable laws and altering fundamentally the forms of our governments;
- suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. What then, was this jurisdiction foreign to their constitution? Every itemized complaint listed in the 13th count falls under the jurisdiction of Admiralty Law and the Law of Nations. Although the colonists were British subjects, they were being treated as if they were a conquered nation – such treatment, if such were the actual case, being sanctioned in one jurisdiction only – and that is the Law of Admiralty.

The Declaration goes on to state that (United Colonies) "as Free and Independent States, they have the full power to levy War, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do". Thus, upon the signing of the Declaration, they openly declared to all the nations of the world that they were of equal status – and that, thereby, they were bound by the Law of Nations when dealing with other nations. The Declaration also clearly expressed the intent to ban the Admiralty jurisdiction from within State borders, or from the domestic law of the states -- the main purpose and reason for separation.

An equally significant event is that it broke the hold of English feudalism over colonial land and instantly converted all land title to allodiums. This fact was clearly analysed by the Supreme Court of the State of Pennsylvania in the case of Wallace V. Harmstad in 1863, when the court said: "I see no way of solving this question, except by determining whether our Pennsylvania titles are allodial or feudal. I venture to suggest that much of the confusion of ideas that prevails on this subject has come from our retaining, since the American Revolution, the feudal nomenclature of estates and tenures, as fee, freehold, heirs, and the like". "Our question, then, narrows itself down to this: Is fealty any part of our land tenures? What Pennsylvanian ever obtained his lands by openly and humbly kneeling before his lord, uncovered, and holding up his hands both together between those of the lord, who sat before him, and there professing that he did become his man from that day forth, for life and limb, and certainly honour, and then receiving a kiss from his lord?

This was the oath of fealty, which was, according to Sir Martin Wright, the essential feudal bond so necessary to the very notion of a feud. "We are then to regard the Revolution and these Acts of Assembly as emancipating every acre of soil of Pennsylvania from the grand characteristics of the feudal system. Even as to the lands held by the proprietaries (city of Philadelphia) themselves, they held them as other citizens held, under the Commonwealth, and that by a title purely allodial".

Exercise 1. Explain the scope of Judiciary Act (1789).

On September 24, 1789, Congress passed the Judiciary Act. Section 9 of this Act dealt with equity, admiralty and maritime jurisdictions of our courts. Congress said that 'the forms and modes of proceeding in causes of equity and of admiralty and maritime jurisdiction shall be according to the course of Civil Law. Section 34 dealt exclusively with the Common Law jurisdiction of the Federal courts wherein Congress said: "That the laws of the several States, except where the Constitution, treaties or statutes of the USA shall otherwise require or provide, shall be regarded as rules of decision in trials at Common Law in the courts of the USA in cases where they apply."

By congressional action in 1792, the form and modes of proceeding in such cases were directed to be "according to the principles, rules and usage, which belong to courts of equity and to courts of Admiralty respectively, as contradistinguished from courts of Common Law".

Thus, in 1792, Congress recognized three separate and distinct jurisdictions of the federal courts; Equity, Admiralty and Common Law. By "jurisdiction" we mean lawful authority to act on the subject matter involved in a controversy, a particular thing within that subject matter, and authority to act against a particular person associated with the subject matter.

Exercise 2. Explain the information on congress.

The Congress, legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests. The House has 435 Members. They are elected every two years for two-year terms.

They represent the population of 'congressional districts' into which each state is divided.

The number of Representatives from each state is based upon its population. California, the state with the largest population, has 45 Representatives, while Delaware has one.

There is no limit to the number of terms a Senator or a Representative may serve. Almost all election in the USA follows the "winner-take-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner. Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary.

Congress decides upon taxes and how money is spent. In addition, it regulates commerce among the states and with foreign countries. It also sets rules for the naturalization of foreign citizens.

Exercise 3. Complete the text by translating the law-terms in the brackets.

The (законодательная власть) – (Конгресс) – consists of the (Сенат) and the (Палата Представителей). Each (сенатор) is elected for six years and each (представитель) for two years, with no limitation on the number of (сроки). Each of the 50 states elects two (сенатор) under a system, in which one-third of the (Сенат) is elected every two years. A (сенатор) must be (старше) 30 years old and must have been an American citizen for (по крайней мере) nine years.

The (Палата Представителей) has 435 Members. Each state is divided into congressional districts of roughly (равный) population, and the (избиратели) of each district elect one (представитель) to (Конгресс). A member must be (старше) 25 years of age and must have been an American citizen for at least seven years. Both (палата) of (Конгресс) must (одобрить) bills before they become law. The (Сенат) alone (утверждать) the President's (кандидатуры) for high – level official positions and (ратифицировать) treaties with other nations.

REVOLUTIONARY CONGRESS

The government of the First and Second Continental Congress, the period from September 1774 to March 1, 1781 is referred to as the Revolutionary Congress. Beginning in 1777, the substantial powers assumed by Congress "made the league of states as cohesive and strong as any similar sort of republican confederation in history". The process created the USA "by the people in collectivity, rather than by the individual states". Because only four had state constitutions at the time of the Declaration of Independence founding the nation, and three of those were provisional.

The Articles of Confederation was unanimously adopted in 1781 once Maryland agreed. Over the previous four years, it had been used by Congress as a "working document" to administer the early USA government, win the Revolutionary War and secure the Treaty of Paris (1783) with Great Britain.

Lasting successes during its life prior to the Constitutional Convention included the Land Ordinance of 1785 whereby Congress promised settlers west of the Appalachian Mountains full citizenship and eventual statehood. Some historians characterize this period from 1781 to 1789 as weakness, dissension, and turmoil. Other scholars view the evidence as reflecting an underlying stability and prosperity. But signs of returning prosperity in some areas did not slow growing domestic and foreign problems.

Nationalists saw that the confederation's central government was not strong enough to establish a sound financial system, regulate trade, enforce treaties, or go to war when needed.

The Congress was the sole organ of the national government, without a national court to interpret neither law nor an executive branch to enforce them, in the states or on individuals.

Governmental functions, including declarations of war and calls for an army, were supported in some degree for some time, by each state voluntarily, or not. These newly independent states separated from Britain no longer received favoured treatment at British ports. The British refused to negotiate a commercial treaty in 1785 because the individual American states would not be bound by it.

Congress could not act directly upon the States or upon individuals. It had no authority to regulate foreign or interstate commerce. Every act of government was left to the individual States.

Each state levied taxes and tariffs on other states at will, which invited retaliation. Congress could vote itself mediator and judge in state disputes, but states did not have to accept its decisions.

The weak central government could not back its policies with military strength, embarrassing it in foreign affairs. The British refused to withdraw their troops from the forts and trading posts in the new nation's Northwest Territory, as they had agreed to do in the Treaty of Paris of 1783.

British officers on the northern boundaries and Spanish officers to the south supplied arms to Native American tribes, allowing them to attack American settlers. The Spanish refused to allow western American farmers to use their port of New Orleans to ship produce.

Revenues were requisitioned by Congressional petition to each state. None paid what they were asked. Some funded only enough to pay interest to their own citizens.

Connecticut declared it would not pay at all, not just for one year, but two. Congress appealed to the thirteen states for an amendment to the Articles to tax enough to pay the public debt as principle came due. 12 states agreed, Rhode Island did not, so it failed.

The Articles required super majorities. Amendment proposals to states required ratification by all thirteen states; all-important legislation needed 70% approval, at least nine states. Repeatedly, one or two states defeated legislative proposals of major importance. Without taxes, the government could not pay its debt. Seven of the thirteen states printed large quantities of its own paper money, backed by gold, land, or nothing, so there was no fair exchange rate among them. State courts required state creditors to accept payments at face value with a fraction of real purchase power.

The same legislation that these states used to wipe out the Revolutionary debt to patriots was used to pay off promised veteran pensions. The measures were popular because they helped both small farmers and plantation owners pay off their debts.

The Massachusetts legislature was one of the five against paper money. It imposed a tightly limited currency and high taxes.

Without paper money, veterans without cash lost their farms at sheriff's auction for back taxes.

This triggered Shays Rebellion to stop tax collectors and close the courts until the proceedings were dropped. Troops quickly suppressed the rebellion, but nationalists like George Washington warned, "There are combustibles in every state which a spark might set fire to."

After nearly four months of debate, on September 8, 1787, the final text of the Constitution was set down and revised. Then, an official copy of the document was engrossed by Jacob Shallus.

On September 17, 1787, following a speech given by Benjamin Franklin, 39 delegates endorsed and submitted the Constitution to the Congress of the Confederation.

Since the beginning of federal operations under the Constitution in 1789 through the beginning of 2013, approximately 11,539 proposals to amend the Constitution have been introduced in the USA Congress. Of these, thirty-three have been approved by Congress and sent to the states for ratification. 27 of these amendments have been ratified and are now part of the Constitution.

The first ten amendments were adopted and ratified simultaneously and are known collectively as the Bill of Rights. Prior to the 27th Amendment, which languished for 202 years, 7 months, 12 days before being ratified (submitted for ratification in 1789 as part of the Bill of Rights, but not ratified until 1992), the 22 Amendment held the record for longest time taken to successfully complete the ratification process – 3 years, 11 months, 6 days.

The 26 Amendment holds the record for shortest time taken – 3 months, 8 days. Six amendments adopted by Congress and sent to the states have not been ratified by the required number of states and are not part of the Constitution.

Four of these are still technically open and pending, one is closed and has failed by its own terms, and one is closed and has failed by the terms of the resolution proposing it.

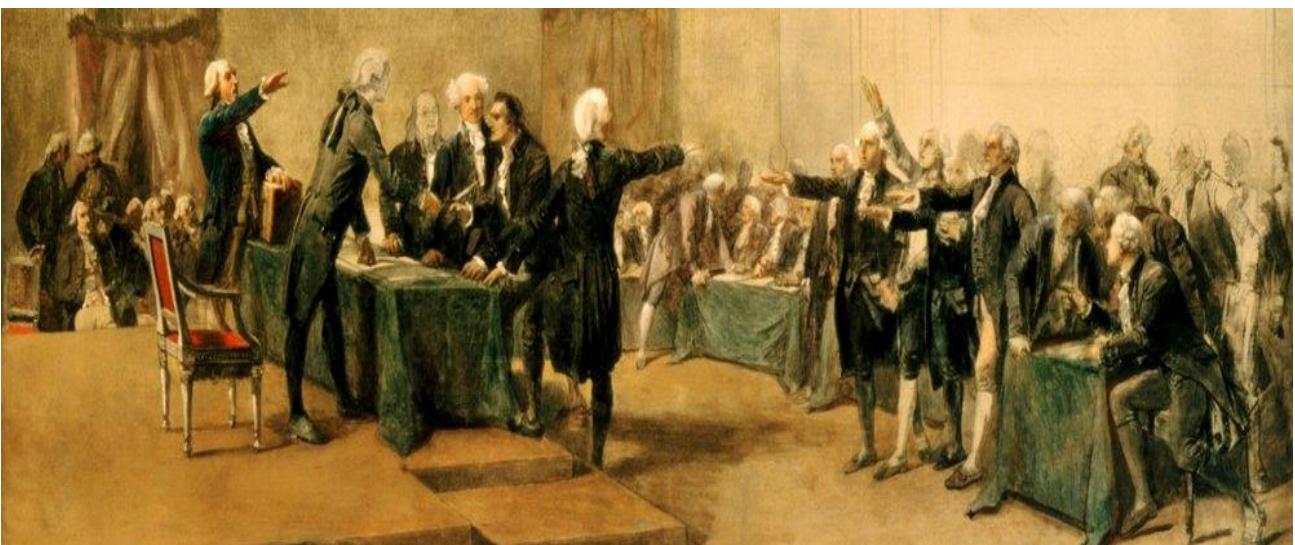
Amendments to the Constitution subsequent to the Bill of Rights cover a wide range of subjects. Several have added significant content to the original document.

One of the most far-reaching is the Fourteenth, ratified in 1868, which establishes a clear and simple definition of citizenship and guarantees equal treatment under the law.

Also significant are the 15th, 19th, 24th, and 26th, which were enacted to extend the right to vote to persons previously considered ineligible and also to protect their exercise of that right.

One Amendment, the 18th, which criminalized the production, transport and sale of alcohol nationwide, was later repealed by another, the 21st.

Exercise 1. Choose the keywords that best convey the gist of the information.



THE CONSTITUTION: HISTORY & NOWADAYS

In this Bicentennial year of our constitution, we must avail ourselves of every opportunity to know and understand the text of this remarkable document. Drawing upon lessons of history and their understanding of human nature, the Framers crafted a bold and masterful plan for governance and individual freedom, which led Thomas Jefferson, the most original of me, to observe: "*We can no longer say that there is nothing new under the sun. For this whole chapter of the history of man is new*".

The Constitution is not an abstract legal document, understandable only by lawyers and scholars, but one that every American can read and comprehend.

As we celebrate the Bicentennial of our Constitution, it is particularly fitting that the occasion be used as a time for thoughtful observance and serious reflection of the document, which we honour. In my own reflections, I often find myself returning to the fundamental principles set forth in the Preamble, the framers succeeded in establishing the democratic framework of our new republic.

It was to be a government as concerned about the general welfare of its people as about the common defence. It was to be a government dedicated to bringing justice and the blessings of liberty not just to one group or class – but to all people – not just for the present, but also for our posterity.

The first few words of the Preamble – "*We the people of the USA in order to form a more perfect Union*" – are the words of a compact being entered between the people and each other and the government. That covenant remains the foundation of our democracy.

The body of the Constitution sets up a system of internal checks and balances, which, at times, may appear to be unduly cumbersome, but which succeeds in preventing any part of the government from having absolute power. Under our Constitution, it is not only the people who are made to adhere to principles of justice and the rule of law, but the government itself.

The citizen, thus, has the power – and indeed the obligation – to vigilantly safeguard the guarantees and freedoms contained in the Constitution. But a constitution must do more than provide for restraints against the illegal use of power. It must give the people means of dealing with their day-to-day problems, continually correcting the injustices that arise in our society. A constitution that is not datable – constrains the government from acting for the general welfare of the people – will not long survive. As the oldest written Constitution in continuous operation, our Constitution has survived because it offers the means of remedying present ills without sacrificing past gains. It is evident that today, the provisions of the Constitution are being extensively reviewed, analysed, and discussed, perhaps more so now than during any other period in our history. I anticipate that during the Bicentennial commemoration there will be numerous public meetings and seminars as well as broadcasts and telecasts on the Constitution.

These events will make the Constitution what Jefferson called it in his first inaugural, "*the text of civil instruction*". In order to promote a better understanding of America's basic law, this document sets forth the text of the Constitution with all 26 amendments, together with up-to-date ratification notes and a brief historical note prepared by Raymond W. Smock, the historian of the House of Representatives. It also contains information regarding the proposed amendments that were adopted by the Congress but which failed of ratification and a detailed analytical index of the Constitution and the 26 amendments with references to articles, sections, and clauses.

This information is not usually available in modern pamphlet editions of the Constitution. As the beneficiaries of the system the Constitution creates, all of us have an obligation to act its trustees and to guard jealously the rights and protections it promises. Benjamin Franklin long ago reminded all of us that preservation of our form of government depended on our constant vigilance. Franklin one time was asked what kind of government we had, a republic or a monarchy.

Franklin replied, "*A republic if you can keep it*". In this Bicentennial year, let us all pledge to preserve the ideals on which our nation was founded. With this House document, the Committee sets forth again our most fundamental law embodying the compact with the people – the Constitution.

THE STATUE OF LIBERTY

The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City, in the USA. The statue designed by Frederic Auguste Bartholdi, a French sculptor and dedicated on October 28, 1886, was a gift to the USA from the people of France.

The statue is of a robed female figure representing Libertas, the Roman goddess of freedom, who bears a torch and a *tabula ansata* (a tablet evoking the law) upon which is inscribed the date of the American Declaration of Independence, July 4, 1776. A broken chain lies at her feet.

The statue is an icon of freedom and of the USA: a welcoming signal to immigrants arriving from abroad. Bartholdi was inspired by French law professor and politician Edouard Rene de Laboulaye, who is said to have commented in 1865 that any monument raised to American independence would properly be a joint project of the French and American peoples. He may have been minded to honour the Union victory in the American Civil War and the end of slavery.

Due to the troubled political situation in France, work on the statue did not commence until the early 1870s. In 1875, Laboulaye proposed that the French finance the statue and the Americans provide the site and build the pedestal. Bartholdi completed the head and the torch-bearing arm before the statue was fully designed, and these pieces were exhibited for publicity at international expositions.

The torch-bearing arm was displayed at the Centennial Exposition in Philadelphia in 1876 and in Madison Square Park in Manhattan from 1876 to 1882. Fundraising proved difficult, especially for the Americans, and by 1885 work on the pedestal was threatened due to lack of funds.

Publisher Joseph Pulitzer of the New York World started a drive for donations to complete the project that attracted more than 120,000 contributors, most of whom gave less than a dollar.

The statue was constructed in France, shipped overseas in crates, and assembled on the completed pedestal on what was then called Bedloe's Island. The statue's completion was marked by New York's first ticker-tape parade and a dedication ceremony presided over by President Grover Cleveland. The statue was administered by the US Lighthouse Board until 1901 and then by the Department of War; since 1933 it has been maintained by the National Park Service. The statue was closed for renovation for much of 1938.

In the early 1980s, it was found to have deteriorated to such an extent that a major restoration was required. While the statue was closed from 1984 to 1986, the torch and a large part of the internal structure were replaced. After the September 11 attacks in 2001, it was closed for reasons of safety and security; the pedestal reopened in 2004 and the statue in 2009, with limits on the number of visitors allowed to ascend to the crown. The origin of the Statue of Liberty project is sometimes traced to a comment made by French law professor and politician Edouard Rene de Laboulaye in mid-1865.

The National Park Service, in a 2000 report, however, deemed this a legend traced to an 1885 fundraising pamphlet, and that the statue was most likely conceived in 1870.

Laboulaye was minded to honour the Union victory and its consequences, "With the abolition of slavery and the Union's victory in the Civil War in 1865, Laboulaye's wishes of freedom and democracy were turning into a reality in the USA. In order to honour these achievements, Laboulaye proposed that a gift be built for the USA on behalf of France. Laboulaye hoped that by calling attention to the recent achievements of the USA, the French people would be inspired to call for their own democracy in the face of a repressive monarchy." According to sculptor F.A. Bartholdi, who later recounted the story, Laboulaye's comment was not intended as a proposal, but it inspired Bartholdi.

Given the repressive nature of the regime of Napoleon III, Bartholdi took no immediate action on the idea except to discuss it with Laboulaye. Bartholdi was in any event busy with other possible projects; in the late 1860s, he approached Isma'il Pasha, Khedive of Egypt, with a plan to build a huge lighthouse in the form of an ancient Egyptian female *fellah* or peasant, robed and holding a torch aloft, at the northern entrance to the Suez Canal in Port Said.

Sketches and models were made of the proposed work, though it was never erected.

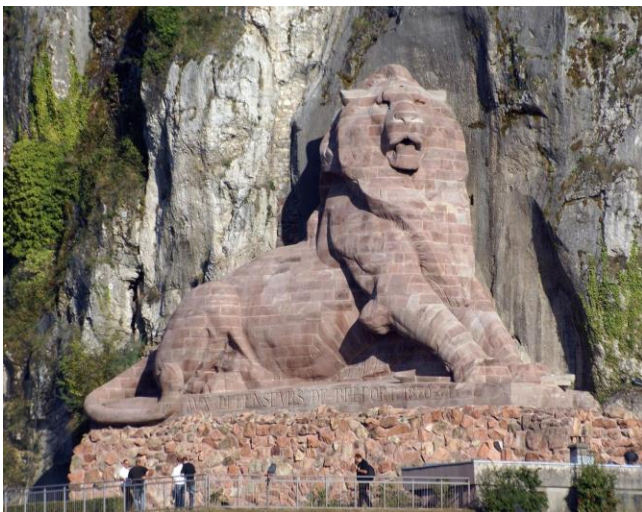
There was a classical precedent for the Suez proposal, the Colossus of Rhodes: an ancient bronze statue of the Greek god of the sun, Helios. This statue is believed to have been over 100 feet (30 m) high, and it similarly stood at a harbour entrance and carried a light to guide ships.

Any large project was further delayed by the Franco-Prussian War, in which Bartholdi served as a major of militia. In the war, Napoleon III was captured and deposed. Bartholdi's home province of Alsace was lost to the Prussians, and a more liberal republic was installed in France.

As Bartholdi had been planning a trip to the USA, he and Laboulaye decided the time was right to discuss the idea with influential Americans. In June 1871, Bartholdi crossed the Atlantic, with letters of introduction signed by Laboulaye.

Arriving at New York Harbour, Bartholdi focused on Bedloe's Island as a site for the statue, struck by the fact that vessels arriving in New York had to sail past it. He was delighted to learn that the island was owned by the USA government – it had been ceded by the New York State Legislature in 1800 for harbour defence. It was thus, as he put it in a letter to Laboulaye: "land common to all the states." As well as meeting many influential New Yorkers, Bartholdi visited President Ulysses S. Grant, who assured him that it would not be difficult to obtain the site for the statue.

Bartholdi crossed the USA twice by rail, and met many Americans he felt would be sympathetic to the project. But he remained concerned that popular opinion on both sides of the Atlantic was insufficiently supportive of the proposal, and he and Laboulaye decided to wait before mounting a public campaign.



Bartholdi's Lion of Belfort.



Bartholdi's Fountain

Bartholdi had made a first model of his concept in 1870. The son of a friend of Bartholdi's, American artist John La Farge, later maintained that Bartholdi made the first sketches for the statue during his U.S. visit at La Farge's Rhode Island studio.

Bartholdi continued to develop the concept following his return to France. He also worked on a number of sculptures designed to bolster French patriotism after the defeat by the Prussians.

One of these was the Lion of Belfort, a monumental sculpture carved in sandstone below the fortress of Belfort, which during the war had resisted a Prussian siege for over three months. The other significant female icon in American culture was a representation of Liberty, derived from *Libertas*, the goddess of freedom widely worshipped in ancient Rome, especially among emancipated slaves.

A Liberty figure adorned most American coins of the time, and representations of Liberty appeared in popular and civic art, including Thomas Crawford's *Statue of Freedom* (1863) atop the dome of the USA Capitol Building. Artists of the 18th and 19th centuries striving to evoke republican ideals commonly used representations of *Libertas* as an allegorical symbol.

A figure of Liberty was depicted on the Great Seal of France.

However, Bartholdi and Laboulaye avoided an image of revolutionary liberty such as that depicted in Eugene Delacroix's famed *Liberty Leading the People* (1830).

In this painting, which commemorates France's Revolution of 1830, a half-clothed Liberty leads an armed mob over the bodies of the fallen. Bartholdi designed the figure with a strong, uncomplicated silhouette, which would be set off well by its dramatic harbour placement and allow passengers on vessels entering New York Bay to experience a changing perspective on the statue as they proceeded toward Manhattan. He gave it bold classical contours and applied simplified modelling, reflecting the huge scale of the project and its solemn purpose.



A ceremony of dedication was held on the afternoon of October 28, 1886.

President Grover Cleveland, the former New York governor, presided over the event.

On the morning of the dedication, a parade was held in New York City; estimates of the number of people who watched it ranged from several hundred thousand to a million.

President Cleveland headed the procession, and then stood in the reviewing stand to see bands and marchers from across America. General Stone was the grand marshal of the parade.

The route began at Madison Square, once the venue for the arm, and proceeded to Battery Park at the southern tip of Manhattan by way of Fifth Avenue and Broadway, with a slight detour so the parade could pass in front of the World building on Park Row.

As the parade passed the New York Stock Exchange, traders threw ticker tape from the windows, beginning the New York tradition of the ticker-tape parade.

A nautical parade began at 12:45 p.m., and President Cleveland embarked on a yacht that took him across the harbour to Bedloe's Island for the dedication. De Lesseps made the first speech, on behalf of the French committee, followed by the chairman of the New York committee, Senator William M. Evarts. A French flag draped across the statue's face was to be lowered to unveil the statue at the close of Evarts's speech. But Bartholdi mistook a pause as the conclusion and let the flag fall prematurely.

The ensuing cheers put an end to Evarts's address. President Cleveland spoke next, stating that the statue's "stream of light shall pierce the darkness of ignorance and man's oppression until Liberty enlightens the world". Bartholdi, observed near the dais, was called upon to speak, but he refused.

Orator Chauncey M. Depew concluded the speechmaking with a lengthy address.

No members of the public were permitted on the island during the ceremonies, which were reserved entirely for dignitaries. The only females granted access were Bartholdi's wife and de Lesseps's granddaughter; officials stated that they feared women might be injured in the crush of people. The restriction offended area suffragists, who chartered a boat and got as close as they could to the island. The group's leaders made speeches applauding the embodiment of Liberty as a woman and advocating women's right to vote.

A scheduled fireworks display was postponed until November 1 because of poor weather. Shortly after the dedication, *The Cleveland Gazette*, an African American newspaper, suggested that the statue's torch not be lit until the USA became a free nation "in reality":

Exercise 1. Summarize the information briefly in English.

Exercise 2. Answer the questions.

1. What is a colossal neoclassical sculpture on Liberty Island in New York Harbour? 2. Who was the designer of it? 3. What was it like? 4. When was it designed? 5. Is the statue an icon of freedom and of the USA? 6. Who inspired Bartholdi? 7. What did they say? 8. When was the work completed? Why? 9. What country financed the work? 10. When did Bartholdi cross the Atlantic? 11. When did Bartholdi make the first model of his concept of statue? 12. What did he work to bolster French patriotism after the defeat by the Prussians? 13. What was one of these? 14. What was a significant female icon in American culture? 15. A Liberty figure adorned most American coins of the time, didn't it? 16. Where did representations of Liberty appear? 17. What are they? 18. Who strove to evoke republican ideals commonly used representations of Libartas as an allegorical symbol? 19. What was the figure designed by Bartholdi like? 20. When was a ceremony of dedication held? 21. Who presided over the event? 22. What was the ceremony like? 23. Who was permitted on the island during the ceremonies? 24. What did *The Cleveland Gazette*, an African American newspaper, suggest?

Exercise 3. Remember the vocabulary.

- individual / personal liberty – личная свобода
- civil liberties – гражданские свободы
- political liberty – политическая свобода
- religious liberty – свобода вероисповедания
- liberty of the press – свобода печати
- to gain liberty – обрести, получить свободу
- to set at liberty – освободить
- to leave smb. at liberty – оставить кого-л. на свободе
- to give smb. liberty – предоставить свободу
- to get smb. liberty – получить свободу, право
- to secure the liberty – гарантировать свободу

Exercise 4. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Exercise 5. Analyze the information on the constitution of a state.

A Federation of States. The people of the USA have been opposed to a centralized government since long before the Revolution of 1776, When the 13 colonies won their freedom from Britain and became the 13 first States of the Union, it was taken for granted that the new constitution would allow them the maximum amount of self-government. The 37 other States, which, since then, have been admitted to the Union, have been granted the same measure of independence.

In the days before the railroad, there were few easy connections between the States, and each State developed its own way of life and a pride in its freedom to make its own decisions.

However, the States felt a pride in being American. The first challenge to the Federal Government came in 1861 when 11 Southern States defied Federal orders, broke away from the Union and formed their own union, or Confederacy, as they called it. The result was a bloody Civil War, which ended in a crushing defeat for the Southern States and left them in ruins.

The constitution of State Government is similar to that of the Federal Government. At the top is a Governor whose role resembles that of the President. There is a Congress and each State also has a Supreme Court. The States can raise their own taxes and make their own laws if not in conflict with Federal laws. Each city, too, has its mayor.

An American mayor can either be no more than a figurehead, with no positive duties, or he can have great power, like the mayors of big cities such as New York and Chicago. These strong mayors are elected by popular vote. Within the city limits they have great power for good or ill.

Police, housing, health all come under their control. Some States feel that their independence is being gradually eroded, or worn away. But there are still striking differences between States, and not only between those of the north and those of the south. Take Nevada and Oregon. Nevada, with a population of less than 600 thousand and a beautiful but barren landscape, has a flourishing economy. In the 1930s, the Nevada Government made all forms of gambling legal.

They also made it possible to get a quicker divorce in Nevada than in any other state in the Union. In those days, the only city in the State of any size at all was Reno, whose casinos and hotels were always full to capacity. With reason, it called itself "The biggest little city in the world".

However, after the war a new city sprang up out of the Nevada desert – Las Vegas. The brilliantly lit casinos and huge luxury hotels of Las Vegas were an immediate attraction.

In 1971, 20 mln. people visited Las Vegas, and the State earned \$.41 mln. from gambling taxes alone. Oregon is as green as Nevada is arid. It has tall, snow-capped mountains, great rivers and vast forests, and it is literally a frontier State, for its western borders are on the Pacific.

It has a small population of 2 mln. who have made it one of the most democratic of all States.

It has an 'open' government. Citizens are admitted to debates in the House of Representatives, and can afterwards discuss the issues with their own representatives. Oregon claims to be ahead of any other State in controlling air and river pollution.

The Oregonians are conducting a campaign against waste. They recycle empty cans, paper, wood pulp and glass. They even use the waste steam from sawmills to make electricity. They are trying to cut down on the use of private automobiles by introducing competition in the form of a huge network of city buses with very low fares. They are fighting against land speculators who are trying to turn Oregon into another California.

Many Oregonians have car bumper stickers, which say. "Don't Californicate Oregon!" Oregon has been called the symbol of the new America.

They made it possible to get a quicker divorce in Nevada than in any other state in the Union. In those days the only city in the State of any size at all was Reno, whose casinos and hotels were always full to capacity. With reason, it called itself "The biggest little city in the world". However, after the war a new city sprang up out of the Nevada desert – Las Vegas.

Exercise 6. Digest the information on national state & local powers.

The power of the states to regulate business differs from that of the national government.

In the case of a state regulation, the court begins with the assumption that the law is within the power of the state to enact. If the power of the state is to be successfully challenged it is necessary to show that the law in question cannot be adopted because of some constitutional limitation or prohibition of the power to adopt the law. As respects states, the political subdivisions occupy a position similar to that of the national government. Like the national government, the political subdivisions can only exercise such powers as have been delegated to them. In the case of the political subdivisions, it will be found that the state constitution or a law passed by the state legislature has created the subdivision in question and defined what powers it can exercise. Because of these classes of governments in the USA a law calling for the regulation of business raises the question as to which of the three governments, if any has the power to adopt the particular law. The situation is complicated by the fact that business problems are no respecters of geography. City problems in many areas have ceased to become metropolitan, reaching out beyond the city limits into neighbouring territories. Many social economic problems that formally were merely local or state problems have risen to national significance.

Exercise 7. Render the main idea of the information on state administration.

State administration represents the carrying out of policies determined by the legislature.

At the first establishment of state government in America there were, in addition to the governor and the lieutenant governor, a small number of administrative officials, notably a secretary, a treasurer, and attorney general. But presently other officials were added to the list and chosen in the same way, an auditor or controller, a superintendent of education, a commissioner of labour each at the head of a new department. With the growth in population and the increase in problems, still other administrative departments were established, sometimes headed by a single state official and sometimes by a board.

Some state departments are established in accordance with provisions of the state constitution, in which case the legislature has very little control over them, except that it can reduce their appropriations.

Others are established by law and can be abolished at any time. A single director or commissioner heads some while others are managed by a board – usually of three or five members. In general, the head of each department, be it a single director or a board, is responsible for the management of its affairs. The department head appoints all subordinate officials of department.

Exercise 8. Complete the following text with words and phrases from the text above.

The whole system of American government (a) ___ the principles (b) ___ in the Constitution and Bill of Rights. The people believe that the government should (c) ___ a framework of law and order in which they are left free to run their own lives. The state governments (d) ___ much the same pattern as the federal government. Each has a governor as the chief executive, with power (e) ___ among the Executive, Legislative and Judicial branches. State governments (f) ___ such affairs as maintaining order, educating children and young adults, and building highways. The federal government (g) ___ national problems and international relations and with regional problems that (h) ___ more than one state. Laws affecting the daily lives of citizens (i) ___ by police in the cities and towns. Agents of the Federal Bureau of Investigation – the famous FBI – (j) ___ criminals who (k) ___ state borders or who (l) ___ federal laws. Before an accused person can (m) ___ on trial for a serious crime in a federal court – or in the courts of many states – the case must (n) ___ (o) ___ to a grand jury of private citizens who decide whether there is enough evidence of probable guilt (p) ___ a trial.

Exercise 9. Using the information answer the questions.

1. How does the American Constitution separate the powers of the government? 2. Has the text of the Constitution ever been changed? 3. How did it become possible? 4. Does any government organ or official in the US have the ultimate power? Why? 5. What is the Bill of Rights?

THE AMERICAN SYSTEM OF GOVERNMENT

The governmental systems in the USA – federal, state, county, and local – are quite easy to understand, that is, if you grew up with them and studied them in school.

One foreign expert complained, for example, that the complexity of just the cities' political and governmental structure is "*almost unbelievable*". The "real Chicago", he explained, "spreads over 2 states, 6 counties, 10 towns, 30 cities, 49 townships, and 110 villages.

Overlaid upon this complex pattern are 235 tax districts and more than 400 school districts". There are, however, several basic principles, which are found at all levels of American government.

One of these is the "*one person, one vote*" principle which says that legislators are elected from geographical districts directly by the voters. Under this principle, all election districts must have about the same number of residents. Another fundamental principle of American government is that because of the system of checks and balances, compromise in politics is a matter of necessity, not choice.

The House of Representatives controls spending and finance, so the President must have its agreement for his proposals and programmes. He cannot declare war, either, without the approval of Congress. In foreign affairs, he is strongly limited. Any treaty must first be approved by the Senate.

If there is no approval, there's no treaty. The rule is "*the President proposes, but Congress disposes*." What a President wants to do therefore, is often a different thing from what a President is able to do. Regulation of business in the US always is a legal or a constitutional question. Because the American government system is based upon written constitutions, every government, whether national, state or local finds that its power to regulate business, as well as to take any other action, is restricted in some way by either the national constitution or a state constitution, or by both.

The national government may exercise only those powers enumerated in the Constitution.

The power of the national government is based upon the power of the President and the Senate to execute treaties, of the executive to conduct foreign relations generally, and of Congress to exercise the powers enumerated in Article 1, Section 8, of the Constitution. All powers delegated to the Congress of the US or prohibited are expressly reserved to the states by the Tenth Amendment.

Among the powers, thus, retained by the states is the police power, the power of tax, the power to take private property by eminent domain and the power to own and operate business. Of these four powers, the police power confers the broadest ability to control business. The police power is in general sense the power or right to govern. It is defined as the power of a state to enact laws for health, safety, morals, and general welfare.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What are the basic principles, which are found at all levels of American government? 2. How do you understand the saying: "*The President proposes, but Congress disposes*"? 3. Who is the chief executive in each state? 4. What laws do the local police enforce? 5. What is the difference between European and American "Rights" and "Lefts"? 6. What is the party-system in the USA? 7. Both Representatives and Senators are elected to serve the interests of the people and the areas they represent, aren't they? 8. Congressmen will vote with the specific wishes of their constituencies in mind, won't they?

Exercise 3. Using the information answer the questions.

1. What are the common principles in the structures of governments of states? 2. Who is the head of the executive branch of power in each state? 3. How much do the laws and constitutions of different states correlate? 3. What is meant by the "battle" between federal and states' rights? 4. What is a "*sheriff department*" and who is a sheriff? 5. Are income the taxes and prices of goods the same in different states? 6. What is meant by the "*accountability*" of politicians and officials?

THERE ARE NO LEFT-WING PARTIES

The Communists are banned and few Americans are interested in socialism. Most Americans are in favour of free enterprise, believing that it may one day help them fulfill the American Dream.

The President and the Congress: The President of the USA has more power than any other president in the democratic world – except the French President. It is he who formulates foreign policy and prepares laws for the home front. He is leader of the nation and Commander in Chief of the Armed Forces. He represents the USA and, since the USA is a super power, the eyes of the whole world are on him. The fate of the world is in his hands, or so the world believes, and one careless, ill-prepared speech could precipitate a crisis. Actually, a great deal of the President's power is controlled by Congress, the American name for "parliament". It is Congress that declares war, not the President. Unlike the Prime Minister of Great Britain, or of Germany, he can make a treaty with a foreign power.

However, this treaty must be debated and agreed by Congress before it comes into force.

The same control applies to laws at home. Congress has on several occasions refused to ratify treaties or give approval to laws proposed by the President. The USA is the only democracy, apart from France, where a president can rule with a parliament, the majority of whose members do not belong to his own political party. Some Americans have the feeling that idealism has gone out of politics and that personal ambition and money have taken its place.

The election campaign for the Presidency is unique in the amount of money poured into it.

The wooing of voters lasts for months. However, before the campaign for the election of the President can begin, each political party has to choose its candidate for the Presidency. This can lead to some very close contests. Men aspiring to be elected as the party candidate employ top public relations and advertising men, who invent clever catch phrases and set about "selling" their man.

There are whistle stop tours by train, by plane, by car. The candidate delivers countless speeches and shakes count fewer hands. This razzamatazz typifies American enthusiasm and extravagance.

Big money is necessary to support a presidential candidate's campaign and the candidate himself must be rich enough to pay his share. An attractive wife is an advantage, too. Money is also needed to become the Governor of a State, or a Senator, or member of the House of Representatives.

Yet from this small group many excellent men have become President, and the same is true of members of Congress. It is very unlikely that the President could ever become a dictator. Congress, the press and the people between them rule out such a possibility.

Exercise 1. Render the main idea of the information.

Exercise 2. Answer the questions.

1. What political movement is banned?
2. How many Americans are interested in socialism?
3. What are most Americans in favour of? Why?
4. Has the President more power than any other president in the democratic world?
5. What does he do in foreign and domestic affairs?
6. What body controls a great deal of the President's power?
7. What does Congress do?
8. What do some Americans about politics in the USA?
9. What is it necessary to support a presidential candidate's campaign?
10. Is it unlikely that the President could ever become a dictator?

Exercise 3. Make up a small report and give a talk in class.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

FEDERAL DEPARTMENTS

The Department of State, headed by the Secretary of State, advises the President on foreign relations. This department handles all peaceful dealings with other countries, and issues passports to American citizens who wish to travel abroad, and visas to visitors to the USA. The Treasury Department manages government finances, collects taxes and mints coins and prints paper money.

The Secret Service, which protects the President and the Vice President, their families and some other dignitaries, is part of the *Treasury Department*. So are the *Bureau of Customs* and the *Internal Revenue Service*. The *Department of Defence* is responsible for the nation's security.

The Secretary of Defence is assisted by the Secretaries of the Army, Navy and Air Force.

The *Department of Justice*, headed by the Attorney General, acts for the government in legal matters and moves against violators of federal laws. The FBI and federal prisons are under his jurisdiction.

The *Department of Interior* protects and develops the nation's natural resources and manages the national parks. It also enforces federal hunting and fishing laws, checks on the safety of miners and is responsible for the welfare of the Indian tribes.

The *Department of Agriculture* aids food production and looks after the interests of farmers. It issues numerous reports on the supply and prices of farm products, conducts scientific studies of agriculture and lends money to build rural electric systems. Most farms today are served by electricity.

The *Department of Labour* is concerned with the working conditions, safety and welfare of the nation's non-farm workers. It enforces, among others, the laws on minimum wages and maximum hours for workers.

The *Department's mediation and conciliation service* helps employers and workers to settle labour disputes. The Department of Commerce helps domestic commerce as well as trade with other countries, particularly in the mining, manufacturing and transportation industries.

One of its important branches issues patents for new inventions; others test products to be sure they meet high standards and report on weather conditions.

In 1979, the *Department of Health, Education and Welfare* was reorganized into two separate agencies: the *Department of Health and Human Services* (HHS) and the *Department of Education*. HHS administers many of the nation's social services programs on a federal level.

The *Department of Education* administers and coordinates more than 150 federal aids to education programmes. The Cabinet – level *Department of Housing and Urban Development* was created in 1965 to help provide adequate housing, particularly for low-income groups, and to foster large-scale urban renewal programs.

In 1966, President Lyndon Johnson proposed, and Congress approved the establishment of a *Department of Transportation* to coordinate transportation activities previously carried on by several government agencies. The *Department of Energy*, created in 1977 to address the nation's growing energy problems, consolidated the major federal energy functions into single Cabinet-level department.

It is responsible for research, development and demonstration of energy technology; energy conservation; the nuclear weapons program; regulation of energy production and use; pricing and allocation and a central energy data collection and analysis program. In addition to the executive departments, there are numerous independent agencies charged with special functions.

Largest of these is the *Postal Service*, directed by an 11-member board of governors, which was created in 1979 to handle and deliver mail and issues stamps. Other independent regulatory agencies set rules and standards in such fields as rail and air transportation, domestic trade practices, broadcasting licences and telephone and telegraph rates, investment trading, some banking practices, and employment opportunities.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Write a small essay on the topic.

Exercise 3. Using the information answer the questions.

1. Who heads the Department of State? 2. What does the Treasury Department manage? 3. What does the Secret Service do? 4. Who is the Secretary of Defence assisted by? 5. Who does the Department of Justice act for? 6. How does the Department of Agriculture aid? 7. Who does the Department's mediation and conciliation service help? 8. In what agencies was the Department of Health, Education and Welfare reorganized in 1979? 9. How many federal education programmes does the Department of Education administer and coordinate? 10. When was the Department of Energy created? 11. What is it responsible for? 12. Who proposed the establishment of a Department of Transportation to coordinate transportation activities? 13. Are there numerous independent agencies charged with special functions? 14. What is the largest of them? 15. When was it created? 16. What do other independent regulatory agencies do?

Exercise 4. Digest the formation on government's role.

Beginning with the creation of the Department of Agriculture in 1862, the federal government took a direct role in agricultural affairs, going so far as to teach farmers how to make their land more productive. After a period of prosperity in the early 20th century, farm prices declined in the 1920s.

The Great Depression of the 1930s drove prices still lower, and by 1932 farm prices had dropped, on average, to less than one-third of their 1920 levels. Farmers went bankrupt by the tens of thousands.

Many present-day farm policies have their roots in the desperate decade of the 1930s and the rescue effort contained in the New Deal.

Today a maze of legislation embodies U.S. farm policies. On the theory that overproduction is a chief cause of low farm prices, in some circumstances the government pays farmers to plant fewer crops. Certain commodities can be used as collateral to secure federal loans, or "price supports".

Deficiency payments reimburse farmers for the difference between the "target price" set by Congress for a given crop and the actual price paid when the crop is sold.

A federal system of dams and irrigation canals delivers water at subsidised prices to farmers in western states. Price supports and deficiency payments apply only to such basic commodities as grains, dairy products, and cotton; many other crops are not federally subsidised.

Farm subsidy programs have been criticized on the grounds that they benefit large farms most and accelerate the trend toward larger – and fewer – farms. In one recent year, for example, farms with more than \$ 250,000 in sales – only 5 % of the total number of farms – received 24 % of government farm payments. There is a growing movement to cut back the government's role in agriculture and to reduce subsidies paid to farmers. Important economic interests defend current farm policy, however, and proposals for change have stirred vigorous debate in Congress.

Exercise 5. Explain the information on costs of government.

The average cost of all governments – federal, state and local – to each man, woman and child in the USA is \$ 4,539 a year. About two thirds of all taxes collected go to the federal government.

The individual income tax provides the Federal Government slightly less than half its revenues.

A person with an average income pays about 11% of it to the Government; those with very large incomes must pay up to 50%. Many states also have their own income taxes. Many other taxes – on property, entertainment, automobiles, etc. – are levied to provide funds for national, state and local governments. Federal Government spending for defence purposes, including military help to other nations has fallen as a portion of total government expenditures from 58.7% in 1958 to 25.7% in fiscal year 2016. The remaining 74.35 of the federal budget have gone into public welfare programs, development of water and land resources, public health and education. Because of the expansion and increased costs of Government services, the national debt has increased greatly since World War II.

Exercise 6. Read the text and pick up the essential details in the form of quick notes.

POLITICAL ATTITUDES

It's often been said and does seem to be true: Americans seem almost instinctively to dislike government and politicians. They especially tend to dislike "*those fools in Washington*" who spend their tax money and are always trying to "*nterfere*" in their local and private concerns. Many would no doubt agree with the statement that the best government is the one that governs least.

In a 1984 poll only a fourth of those asked wanted the federal government to do more to solve the country's problems. Neighbourhoods, communities, and states have a strong pride in their ability to deal with their problems themselves, and this feeling is especially strong in the West. Americans are seldom impressed by government officials (they do like royalty, as long as it's not theirs). They distrust people who call themselves experts. They don't like being ordered to do anything.

In the Revolutionary War (1776-83) and in the Civil War (1861-65), American soldiers often elected their own officers. In their films and fiction as well as in television series, Americans often portray corrupt politicians and incompetent officials. Anyone who wants to be President, they say with a smile, isn't qualified. Their newsmen and journalists and television reporters are known the world over for '*not showing proper respect*' to governmental leaders, whether their own or others. As thousands of foreign observers have remarked, Americans simply do not like authority.

Many visitors to the US are still surprised by the strong egalitarian tendencies they meet in daily life.

Americans from different walks of life, people with different educational and social backgrounds, will often start talking with one another "just as if they were all equal". Is everybody equal in the land that stated – in the eyes of God and the law – that "*all men are created equal*"? "No, of course not."

Some have advantages of birth, wealth, or talent. Some have been to better schools.

Some have skins or accents or beliefs that their neighbours don't especially like. Yet the ideal is ever – present in a land where so many different races, language groups, cultural and religious beliefs, hopes, dreams, traditional hates and dislikes have come together.

Overall, what do Americans think of their system of government? What would "*We the People*" decide today? One American, a Nobel Prize winner in literature, gave this opinion: "*We are able to believe that our government is weak, stupid, overbearing, dishonest, and inefficient, and at the same time we are deeply convinced that it is the best government in the world, and we would like to impose it upon everyone else.*" Of course, many of today's 240 mln. Americans would disagree in part or with all. "*Who is this one American*", they might ask, "*to speak for all of us?*"

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Using the information answer the questions.

1. What differences are there between: the government of the USA and Congress; federal and state governments? 2. Which of the two houses of Congress has more power? 3. Which of these people are not elected: the Vice President, the Secretary of State, a Senator, the Supreme Justice, and the Attorney General? 4. Which areas of government do these people deal with: the President, the Secretary of Defence, the Secretary of State, the Associate Justices, representatives in Congress? 5. If the President wants to introduce a new law, what are the functions of the following: the President himself, the House of Representatives, and members of the Cabinet? 6. Can you list some similarities and differences between the US system of government and that of your own country? 7. Who has the right of Legislative Initiative? 8. How much do the costs of government make up? 9. Which is the difference between different kinds of taxes? 10. What is an individual income tax?

Exercise 3. Remember the notion.

Congress – a national legislative body, especially that of the US. The US Congress, which meets at the Capitol in Washington DC, was established by the Constitution of 1787 and is composed of the Senate and the House of Representatives.

STATE GOVERNMENT

States governments have the power to make laws that are not granted to the federal government or denied to the states in the U.S. Constitution for all citizens. These include education, family law, contract law, and most crimes. Unlike the federal government, which only has those powers granted to it in the Constitution, a state government has inherent powers allowing it to act unless limited by a provision of the state or national constitution.

Like the federal government, state governments have three branches: executive, legislative, and judicial. The chief executive of a state is its popularly elected governor, who typically holds office for a four-year term (although in some states the term is two years).

Except for Nebraska, which has unicameral legislature, all states have a bicameral legislature, with the upper house usually called the Senate and the lower house called the House of Representatives, the House of Delegates, Assembly or something similar.

In most states, senators serve four-year terms, and members of the lower house serve two-year terms. The constitutions of the various states differ in some details but generally follow a pattern similar to that of the federal Constitution, including a statement of the rights of the people and a plan for organizing the government. However, state constitutions are generally more detailed.

There are 89,500 local governments, including 3,033 counties, 19,492 municipalities, 16,500 townships, 13,000 school districts, and 37,000 other special districts that deal with issues like fire protection. Local governments directly serve the needs of the people, providing everything from police and fire protection to sanitary codes, health regulations, education, public transportation, and housing.

Typically, local elections are nonpartisan – local activists suspend their party affiliations when campaigning and governing. About 28% of the people live in cities of 100,000 or more population.

City governments are chartered by states, and their charters detail the objectives and powers of the municipal government. For most big cities, cooperation with both state and federal organizations is essential to meeting the needs of their residents. Types of city governments vary widely across the nation. However, almost all have a central council, elected by the voters, and an executive officer, assisted by various department heads, to manage the city's affairs.

Cities in the West and South usually have nonpartisan local politics. There are three general types of city government: the mayor-council, the commission, and the council-manager. These are the pure forms; many cities have developed a combination of two or three of them.

Mayor-Council is the oldest form of city government in the USA and, until the beginning of the 20th century, was used by nearly all American cities.

Its structure is like that of the state and national governments, with an elected mayor as chief of the executive branch and an elected council that represents the various neighbourhoods forming the legislative branch. The mayor appoints heads of city departments and other officials, sometimes with the approval of the council. He or she has the power of veto over ordinances (the laws of the city) and often is responsible for preparing the city's budget. The council passes city ordinances, sets the tax rate on property, and apportions money among the various city departments. As cities have grown, council seats have usually come to represent more than a single neighbourhood.

This combines both the legislative and executive functions in one group of officials, usually three and more in number, elected citywide. Each commissioner supervises the work of one or more city departments. Commissioners also set policies and rules by which the city is operated.

One is named chairperson of the body and is often called the mayor, although his or her power is equivalent to that of the other commissioners.

Exercise 1. Render the main idea briefly in English.

Exercise 2. Describe the state government.

Exercise 3. Write a small essay on the topic.

Exercise 4. Describe the functions of Council-Manager.

The city manager is a response to the increasing complexity of urban problems that need management ability not often possessed by elected public officials. The answer has been to entrust most of the executive powers, including law enforcement and provision of services, to a highly trained and experienced professional city manager.

The city manager plan has been adopted by a large number of cities. Under this plan, a small, elected council makes the city ordinances and sets policy, but hires a paid administrator, also called a city manager, to carry out its decisions. The manager draws up the city budget and supervises most of the departments. Usually, there is no set term; the manager serves as long as the council is satisfied with his or her work. The county is a subdivision of the state, sometimes (but not always) containing two or more townships and several villages. New York City is so large that it is divided into five separate boroughs, each a county in its own right.

On the other hand, Arlington County, Virginia, the USA's smallest county, located just across the Potomac River from Washington, D.C., is both an urbanized and suburban area, governed by a unitary county administration. In other cities, both the city and county governments have merged, creating a consolidated city-county government. In most U.S. counties, one town or city is designated as the county seat, and this is where the government offices are located and where the board of commissioners or supervisors represent meets. In small counties, boards are chosen by the county; in the larger ones, supervisors separate districts or townships.

The board collects taxes for state and local governments; borrows and appropriates money; fixes the salaries of county employees; supervises elections; builds and maintains highways and bridges; and administers national, state, and county welfare programs.

In very small counties, the executive and legislative power may lie entirely with a sole commissioner, who is assisted by boards to supervise taxes and elections. In some New England states, counties do not have any governmental function and are simply a division of land.

Thousands of municipal jurisdictions are too small to qualify as city governments.

These are chartered as towns and villages and deal with local needs such as paving and lighting the streets, ensuring a water supply, providing police and fire protection, and waste management.

In many states of the US, the term *town* does not have any specific meaning; it is simply an informal term applied to populated places (incorporated and unincorporated municipalities).

Moreover, in some states, the term town is equivalent to how civil townships are used in other states. The government is usually entrusted to an elected board or council, which may be known by a variety of names: town or village council, board of selectmen, board of supervisors, board of commissioners.

The board may have a chairperson or president who functions as chief executive officer, or there may be an elected mayor. Governmental employees may include a clerk, treasurer, police and fire officers, and health and welfare officers. One unique aspect of local government, found mostly in the New England region of the USA, is the town meeting.

Once a year, sometimes more often if needed, the registered voters of the town meet in open session to elect officers, debate local issues, and pass laws for operating the government. As a body, they decide on road construction and repair, construction of public buildings and facilities, tax rates, and the town budget. The town meeting, which has existed for more than three centuries in some places, is often cited as the purest form of direct democracy, in which the governmental power is not delegated, but is exercised directly and regularly by all the people.

Exercise 5. Translate the range of the words.

Manager – management – to manage – managerial – manageress – managerialism – managerialist.

Construct – construction – constructor – constructed – constructible – constructing.

Corporate – corporation – corporated – incorporated – unincorporated – corporality – corporal.

CAMPAIGN FINANCE

Successful participation, especially in federal elections, requires large amounts of money, especially for television advertising. This money is very difficult to raise by appeals to a mass base, although in the 2008 election, candidates from both parties had success with raising money from citizens over the Internet, as had Howard Dean with his Internet appeals.

Both parties generally depend on wealthy donors and organizations – traditionally the Democrats depended on donations from organized labour while the Republicans relied on business donations.

This dependency on donors is controversial, and has led to laws limiting spending on political campaigns being enacted. Opponents of campaign finance laws cite the First Amendment's guarantee of free speech, and challenge campaign finance laws because they attempt to circumvent the people's constitutionally guaranteed rights.

Even when laws are upheld, the complication of compliance with the First Amendment requires careful and cautious drafting of legislation, leading to laws that are still fairly limited in scope, especially in comparison to those of other countries such as the United Kingdom, France or Canada.

Fundraising plays a large role in getting a candidate elected to public office. Without large sums of money, a candidate has very little chance of achieving their goal.

In the 2004 general elections, 95% of House and 91% of Senate races were won by the candidates who spent the most on their campaigns. Attempts to limit the influence of money on American political campaigns dates back to the 1860s.

Recently, Congress passed legislation requiring candidates to disclose sources of campaign contributions, how the campaign money is spent, and regulated use of "soft money" contributions.

The 2012 presidential campaign was slow to develop in both candidates and fundraising. For example, by the end of September, the financial positions of Republican contenders in the cycle were worse than those of Democrats at the same point in the 2004 campaign.

The USA Constitution has never formally addressed the issue of political parties, primarily because the Founding Fathers did not originally intend for American politics to be partisan.

In Federalist papers No. 9 and No. 10, Alexander Hamilton and James Madison, respectively, wrote specifically about the dangers of domestic political factions.

In addition, the first President of the USA, George Washington, was not a member of any political party at the time of his election or throughout his tenure as president. Furthermore, he hoped that political parties would not be formed, fearing conflict and stagnation. Nevertheless, the beginnings of the American two-party system emerged from his immediate circle of advisers. Hamilton and Madison ended up being the core leaders in this emerging party system.

In partisan elections, candidates are nominated by a political party or seek public office as an independent. Each state has significant discretion in deciding how candidates are nominated, and thus eligible to appear on the election ballot. Typically, major party candidates are formally chosen in a party primary or convention, whereas minor party and Independents are required to complete a petitioning process.

Exercise 1. Give the main idea of the information above.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Official	When	Where	Score
1.				

Exercise 3. Explain the modern political party system in the USA.

The modern political party system in the USA is a two-party system dominated by the Democratic Party and the Republican Party. These two parties have won every USA presidential election since 1852 and have controlled the USA Congress since 1856. The Democratic Party generally positions itself as left-of-centre in American politics and supports a modern American liberal platform, while the Republican Party generally positions itself as right-of-centre and supports a modern American conservative platform. Third parties have achieved relatively minor representation from time to time at local levels.

The Libertarian Party is the largest third party in the country, claiming more than 250,000 registered voters; it generally positions itself as centrist or radical centrist and supports a classical liberal position. Other contemporary third parties include the left-wing Green Party, supporting Green politics, and the right-wing Constitution Party.

Exercise 4. Try to understand the score of elections.

Unlike in some parliamentary systems, Americans vote for a specific candidate instead of directly selecting a particular political party. With a federal government, officials are elected at the federal (national), state and local levels. On a national level, the President, is elected indirectly by the people, through an Electoral College. In modern times, the electors virtually always vote with the popular vote of their state. All members of Congress and the offices at the state and local levels are directly elected. Both federal and state laws regulate elections.

The USA Constitution defines (to a basic extent) how federal elections are held, in Article 1 and Article 2 and various amendments. State law regulates most aspects of electoral law, including primaries, the eligibility of voters (beyond the basic constitutional definition), the running of each state's Electoral College, and the running of state and local elections.

Exercise 5. Try to understand the notions.

Election is a formal and organized choice by vote of a person for a political office or other position. An election is a process in which people vote to choose a person or group of people to hold an official. The election of a particular person or group of people is their success in winning an election.

Exercise 6. Translate the sentences into Russian.

1. Poland's first fully free elections happen for more than fifty years. 2. During his election campaign he promised to put the economy back on its feet. 3. The final election results will be announced on Friday. 4. Many residents say they have little or no idea who's standing for election. 5. His election to the House of Representatives was successful. 6. He agreed to stand for election. 7. Election comes amid increasing tension.

Exercise 7. Translate the words and word-combinations into Russian.

To win (carry) an election; to concede (lose) an election; to decide / swing an election; to fix / rig an election; to fix a date for an election; an election campaign; to hold an election; to schedule an election; disputed election; authorization election; certification election; free election; local election; general election; national election; primary election; realigning election; special election; watershed election; election fever; election campaign; the election of winners; the 2008 local elections; contested election; election of board members by the shareholders; the coming elections; in the last election; to hold annual elections; to carry an election; to fix an election; to abandon the election; election on a population basis; to call election; city elections; "eye-wash" election; gubernatorial election; election results; election fever; in (at) the last election; to hold annual elections.

Exercise 8. Translate the words and word-combinations into Russian.

Elected: term; body; government; office; official; party body; representative; electee; election: court; coverage; Day; expenses (costs); fatigue; bar; by proportional representation; campaign donation.

ORGANIZATION OF AMERICAN POLITICAL PARTIES

American political parties are more loosely organized than those in other countries.

The two major parties have no formal organization at the national level that controls membership, activities, or policy positions, though some state affiliates do. Thus, for an American to say that he or she is a member of the Democratic or Republican Party, is quite different from a Briton's stating that he or she is a member of the Conservative or Labour Party. In the USA, one can often become a "member" of a party, merely by stating that fact. In some U.S. states, a voter can register as a member of one or another party and/or vote in the primary election for one or another party.

Such participation does not restrict one's choices in any way. It also does not give a person any particular rights or obligations within the party, other than possibly allowing that person to vote in that party's primary elections. A person may choose to attend meetings of one local party committee one day and another party committee the next day. The sole factor that brings one "closer to the action" is the quantity and quality of participation in party activities and the ability to persuade others in attendance to give one responsibility. Party identification becomes somewhat formalized when a person runs for partisan office. In most states, this means declaring oneself a candidate for the nomination of a particular party and intent to enter that party's primary election for an office.

A party committee may choose to endorse one or another of those who is seeking the nomination, but in the end, the choice is up to those who choose to vote in the primary, and it is often difficult to tell who is going to do the voting. The result is that American political parties have weak central organizations and little central ideology, except by consensus. A party really cannot prevent a person who disagrees with the majority of positions of the party or actively works against the party's aims from claiming party membership, so long as the voters who choose to vote in the primary elections elect that person. Once in office, an elected official may change parties simply by declaring such intent. At the federal level, each of the two major parties has a national committee that acts as the hub for much fund-raising and campaign activities, particularly in presidential campaigns. The exact composition of these committees is different for each party, but they are made up primarily of representatives from state parties and affiliated organizations, and others important to the party.

However, the national committees do not have the power to direct the activities of members of the party. Both parties also have separate campaign committees, which work to elect candidates at a specific level. The most significant of these are the Hill committees, which work to elect candidates to each house of Congress. State parties exist in all fifty states, though their structures differ according to state law, as well as party rules at both the national and the state level. Despite these weak organizations, elections are still usually portrayed as national races between the political parties.

In what is known as "presidential coattails", candidates in presidential elections become the *de facto* leader of their respective party, and thus usually bring out supporters who in turn then vote for his party's candidates for other offices. On the other hand, federal midterm elections (where only Congress and not the president is up for election) are usually regarded as a referendum on the sitting president's performance, with voters either voting in or out the president's party's candidates, which in turn helps the next session of Congress to either pass or block the president's agenda, respectively.

Exercise 1. Make notes of your new knowledge about American political parties.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Analyze the general developments in party systems.

Most of the Founding Fathers rejected political parties as divisive and disruptive.

By the 1790s, however, most joined one of the two new parties, and by the 1830s parties had become accepted as central to the democracy. By the 1790s, the First Party System was born. Men who held opposing views strengthened their cause by identifying and organizing men of like mind.

The followers of Alexander Hamilton, were called "Federalists"; they favoured a strong central government that would support the interests of national defence, commerce and industry.

The followers of Thomas Jefferson, the Jeffersonians took up the name "Republicans"; they preferred a decentralized agrarian republic in which the federal government had limited power.

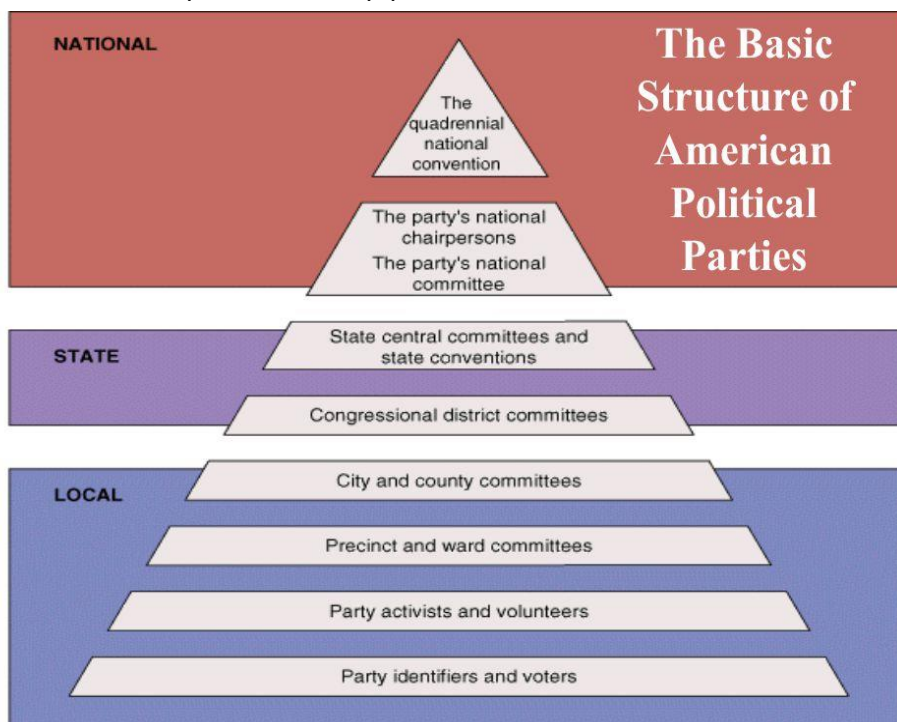
By 1828, the First Party System had collapsed. Two new parties emerged from the remnants of the Jeffersonian Democracy, forming the Second Party System with the Whigs, brought to life in opposition to President Andrew Jackson and his new Democratic Party. The forces of Jacksonian Democracy, based among urban workers, Southern poor whites, and western farmers, dominated the era.

In the 1860s, the issue of slavery took centre stage, with disagreement in particular over the question of whether slavery should be permitted in the country's new territories in the West.

The Whig Party straddled the issue and sank to its death after the overwhelming electoral defeat by Franklin Pierce in the 1852 presidential election. Ex-Whigs joined the Know Nothings or the newly formed Republican Party. While the Know Nothing party was short-lived, Republicans would survive the intense politics leading up to the Civil War.

The primary Republican policy was that slavery be excluded from all the territories. Just six years later, this new party captured the presidency when Abraham Lincoln won the election of 1860.

By then, parties were well established as the country's dominant political organizations, and party allegiance had become an important part of most people's consciousness. Party loyalty was passed from fathers to sons, and party activities, including spectacular campaign events, complete with uniformed marching groups and torchlight parades, were a part of the social life of many communities. By the 1920s, however, this boisterous folksiness had diminished. Municipal reforms, civil service reform, corrupt practices acts, and presidential primaries to replace the power of politicians at national conventions had all helped to clean up politics.



SHORT BIOGRAPHY OF THOMAS JEFFERSON

Thomas Jefferson was an incredible man. He is famous for writing the Declaration of Independence and for being the third president of the USA. Jefferson was also a gardener, father, designer and thinker, who believed in the rights of men. Jefferson's early years helped shape his life.

He was born April 13, 1743 at Shadwell, a slave plantation in central Virginia. His father was Peter Jefferson, a planter and surveyor. His mother was Jane Randolph Jefferson, the daughter of a well-known Virginia family. In school, Jefferson studied Latin, Greek and French.

In 1760, he went to the College of William and Mary. He studied and practiced law for a number of years. He was described as "tall, sandy-haired and freckled". He was a skilled horseman and violin player. When Thomas was 14, Peter Jefferson died. In his will, he left Thomas about 3,000 ac of land and about 30 slaves. When Jefferson was 26 years old, he began building Monticello.

The name means "little mountain" in Italian. Jefferson designed the house, gardens and workshops. Skilled white and enslaved workers built and tended them. Jefferson loved Monticello.

He made notes on everything. He wrote about the rainfall and daily weather. He wrote about his trees, slaves and crops. He even kept a gardening diary. These records tell us valuable information about life at Monticello. New Year's Day 1772, Jefferson married Martha Wayles Skelton. She was a widow. Jefferson described his marriage to Martha as being ten years of happiness. They had six children. Two girls, Martha and Mary, lived to be adults.

In 1775, Jefferson was elected to the Continental Congress. He was picked to write the Declaration of Independence. It states the importance of rights and freedoms.

It states "all men are created equal". It also stated the reasons the colonists wanted to separate from England. Jefferson believed in the ideals of the Declaration of Independence. Jefferson was governor of Virginia from 1779-1781. When he was elected, the American people were fighting the Revolutionary War. After he was governor, he returned to Monticello to tend his plantation. In 1782, his wife Martha died. She left three daughters, Martha, Mary and Lucy. Jefferson was overcome with sadness by the death of his wife. He became a devoted father to his daughters and never remarried. His daughter Lucy died two years after her mother.

In 1785, Jefferson was sent to France. He represented the USA government.

At the time, France was ruled by a king. Jefferson saw many poor people in the "lower class". Jefferson's time in France made his belief in "freedom for all" stronger. Martha and Mary spent time with him in France and attended school there. They enjoyed French sights, cooking and art. Jefferson and his two daughters left France in 1789. President George Washington picked him to be the first Secretary of State. In 1796, Jefferson ran for president. He lost to John Adams. Because Jefferson had the second highest amount of votes, he became the vice president.

Four years later, Jefferson became the President of the USA. He ran against John Adams.

Adams leaned toward a government run by the wealthy. Jefferson wanted a government run by all men. Jefferson's election showed that Americans wanted a leader who believed that all men were equal. Jefferson was president from 1801-1809. He guided the purchase of the Louisiana Territory from France. The USA paid France \$15 million for the land. It added 883,000 square miles to the USA. Jefferson sent Lewis and Clark to explore the new wilderness.

Sadly in 1804, while Jefferson was president, his youngest daughter Mary died. After he was president, Jefferson remained busy. He returned to Monticello.

His daughter Martha and her family joined him. At Monticello, he was free to do the things he loved. He read his books and wrote letters. He designed gardens, rode horses and played with his twelve grandchildren. He also started the University of Virginia. He designed the buildings and served as its first president. On July 4, 1826, Jefferson died at his beloved home. He was eighty-three years old. The day was also the fiftieth anniversary of the signing of the Declaration of Independence.

Exercise 1. Render the score of the information briefly in English.

Exercise 2. Complete the sentences with the facts from the text above.

Thomas Jefferson was _____.

designed the house, gardens _____.

made notes on _____.

was elected to the Continental Congress in _____.

was sent to France in _____.

represented the USA _____.

picked to write the Declaration _____.

ran for president in _____.

became the President of the USA _____.

wanted a government run _____.

guided the purchase of the Louisiana Territory from _____.

died at his beloved _____.

was 83 years _____.



DEVELOPMENT OF THE TWO-PARTY SYSTEM IN THE USA

Since the 1790s, the country has been run by two major parties. Many minor or third political parties appear from time to time. They tend to serve as a means to advocate policies that eventually are adopted by the two major political parties. At various times the Socialist Party, the Farmer-Labour Party and the Populist Party for a few years had considerable local strength, and then faded away – although in Minnesota, the Farmer – Labour Party merged into the state's Democratic Party, which is now officially known as the Democratic – Farmer-Labour Party.

At present, the Libertarian Party is the most successful third party. New York State has a number of additional third parties, who sometimes run their own candidates for office and sometimes nominate the nominees of the two main parties. In the District of Columbia, the D.C. Statehood Green Party has served as a strong third party behind the Democratic Party and Republican Party.

Most officials in America are elected from single-member districts and win office by beating out their opponents in a system for determining winners called *first-past-the-post*; the one who gets the plurality wins, (which is not the same thing as actually getting a majority of votes).

This encourages the two-party system. In the absence of multi-seat congressional districts, proportional representation is impossible and third parties cannot thrive. Although elections to the Senate elect two senators per constituency (state), staggered terms effectively result in single-seat constituencies for elections to the Senate. Another critical factor has been ballot access law.

Originally, voters went to the polls and publicly stated which candidate they supported. Later on, this developed into a process whereby each political party would create its own ballot and thus the voter would put the party's ballot into the voting box. In the late nineteenth century, states began to adopt the Australian Secret Ballot Method, and it eventually became the national standard. The secret ballot method ensured that the privacy of voters would be protected (hence government jobs could no longer be awarded to loyal voters) and each state would be responsible for creating one official ballot.

The fact that state legislatures were dominated by Democrats and Republicans provided these parties an opportunity to pass discriminatory laws against minor political parties, yet such laws did not start to arise until the first Red Scare that hit America after World War I.

State legislatures began to enact tough laws that made it harder for minor political parties to run candidates for office by requiring a high number of petition signatures from citizens and decreasing the length of time that such a petition could legally be circulated. It should also be noted that while more often than not, party members will "toe the line" and support their party's policies, they are free to vote against their own party and vote with the opposition ("cross the aisle") when they please.

"In America the same political labels (Democratic and Republican) cover virtually all public officeholders, and therefore most voters are everywhere mobilized in the name of these two parties", says Nelson W. Polsby, professor of political science, in the book *New Federalist Papers: Essays in Defense of the Constitution*. "Yet Democrats and Republicans are not everywhere the same.

Variations (sometimes subtle, sometimes blatant) in the 50 political cultures of the states yield considerable differences overall in what it means to be, or to vote, Democratic or Republican.

These differences suggest that one may be justified in referring to the American two-party system as masking something more like a hundred-party system."

Exercise 1. Render the contents of the message shortly in English.

Exercise 2. Characterize the history of American parties and translate the notion.

Two-party system – двухпартийная система (партийная система, при которой происходит реальная борьба за власть только между двумя партиями, которые попеременно приходят к власти; классический вариант двухпартийной системы представлен опытом США и Великобритании, где главные партии в сумме собирают до 90 % голосов избирателей, в связи с чем влияние других партий крайне незначительно).

Exercise 3. Explain the definition «gerrymandering».

U.S. congressional districts covering Travis County, Texas (outlined in red) in 2002, left, and 2004, right. In 2003, the majority of Republicans in the Texas legislature redistricted the state, diluting the voting power of the heavily Democratic county by parcelling its residents out to more Republican districts. *Shaw v. Reno* was a USA Supreme Court case involving the redistricting and racial gerrymandering of North Carolina's 12th congressional district (pictured).

The USA has a long tradition of gerrymandering. In some states, bipartisan gerrymandering is the norm. State legislators from both parties sometimes agree to draw congressional district boundaries in a way that ensures the re-election of most or all incumbent representatives from both parties.

Rather than allowing more political influence, some states have shifted redistricting authority from politicians and given it to non-partisan redistricting commissions.

The states of Washington, Arizona, and California's Proposition 11 (2008) and Proposition 20 (2010) have created standing committees for redistricting following the 2010 census.

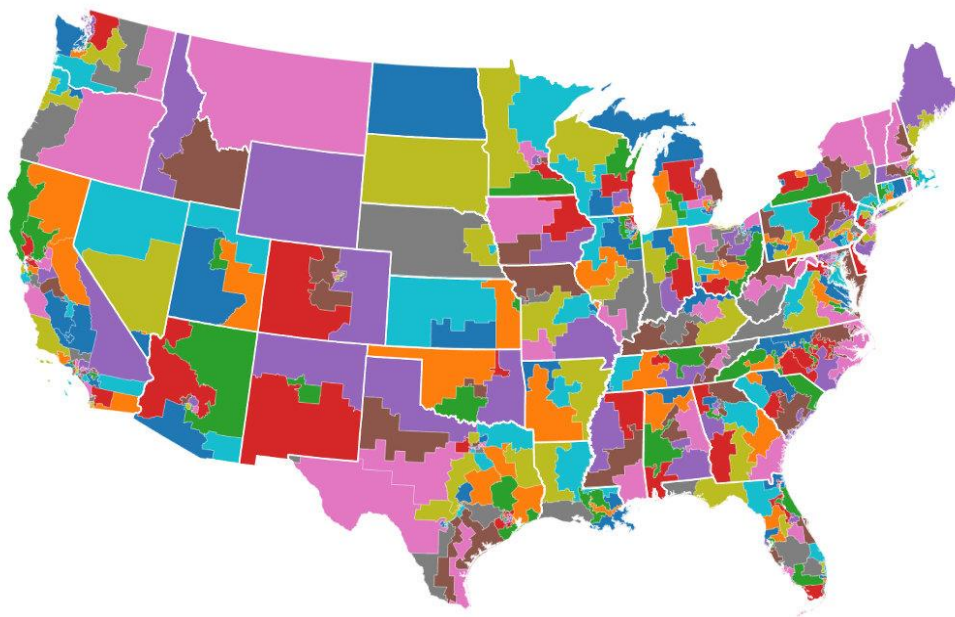
Rhode Island and New Jersey have developed *ad hoc* committees, but developed the past two decennial reapportionments tied to new census data. Florida's amendments 5 and 6, meanwhile, established rules for the creation of districts but did not mandate an independent commission.

International election observers from the Organization for Security and Co-operation in Europe Office for Democratic Institutions and Human Rights, who were invited to observe and report on the 2004 national elections, expressed criticism of the U.S. congressional redistricting process and made a recommendation that the procedures be reviewed to ensure genuine competitiveness of Congressional election contests.

Exercise 4. Remember the definition.

Gerrymandering is the act of altering political boundaries in order to give an unfair advantage to one political party or group of people. For example: With the help of skilful gerrymandering, the Party has never lost an election since. Early 19th century from the name of Governor Elbridge Gerry of Massachusetts + salamander, from the supposed similarity between a salamander and the shape of a new voting district on a map drawn when he was in office (1812), the creation of which was felt to favour his party; the map (with claws, wings, and fangs added) was published in the Boston Weekly Messenger, with the title *The Gerry-Mander*.

Gerrymandering – manipulate the boundaries of (an electoral constituency) so as to favour one party or class; achieve (a result) by such manipulation.



POLITICAL PRESSURE GROUPS

Special interest groups advocate the cause of their specific constituency.

Business organizations will favour low corporate taxes and restrictions of the right to strike, whereas labour unions will support minimum wage legislation and protection for collective bargaining.

Other private interest groups, such as churches and ethnic groups, are more concerned about broader issues of policy that can affect their organizations or their beliefs. The Israel lobby is the diverse coalition of those who, as individuals and as groups, seek to influence the foreign policy of the USA in support of Zionism, Israel or the specific policies of its government. The Israel lobby is known for its success in encouraging U.S. lawmakers to support the policies that it supports.

One type of private interest group that has grown in number and influence in recent years is the political action committee or PAC. These are independent groups, organized around a single issue or set of issues, which contribute money to political campaigns for U.S. Congress or the presidency.

PACs are limited in the amounts they can contribute directly to candidates in federal elections.

There are no restrictions, however, on the amounts PACs can spend independently to advocate a point of view or to urge the election of candidates to office. PACs today number in the thousands.

"The number of interest groups has mushroomed, with more & more of them operating offices in Washington, D.C., and representing themselves directly to Congress and federal agencies", says Michael Schudson in his 1998 book *The Good Citizen: A History of American Civic Life*.

"Many organizations that keep an eye on Washington seek financial and moral support from ordinary citizens. Since many of them focus on a narrow set of concerns or even on a single issue, and often a single issue of enormous emotional weight, they compete with the parties for citizens' dollars, time, and passion." The amount of money spent by these special interests continues to grow, as campaigns become increasingly expensive.

Many Americans have the feeling that these wealthy interests, whether corporations, unions or PACs, are so powerful that ordinary citizens can do little to counteract their influences. Some views suggest that the political structure of the USA is in many respects an oligarchy.

Some academic researchers suggest that the drift to an oligarchy has been happening through the influence of corporations, the wealthy and other special interest groups, as individual citizens have less impact than economic elites and organized interest groups upon public policy.


A study by political scientists Martin Gilens (Princeton University) and Benjamin Page (Northwestern University) released in April 2014 suggested that when the preferences of a majority of citizens conflicts with elites, elites tend to prevail. While not characterizing the US as an "oligarchy" or "plutocracy" outright, Gilens and Page do apply the concept of "civil oligarchy" as used by Jeffrey A. Winters with respect to the US. ...*Winters has posited a comparative theory of "Oligarchy", in which the wealthiest citizens – even in a "civil oligarchy" like the USA – dominate policy concerning crucial issues of wealth – and income-protection.* E.J. Dionne Jr. interprets decisions by the Supreme Court as allowing wealthy elites to use economic power to influence political outcomes in their favour.

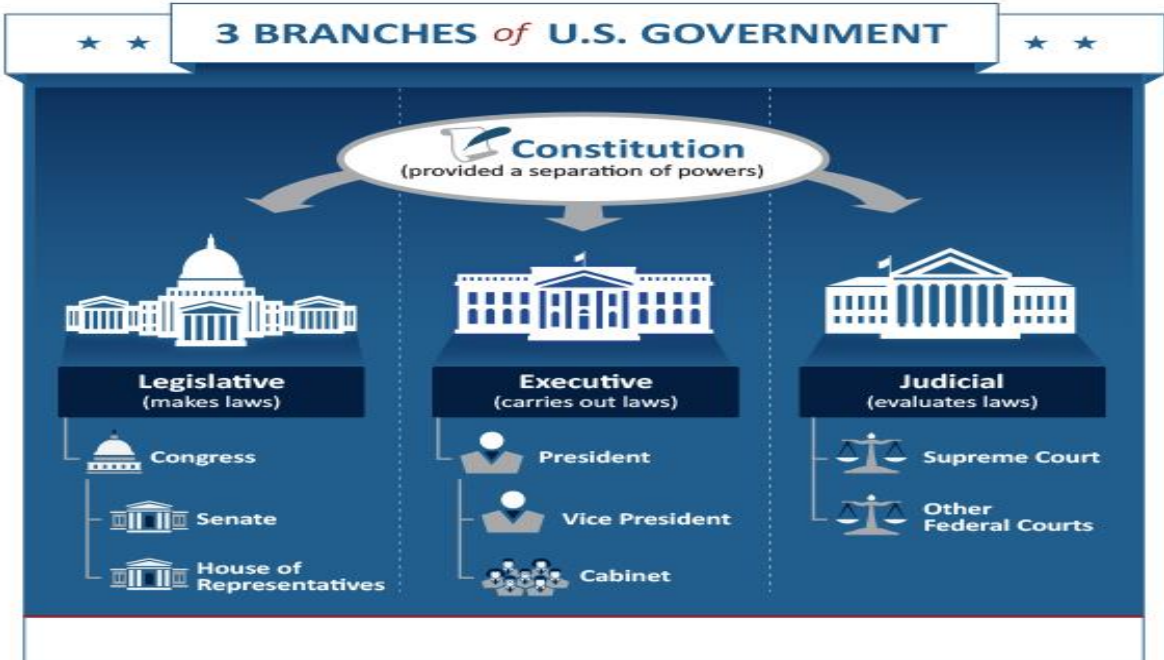
Paul Krugman said: *The stark reality is that we have a society in which money is increasingly concentrated in the hands of a few people. This threatens to make us a democracy in name only.*

Exercise 1. Render the main idea briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score

USA

Federal government: Constitution Law Taxation
Legislature: Congress: House Speaker Party leaders Congressional districts Senate
Executive: President Vice President Cabinet Federal agencies
Judiciary: Supreme Court Courts of Appeals District Courts Other tribunals
Elections: Presidential elections Midterm elections Off-year elections
Political parties: Democratic Republican Third parties
Federalism: State government Governors Legislatures State courts Local government



POLITICAL LIFE

Government

The USA is a federal republic composed of a national government and fifty state governments.

The political system is dominated by two parties: the Republicans and the Democrats. One of the features of American democracy is low voter turnout.

On the average, less than half the eligible voters participate in federal elections. Also referred to as conservatives and liberals, respectively, Republicans and Democrats differ on certain key social issues. Republicans are generally conservative on social spending and moral issues.

They support cuts in federally sponsored social programs such as welfare. They believe in strengthening institutions such as marriage and the traditional family and usually are opposed to abortion and gay rights. Democrats tend to support federal funding for social programs that favour minorities, the environment, and women's rights. However, critics argue that these two parties set a very narrow range for political debate. Third parties that have emerged on both the left and the right include the Green, Socialist, Farm-Labour, Reform, and Libertarian parties.

The powers and responsibilities of the Federal government are set out in the Constitution, which was adopted in 1789. The national government consists of three branches that are intended to provide "checks and balances" against abuses of power. These branches are the executive, the legislative, and the judicial. The executive branch includes the President and federal agencies that regulate everything from agriculture to the military. The legislative branch includes members elected to the upper and lower houses of Congress: the Senate and the House of Representatives.

The judicial branch consists of the Supreme Court and the U.S. Court of Appeals.

At the state level, government is designed along the same lines, with elected governors, senators, and assembly members and state courts. The smallest unit of government is the county, which has an elected board, but not all states have a system of county governments.

With the exception of the President, officials are elected directly, on the basis of popular vote.

The President is elected by the Electoral College. Each state has as many electors as it has senators and representatives, the latter of which are awarded according to population. Electors vote as a bloc within each state. This means that all electoral votes in a state go to the candidate with the plurality of the popular vote within that state. A candidate must win 270 electoral votes to win the election. This system is controversial because it is possible for a President to win a national election without winning a national majority of the popular vote, as happened in the presidential election of 2000.

Leadership & Public Officials

With the exception of local-level offices, politics is highly professionalized: most people who run for political offices are lifelong politicians. Running for a high-level political office is extremely expensive; many politicians in the House and the Senate are wealthy. The expense of winning campaigns requires not only personal wealth, but corporate sponsorship in the form of donations.

Social Problems & Control

Although crime rates have decreased, the USA remains the most violent industrialized nation in the world. The capital city, Washington, D.C., has the highest per capita crime rate in the country.

In the nation as a whole, African-Americans, the poor, and teenagers are the most common victims of violent and nonviolent crime. The country has more people in prison and more people per capita in prison than any other industrialized nation. The prison population is well over 1 mln. These numbers have increased since 1980 as a result of mandatory sentences for drug-related crimes.

Although African-Americans make up only about 12 % of the population, they outnumber white inmates in prison. Both African-American and Hispanic men are far more likely to be imprisoned than are white men. Although rates of imprisonment are on the rise for women, women are far less likely to be imprisoned than men of any race or ethnicity are.

The USA is also the only Western industrialized nation that allows capital punishment, and rates of execution for African-American men are higher than those of any other group.

Cities are perceived to be very dangerous, but crime rate is not consistently higher in urban areas than in rural areas. The elderly tend to be the most fearful of crime but are not its most common victims. Tough penalties for violent crime are often perceived to be a solution, and it is on this basis that the death penalty is defended. Interestingly, Florida and Arizona, which have the death penalty, have the highest rates of violent crime in the country.

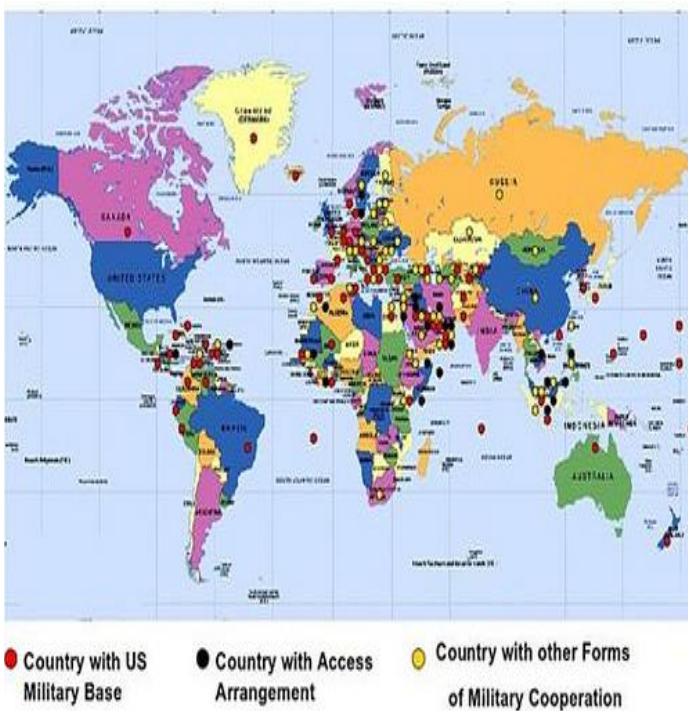
The vast majority of crimes in all categories are committed by white males, but in popular culture and the popular imagination, violent criminal tendencies are often associated with African-American and Hispanic males. This perception legitimates a controversial practice called racial profiling, in which African-American and Hispanic men are randomly stopped, questioned, or searched by police.

Historically, immigrant groups that constituted the urban "rabble" of their day were the subject of intense policing efforts and were believed to have propensities for vice and crime.

Military Activity

The country has officially been at peace since World War II but has unofficially been in almost continuous military conflict. These conflicts have included frequent interventions in Central and South America, the Middle East, and Africa. During the period between the end of World War II and the breakup of the Soviet Union (1989), military interventions frequently involved Cold War motivations.

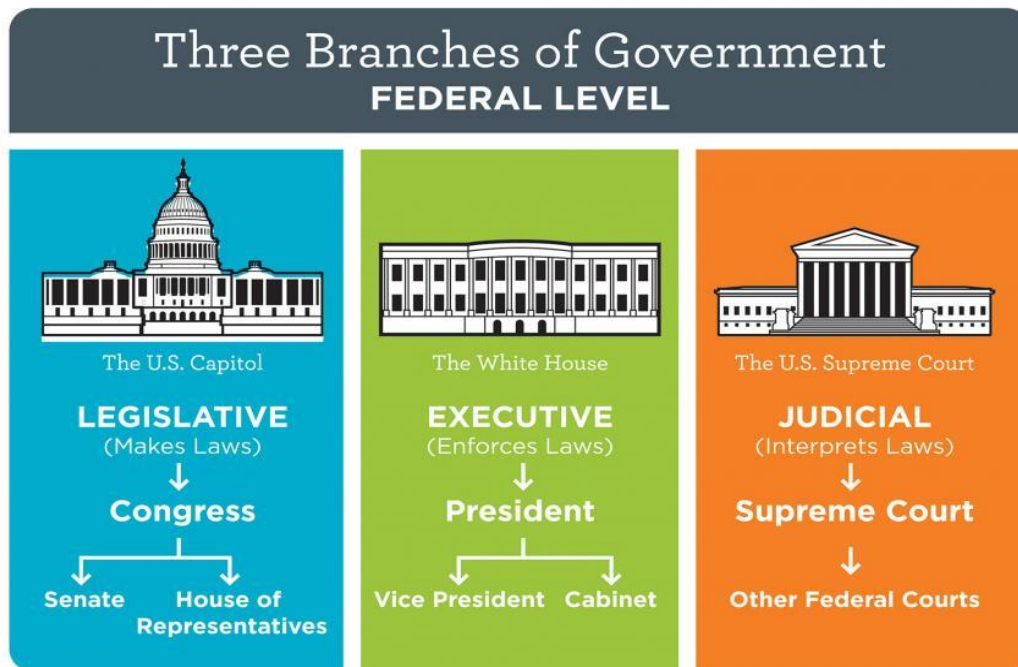
Since that time, the country has used its military forces against Iraq and has supported efforts by other governments to fight the drug war in Central America.



US military presence overseas

THE POLITICAL SYSTEM OF THE USA

The USA is a presidential republic. The Head of it is the President. The head of the state has the real power. How many states are there in the USA? The USA consists of 50 states. The flag of the USA is popularly called "The stars and Stripes and old Glory". It consists of 13 horizontal stripes equal to the number of the original states and 50 stars equal to number of states today. The political system consists of three branches: executive, legislative, judicial.



- The legislative branch of the US Government, or the Congress, represents all of the American states. It consists of two parts. What are they?

- They are the House of Representatives and the Senate. The vice-president is the head of the Congress. Each state has two senators, who are elected every 6 years.

The job of the Congress is to make laws. The President can veto a bill.

The House of Representatives can also impeach the President. The executive branch puts the country's laws into effect. The President of the USA is a member of the executive branch.

The President must be at least 35 years old, and be a natural citizen of the USA. The judicial branch of the government is the system of courts in the USA. Its job is to enforce laws.

The Supreme Court is the Highest Court in the country. It consists of 9 justices: one Chief Justice and 8 associate justices.

- When was the constitution of the USA written?
 - The USA constitution was written in 1787.
 - You are right. It is the oldest constitution in the world.

The USA Constitution, written in 1787, established the country's political system and is the basis for its laws. In 200 years the USA has changed a lot. Yet the Constitution works as well as when it was written. One reason is that the constitution can be changed. (The 15th Amendment gave black Americans the right to vote). Another reason is that the basic principles of the Constitution can be applied and interpreted differently at different times. When was the constitution changed? – The constitution works as it was written. There are two main parties in the USA. They are the Democratic Party (organized in the 1820th) and the Republican Party (organized in the 1850s).

The symbol of the Republican Party is an elephant. The symbol of the Democratic Party is a donkey.

Exercise 1. Choose the correct variant.

1. What is the symbol of the Republican Party? a) elephant b) horse c) donkey d) mouse
2. Who was the first president of the USA? a) Washington b) Lincoln c) Jefferson d) Kennedy
3. What office does the American president work? a) square b) light c) oval d) triangular

Exercise 2. Try to understand the information.

Today, there are two major political parties in the USA, the Democratic and the Republican.

The Democratic Party evolved from the party of Thomas Jefferson, formed before 1800.

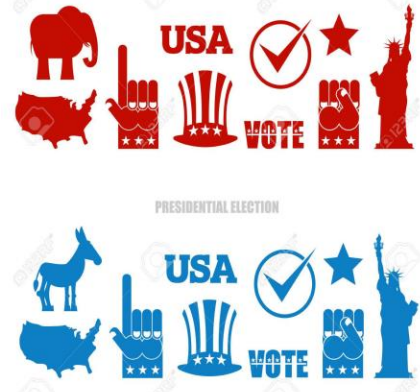
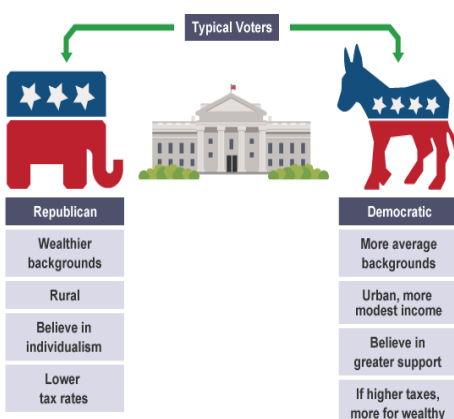
The Republican Party was established in the 1850s by Abraham Lincoln and others who opposed the expansion of slavery. The Democratic Party is considered to be the more liberal party, and the Republican, the more conservative. Democrats generally believe that government has an obligation to provide social and economic programs for those who need them.

Republicans are not necessarily opposed to such programs but believe they are too costly to taxpayers. Republicans put more emphasis on encouraging private enterprise in the belief that a strong private sector makes citizens less dependent on government. Both major parties have supporters among a wide variety of Americans and embrace a wide range of political views.

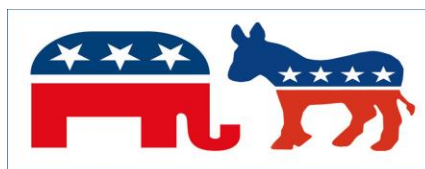
Americans do not have to join a political party to vote or to be a candidate for public office, but running for office without the money and campaign workers a party can provide is difficult. It is the two major parties that organize and dominate government at both the national and state levels.

Exercise 3. Answer the questions.

1. What is the USA?
2. Who is the head of it?
3. Has the head of the state the real power?
4. How many states are there in the USA?
5. How is the flag of the USA popularly called?
6. How many stripes and stars are there?
7. How many branches are there in the political system of the USA?
8. What are they?
9. When was the constitution of the USA written?
10. What did the USA Constitution establish?
11. Has the USA changed in 200 years?
12. What is the Highest Court in the country?
13. What Amendment gave black Americans the right to vote?
14. Can the House of Representatives impeach the President?
15. When was the constitution changed?
16. The basic principles of the Constitution can be applied and interpreted differently at different times, can't they?
17. How many parties are there in the USA?
18. What are they?
19. What is the symbol of the Republican Party?
20. What is the symbol of the Democratic Party?



Republican elephant and Democratic donkey are symbols of political parties in the USA.



THE GOVERNMENT OF THE USA

The government of the USA is the federal government of the republic of 50 states that constitute the USA, as well as one capital district, and several other territories.

The federal government is composed of three distinct branches: legislative, executive and judicial, whose powers are vested by the U.S. Constitution in the Congress, the President, and the federal courts, including the Supreme Court, respectively.

The powers and duties of these branches are further defined by acts of Congress, including the creation of executive departments and courts inferior to the Supreme Court.

The full name of the republic is "The USA of America". No other name appears in the Constitution, and this is the name that appears on money, in treaties, and in legal cases to which it is.

The terms "Government of the USA of America" or "USA Government" are often used in official documents to represent the federal government as distinct from the states collectively.

In casual conversation or writing, the term "Federal Government" is often used, and the term "National Government" is sometimes used.

The terms "Federal" and "National" in government agency or program names generally indicate affiliation with the federal government (Federal Bureau of Investigation, National Oceanic and Atmospheric Administration). Because the seat of government is in Washington, D.C., "Washington" is commonly used as a metonym for the federal government. The outline of the government of the USA is laid out in the Constitution. The government was formed in 1789, making the USA one of the world's first, if not the first, modern national constitutional republic.

The USA government is based on the principle of federalism, in which power is shared between the federal government and state governments.

The details of American federalism, including what powers the federal government should have and how those powers can be exercised, have been debated ever since the adoption of the Constitution.

Some make the case for expansive federal powers while others argue for a more limited role for the central government in relation to individuals, the states or other recognized entities.

Since the U.S. Civil War, the powers of the federal government have generally expanded greatly, although there have been periods since that time of legislative branch dominance (the decades immediately following the Civil War) or when states' rights proponents have succeeded in limiting federal power through legislative action, executive prerogative or by constitutional interpretation by the courts. One of the theoretical pillars of the USA Constitution is the idea of "checks and balances" among the powers and responsibilities of the three branches of American government: the executive, the legislative and the judiciary.

While the legislative (Congress) has the power to create law, the executive (President) can veto any legislation – an act which, in turn, can be overridden by Congress.

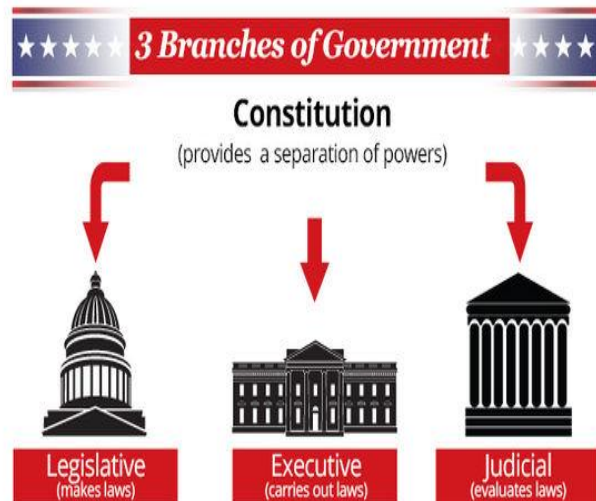
The President nominates judges to the nation's highest judiciary authority (Supreme Court), but those nominees must be approved by Congress. The Supreme Court, in its turn, has the power to invalidate as "unconstitutional" any law passed by the Congress. These and other examples are examined in more detail in the text below. The USA Congress is the legislative branch of the federal government. It is bicameral, comprising the House of Representatives and the Senate.

The Constitution grants numerous powers to Congress. Enumerated in Article I, Section 8, these include the powers to levy and collect taxes; to coin money and regulate its value; provide for punishment for counterfeiting; establish post offices and roads, issue patents, create federal courts inferior to the Supreme Court, combat piracies and felonies, declare war, raise and support armies, provide and maintain a navy, make rules for the regulation of land and naval forces, provide for, arm and discipline the militia, exercise exclusive legislation in the District of Columbia, and to make laws necessary to properly execute powers.

Over the two centuries since the USA was formed, many disputes have arisen over the limits on the powers of the federal government.

These disputes have often been the subject of lawsuits that have ultimately been decided by the USA Supreme Court. The House currently consists of 435 voting members, each of whom represents a congressional district. The number of representatives each state has in the House is based on each state's population as determined in the most recent USA Census. All 435 representatives serve a two-year term. Each state receives a minimum of one representative in the House. In order to be elected as a representative, an individual must be at least 25 years of age, must have been a U.S. citizen for at least seven years, and must live in the state that he or she represents.

There is no limit on the number of terms a representative may serve. In addition to the 435 voting members, there are six non-voting members, consisting of five delegates and one resident commissioner. There is one delegate each from the District of Columbia, Guam, the Virgin Islands, American Samoa and the Commonwealth of the Northern Mariana Islands, and the resident commissioner from Puerto Rico. In contrast, the Senate is made up of two senators from each state, regardless of population. There are currently 100 senators (two from each of the 50 states), who each serve six-year terms. Approximately one third of the Senate stands for election every two years.



LEGISLATIVE



- ★ Makes laws
- ★ Approves presidential appointments
- ★ Two senators from each state
- ★ The number of congressmen is based on population

EXECUTIVE



- ★ Signs laws
- ★ Vetoes laws
- ★ Pardons people
- ★ Appoints federal judges
- ★ Elected every four years

JUDICIAL



- ★ Decides if laws are constitutional
- ★ Are appointed by the president
- ★ There are 9 justices
- ★ Can overturn rulings by other judges

THE USA HOUSE OF REPRESENTATIVES

The USA House of Representatives is one of the two houses of the USA Congress (a bicameral legislature). It is frequently referred to as *The House*. The other house is the Senate.

The composition and powers of the House are established in Article 1 of the USA Constitution.

The major power of the House is to pass federal legislation that affects the entire country, although its bills must also be passed by the Senate and further agreed to by the U.S. President before becoming law (unless both the House and Senate re-pass the legislation with a two-thirds majority in each chamber).

The House has some exclusive powers: the power to initiate revenue bills, to impeach officials (impeached officials are subsequently tried in the Senate), and to elect the U.S. President in case there is no majority in the Electoral College. Each U.S. state is represented in the House in proportion to its population as measured in the census, but every state is entitled to at least one representative.

The most populous state, California, currently has 53 representatives. On the other end of the spectrum, there are seven states with only one representative each (Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming). The total number of voting representatives is fixed by law at 435. In addition there are seven non-voting Representatives who have a voice on the floor and a vote in committees, but no vote on the floor. The Speaker of the House, who presides over the chamber, is elected by the members of the House, and is therefore traditionally the leader of the House Democratic Caucus or the House Republican Conference, whichever party has more voting members. The House meets in the south wing of the USA Capitol. Under the Articles of Confederation, Congress was a unicameral body in which each state held only one vote.

After 8 years of a more limited federal government under the Articles, numerous political leaders, such as James Madison and Alexander Hamilton, initiated the Constitutional Convention in 1787, which received the Confederation Congress's permission to "amend the Articles of Confederation".

All states except Rhode Island agreed to send delegates.

The issue of how Congress was to be structured was one of the most divisive among the founders during the Convention. Edmund Randolph's Virginia Plan called for a bicameral Congress: the lower house would be "of the people", elected directly by the people of the USA and representing public opinion, and a more deliberative upper house that would represent the individual states, and would be less susceptible to variations of mass sentiment, would be elected by the lower house.

The House is referred to as the lower house, with the Senate being the upper house, although the USA Constitution does not use that terminology. Both houses' approval is necessary for the passage of legislation. The Virginia Plan drew the support of delegates from large states such as Virginia, Massachusetts, and Pennsylvania, as it called for representation based on population.

The smaller states, however, favoured the New Jersey Plan, which called for a unicameral Congress with equal representation for the states. Eventually, the Convention reached the Connecticut Compromise, or the Great Compromise, under which one house of Congress (the House of Representatives) would provide representation proportional to each state's population, whereas the other (the Senate) would provide equal representation amongst the states. The requisite number of states (9 out of the 13) ratified the Constitution in 1788, but its implementation was set for March 10, 1789.

The House began work on April 1, 1789, when it achieved a quorum for the first time. During the first half of the 19th century, the House was frequently in conflict with the Senate over regionally divisive issues, including slavery. The North was much more populous than the South, and therefore dominated the House of Representatives. However, the North held no such advantage in the Senate, where the equal representation of states prevailed. Regional conflict was most pronounced over the issue of slavery. Conflict over slavery and other issues persisted until the Civil War (1861-1865), which began soon after several southern states attempted to secede from the Union.

The war culminated in the South's defeat and in the abolition of slavery. Because all southern senators except Andrew Johnson resigned their seats at the beginning of the war, the Senate did not have the balance of power between North and South during the war.

The years of Reconstruction that followed witnessed large majorities for the Republican Party, which many Americans associated with the Union's victory in the Civil War and the ending of slavery.

The Reconstruction period ended in about 1877; the ensuing era, known as the Gilded Age, was marked by sharp political divisions in the electorate. The Democratic and the Republican Party held majorities in the House at various times. The late 19th and early 20th centuries also saw a dramatic increase in the power of the Speaker of the House.

The rise of the Speaker's influence began in the 1890s, during tenure of Republican Thomas Brackett Reed. "Czar Reed", as he was nicknamed, attempted to put into effect his view that "the best system is to have one party govern and the other party watch".

The leadership structure of the House also developed during approximately the same period, with the positions of Majority Leader and Minority Leader being created in 1899. While the Minority Leader was the head of the minority party, the Majority Leader remained subordinate to the Speaker.

The Speakership reached its zenith during the term of Republican Joseph Gurney Cannon, 1903 to 1911. The powers of the Speaker included chairmanship of the influential Rules Committee and the ability to appoint members of other House committees.

These powers, however, were curtailed in the "Revolution of 1910" because of the efforts of Democrats and dissatisfied Republicans who opposed Cannon's arguably heavy-handed tactics.

The Democratic Party dominated the House of Representatives during the administration of President Franklin D. Roosevelt (1933-1945), often winning over two-thirds of the seats.

Both Democrats and Republicans were in power at various times during the next decade.

The Democratic Party maintained control of the House from 1955 until 1995.

In the mid-1970s, there were major reforms of the House, strengthening the power of sub-committees at the expense of committee chairs and allowing party leaders to nominate committee chairs.

These actions were taken to undermine the seniority system, and to reduce the ability of a small number of senior members to obstruct legislation they did not favour. There was also a shift from the 1990s to greater control of the legislative program by the majority party; the power of party leaders (especially the Speaker) grew considerably.

The Republicans took control of the House in 1995, under the leadership of Speaker Newt Gingrich. Gingrich attempted to pass a major legislative program, the Contract with America on which the House Republicans had been elected, and made major reforms of the House, notably reducing the tenure of committee chairs to three two-year terms. Many elements of the Contract did not pass Congress, were vetoed by President Bill Clinton, or were substantially altered in negotiations with Clinton. The Republicans held on to the House until 2006, when the Democrats won control and Nancy Pelosi was subsequently elected by the House as the first female Speaker. The Republicans retook the House in 2011, the largest shift of power since the 1930s.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

DIFFERENT POWERS

The House and Senate each have particular exclusive powers. The Senate must approve (give "advice and consent" to) many important Presidential appointments, including cabinet officers, federal judges (including nominees to the Supreme Court), department secretaries (heads of federal executive branch departments), U.S. military and naval officers, and ambassadors to foreign countries.

All legislative bills for raising revenue must originate in the House of Representatives.

The approval of both chambers is required to pass any legislation, which then may only become law by being signed by the President (if the President vetoes the bill, both houses of Congress then re-pass the bill, but by a two-thirds majority of each chamber, in which case the bill becomes law without the President's signature).

The powers of Congress are limited to those enumerated in the Constitution; all other powers are reserved to the states and the people. The Constitution also includes the "Necessary and Proper Clause", which grants Congress the power to "make all laws which shall be necessary and proper for carrying into execution the foregoing powers." Members of the House and Senate are elected by first-past-the-post voting in every state except Louisiana, California and Washington, which have runoffs.

Congress has the power to remove the President, federal judges, and other federal officers from office. The House of Representatives and Senate have separate roles in this process.

The House must first vote to "impeach" the official. Then, a trial is held in the Senate to decide whether the official should be removed from office.

Although two presidents have been impeached by the House of Representatives (Andrew Johnson and Bill Clinton), neither of them was removed following trial in the Senate.

Article I, Section 2, paragraph 2 of the U.S. Constitution gives each chamber the power to "determine the rules of its proceedings". From this provision were created congressional committees, which do the work of drafting legislation and conducting congressional investigations into national matters. The 108th Congress (2003-2005) had 19 standing committees in the House and 17 in the Senate, plus four joint permanent committees with members from both houses overseeing the Library of Congress, printing, taxation and the economy. In addition, each house may name special, or select, committees to study specific problems. Today, much of the congressional workload is borne by subcommittees, of which there are some 150. The USA Capitol is the seat of government for Congress.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What are powers of the House of Representatives and Senate? 2. What is required to pass any legislation? 3. Are the powers of Congress limited to those enumerated in the Constitution? 4. What grants Congress the power to "make all laws which shall be necessary and proper for carrying into execution the foregoing powers? 5. How are members of the House and Senate elected? 6. Which states have runoffs? 7. What power has Congress? 8. What must first vote to "impeach" the official? 9. How many presidents have been impeached by the House of Representatives? 10. Who are they? 11. Which article gives each chamber the power to "determine the rules of its proceedings"?



CONGRESSIONAL OVERSIGHT

Congressional oversight is intended to prevent waste and fraud, protect civil liberties and individual rights, ensure executive compliance with the law, gather information for making laws and educating the public, and evaluate executive performance.

It applies to cabinet department, executive agencies, regulatory commissions and the presidency.

Congress's oversight function takes many forms:

- Committee inquiries and hearings.
- Formal consultations with and reports from the President.
- Senate advice and consent for presidential nominations and for treaties.
- House impeachment proceedings and subsequent Senate trials.
- House and Senate proceedings under the 25th Amendment in the event that the President becomes disabled or the office of the Vice President falls vacant.
- Informal meetings between legislators and executive officials.
- Congressional membership: each state is allocated a number of seats based on its representation in the House of Representatives. Each state is allocated two Senators regardless of its population.

As of January 2010, the District of Columbia elects a non-voting representative to the House of Representatives along with American Samoa, the U.S. Virgin Islands, Guam, Puerto Rico and the Northern Mariana Islands.

Executive branch

The executive power in the federal government is vested in the President of the USA, although power is often delegated to the Cabinet members and other officials. The President and Vice President are elected as running mates by the Electoral College, for which each state, as well as the District of Columbia, is allocated a number of seats based on its representation (or ostensible representation, in the case of D.C.) in both houses of Congress. The President is limited to a maximum of two four-year terms. If the President has already served two years or more of a term to which some other person was elected, he may only serve one more additional four-year term.

President

The executive branch consists of the President and those to whom the President's powers are delegated. The President is the head of state and government, as well as the military commander-in-chief and chief diplomat. The President, according to the Constitution, must "take care that the laws be faithfully executed", and "preserve, protect and defend the Constitution".

The President presides over the executive branch of the federal government, an organization numbering about 5 million people, including 1 million active – duty military personnel and 600,000 postal service employees. The forty-fourth and current president is Barack Obama.

The President may sign legislation passed by Congress into law or may veto it, preventing it from becoming law unless two-thirds of both houses of Congress vote to override the veto.

The President may unilaterally sign treaties with foreign nations.

However, ratification of international treaties requires a two-thirds majority vote in the Senate.

The President may be impeached by a majority in the House and removed from office by a two-thirds majority in the Senate for "treason, bribery, or other high crimes and misdemeanors".

The President may not dissolve Congress or call special elections but does have the power to pardon, or release, criminals convicted of offenses against the federal government (except in cases of impeachment), enact executive orders, and (with the consent of the Senate) appoint Supreme Court justices and federal judges.

Exercise 1. Digest the information briefly in English.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Describe the functions of Vice President.

The Vice President is the second-highest executive official in rank of the government. As first in the U.S. presidential line of succession, the Vice President becomes President upon the death, resignation, or removal of the President, which has happened nine times in U.S. history.

Under the Constitution, the Vice President is President of the Senate. By virtue of this role, he or she is the head of the Senate. In that capacity, the Vice President is allowed to vote in the Senate, but only when necessary to break a tie vote. Pursuant to the 12th Amendment, the Vice President presides over the joint session of Congress when it convenes to count the vote of the Electoral College. While the Vice President's only constitutionally prescribed functions, aside from presidential succession, relate to his or her role as President of the Senate, the office is now commonly viewed as a member of the executive branch of the federal government.

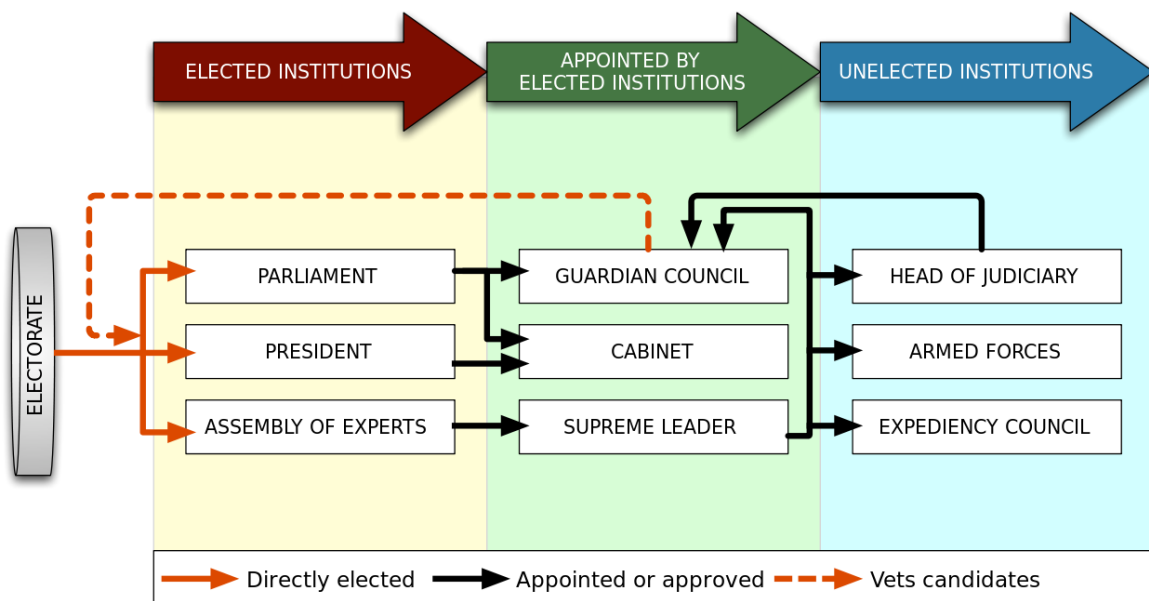
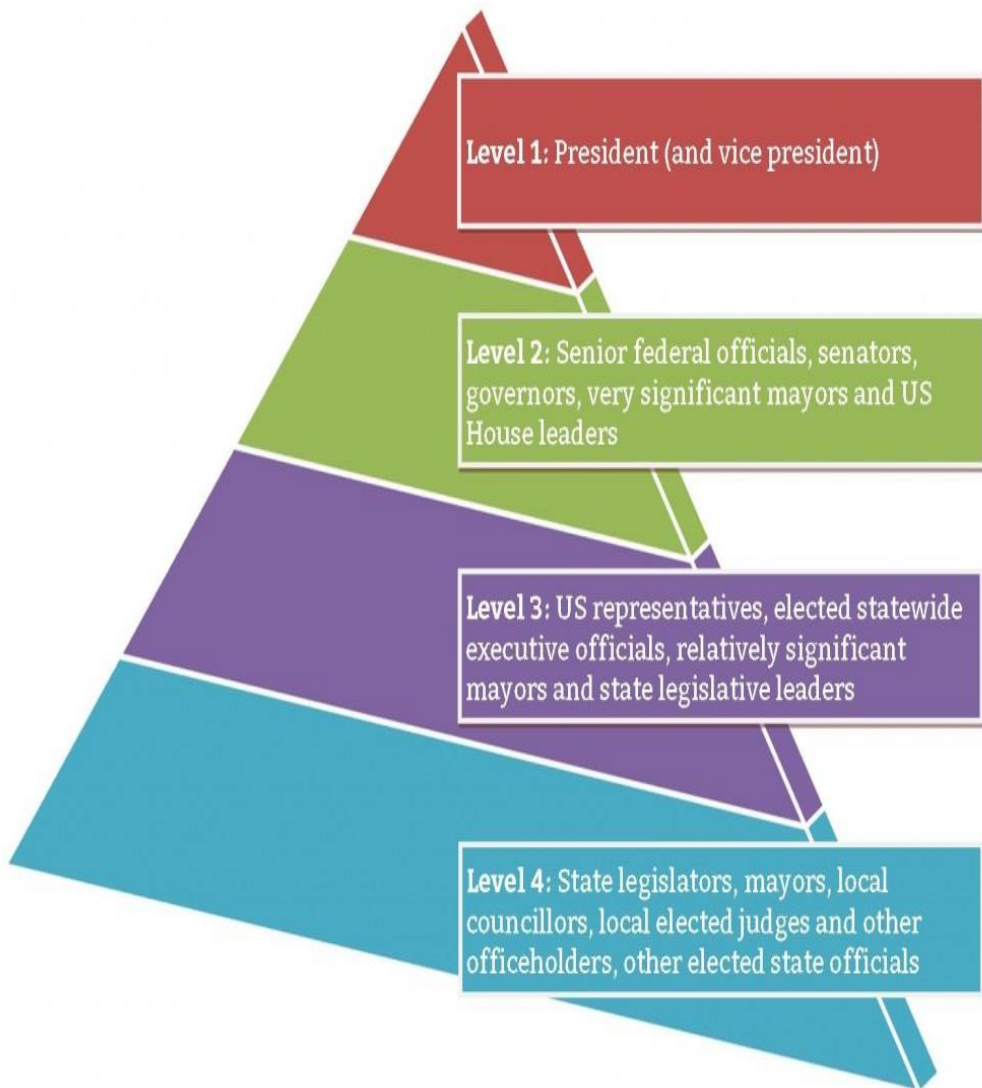
The U.S. Constitution does not expressly assign the office to any one branch, causing scholars to dispute whether it belongs to the executive branch, the legislative branch, or both.

Exercise 4. Characterize the structure of cabinet & executive departments & agencies.

The day-to-day enforcement and administration of federal laws is in the hands of the various federal executive departments, created by Congress to deal with specific areas of national and international affairs. The heads of the 15 departments, chosen by the President and approved with the "advice and consent" of the U.S. Senate, form a council of advisers generally known as the President's "Cabinet".

In addition to departments, a number of staff organizations are grouped into the Executive Office of the President. These include the White House staff, the National Security Council, the Office of Management and Budget, the Council of Economic Advisers, the Council on Environmental Quality, the Office of the U.S. Trade Representative, the Office of National Drug Control Policy and the Office of Science and Technology Policy. The employees in these USA government agencies are called federal civil servants. There are also independent agencies such as the USA Postal Service, the National Aeronautics and Space Administration (NASA), the Central Intelligence Agency (CIA), the Environmental Protection Agency, and the USA Agency for International Development. In addition, there are government-owned corporations such as the Federal Deposit Insurance Corporation and the National Railroad Passenger Corporation. The Judiciary explains and applies the laws. This branch does it by hearing and eventually making decisions on various legal cases.





OVERVIEW OF THE FEDERAL JUDICIARY

Article III section I of the Constitution establishes the Supreme Court of the USA and authorizes the USA Congress to establish inferior courts as their need shall arise.

Section I establishes lifetime tenure for all federal judges and states that their compensation may not be diminished during their time in office. Article II section II establishes that all federal judges are to be appointed by the president and confirmed by the USA Senate.

The Judiciary Act of 1789 subdivided the nation jurisdictionally into judicial districts and created federal courts for each district. The three tiered structure of this act established the basic structure of the national judiciary: the Supreme Court, 13 courts of appeals, 94 district courts, and two courts of special jurisdiction. Congress retains the power to re-organize or even abolish federal courts lower than the Supreme Court.

The U.S. Supreme Court adjudicates "cases and controversies"— matters pertaining to the federal government, disputes between states, and interpretation of the USA Constitution, and, in general, can declare legislation or executive action made at any level of the government as unconstitutional, nullifying the law and creating precedent for future law and decisions.

The USA Constitution does not grant the judicial branch the power of judicial review (the power to declare a law Unconstitutional). There have been instances in the past where such declarations have been ignored by the other two branches. Below the U.S. Supreme Court are the USA Courts of Appeals, and below them in turn are the USA District Courts, which are the general trial courts for federal law, and for certain controversies between litigants who are not deemed citizens of the same state ("diversity jurisdiction"). There are three levels of federal courts with *general jurisdiction*, meaning that these courts handle criminal cases and civil lawsuits between individuals.

The other courts, such as the bankruptcy courts and the Tax Court, are specialized courts handling only certain kinds of cases ("subject matter jurisdiction"). The Bankruptcy Courts are "under" the district courts, and as such are not considered part of the "Article III" judiciary and also as such their judges do not have lifetime tenure, nor are they constitutionally exempt from diminution of their remuneration. The Tax Court is not an Article III court (but is, instead an "Article I Court").

The district courts are the trial courts wherein cases that are considered under the Judicial Code (Title 28, USA Code) consistent with the jurisdictional precepts of "federal question jurisdiction" and "diversity jurisdiction" and "pendent jurisdiction" can be filed and decided.

The district courts can also hear cases under "removal jurisdiction", wherein a case brought in State court meets the requirements for diversity jurisdiction, and one party litigant chooses to "remove" the case from state court to federal court. The USA Courts of Appeals are appellate courts that hear appeals of cases decided by the district courts, and some direct appeals from administrative agencies, and some interlocutory appeals.

The U.S. Supreme Court hears appeals from the decisions of the courts of appeals or state supreme courts, and in addition has original jurisdiction over a small number of cases. The judicial power extends to cases arising under the Constitution, an Act of Congress; a U.S. treaty; cases affecting ambassadors, ministers and consuls of foreign countries in the U.S.

Cases and controversies to which the federal government is a party; controversies between states (or their citizens) and foreign nations (or their citizens or subjects); and bankruptcy cases (collectively "federal-question jurisdiction"). The 11th Amendment removed from federal jurisdiction cases in which citizens of one state were the plaintiffs and the government of another state was the defendant. It did not disturb federal jurisdiction in cases in which a state government is a plaintiff and a citizen of another state the defendant. The power of the federal courts extends both to civil actions for damages and other redress, and to criminal cases arising under federal law. The interplay of the Supremacy Clause and Article III has resulted in a complex set of relationships between state and federal courts.

Federal courts can sometimes hear cases arising under state law pursuant to diversity jurisdiction. State courts can decide certain matters involving federal law, and a handful of federal claims are primarily reserved by federal statute to the state courts (those arising from the Telephone Consumer Protection Act of 1991). Both court systems thus can be said to have exclusive jurisdiction in some areas and concurrent jurisdiction in others.

The U.S. Constitution safeguards judicial independence by providing that federal judges shall hold office "during good behaviour"; in practice, this usually means they serve until they die, retire, or resign. A judge who commits an offense while in office may be impeached in the same way as the President or other officials of the federal government. U.S. judges are appointed by the President, subject to confirmation by the Senate. Another Constitutional provision prohibits Congress from reducing the pay of any Article III judge (Congress is able to set a lower salary for all future judges that take office after the reduction, but may not decrease the rate of pay for judges already in office).

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Describe the relationships between state and federal courts.

Separate from, but not entirely independent of, this federal court system are the court systems of each state, each dealing with, in addition to federal law when not deemed pre-empted, a state's own laws, and having its own court rules and procedures. Although state governments and the federal government are legally *dual sovereigns*, the Supreme Court of the USA is in many cases the appellate court from the State Supreme Courts (e.g., absent the Court countenancing the applicability of the *doctrine of adequate and independent State grounds*).

The Supreme Courts of each state are by this doctrine the final authority on the interpretation of the applicable state's laws and Constitution. Many state constitution provisions are equal in breadth to those of the U.S. Constitution, but are considered "parallel" (thus, where, for example, the right to privacy pursuant to a state constitution is broader than the federal right to privacy, and the asserted ground is explicitly held to be "independent", the question can be finally decided in a State Supreme Court – the U.S. Supreme Court will decline to take jurisdiction).

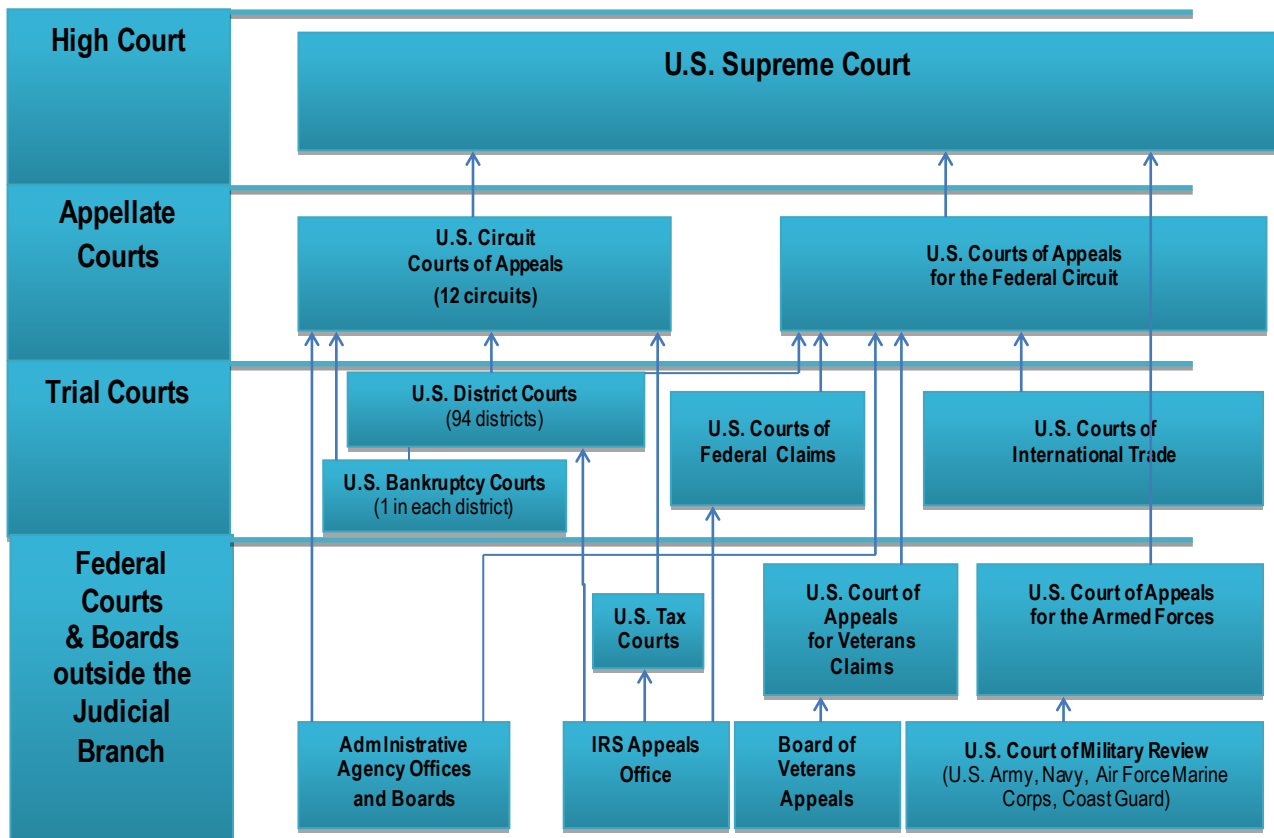
A State Supreme Court, other than of its own accord, is bound *only* by the U.S. Supreme Court's interpretation of federal law, but is *not* bound by interpretation of federal law by the federal court of appeals for the federal circuit in which the state is included, or even the federal district courts located in the state, a result of the *dual sovereigns* concept. Conversely, a federal district court hearing a matter involving only a question of state law (usually through diversity jurisdiction) must apply the substantive law of the state in which the court sits, a result of the application of the *Erie Doctrine*.

However, at the same time, the case is heard under the Federal Rules of Civil Procedure, the Federal Rules of Criminal Procedure and the Federal Rules of Evidence instead of state procedural rules (that is, the application of the *Erie Doctrine* only extends to a requirement that a federal court asserting diversity jurisdiction apply *substantive* state law, but not *procedural* state law, which may be different). Together, the laws of the federal and state governments form U.S. law.

Exercise 3. Find synonyms to the following ones.

Delegate, representation, significant, exception, directly, citizen, specific, body, to chose, original, consider, ability, to vote, resident, to include, to vary, legislature, mostly.





Court system of the USA

Exercise 4. Show the difference between elections & voting.

Suffrage, commonly known as the ability to vote, has changed significantly over time. In the early years of the USA, voting was considered a matter for state governments, and was commonly restricted to white men who owned land.

Direct elections were mostly held only for the U.S. House of Representatives and state legislatures, although what specific bodies were elected by the electorate varied from state to state. Under this original system, both senators representing each state in the U.S. Senate were chosen by a majority vote of the state legislature.

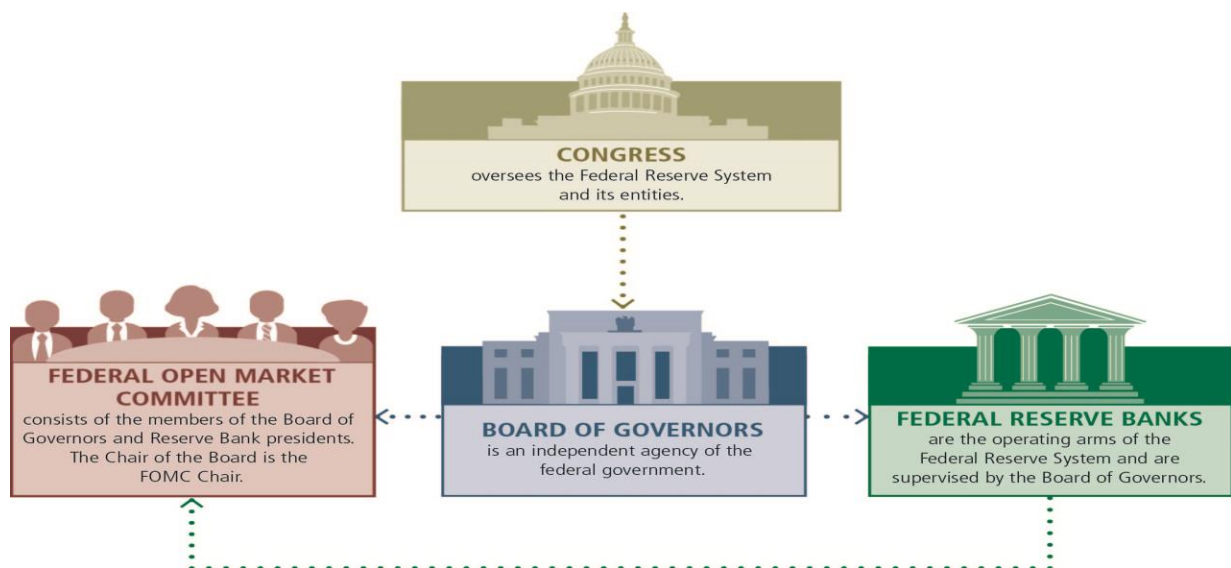
Since the ratification of the 17th Amendment in 1913, members of both houses of Congress have been directly elected. Today, U.S. citizens have almost universal suffrage from the age of 18, regardless of race, gender, or wealth. The only significant exception to this is the disenfranchisement of convicted felons and in some states former felons as well.

Under the U.S. Constitution, the national representation of territories and the federal district of Washington, D.C., in Congress is limited: residents of the District of Columbia are subject to federal laws and federal taxes, but their only congressional representative is a non-voting delegate.

Residents of U.S. territories have varying rights; for example, only some residents of Puerto Rico pay federal income taxes (though all residents must pay all other federal taxes, including import/export taxes, federal commodity taxes and federal payroll taxes, including Social Security and Medicare). All federal laws that are "not locally inapplicable" are automatically the law of the land in Puerto Rico but their current representation in the U.S. Congress is in the form of a Resident Commissioner, a nonvoting delegate.

Exercise 5. Try to understand the notion.

Jurisdiction is the power that a court of law or an official has to carry out legal judgments or to enforce laws. Jurisdiction is a state or other area in which a particular court and system of laws has authority. Jurisdiction is the official power to make legal decisions and judgments. This is the territory or sphere of activity over which the legal authority of a court or other institution extends.



Exercise 6. Describe the functions of state & tribal & local governments.

The states of the USA are divided into counties (in Louisiana and Alaska, parishes and boroughs, respectively). Alaska & Hawaii are not to scale & the Aleutian and uninhabited Northwestern Hawaiian Islands have been omitted. The state governments tend to have the greatest influence over most Americans' daily lives. The 10th Amendment to the USA Constitution prohibits the federal government from exercising any power not delegated to it by the States in the Constitution; as a result, states handle the majority of issues most relevant to individuals within their jurisdiction.

Because state governments are not authorized to print currency, they generally have to raise revenue through either taxes or bonds. As a result, state governments tend to impose severe budget cuts at any time the economy is faltering, which are strongly felt by the public for which they are responsible. Each state has its own written constitution, government and code of laws.

The Constitution stipulates only that each state must have, "a Republican Government".

Therefore, there are often great differences in law and procedure between individual states, concerning issues such as property, crime, health and education, amongst others.

The highest elected official of each state is the Governor. Each state also has an elected state legislature (bicameralism is a feature of every state except Nebraska), whose members represent the voters of the state. Each state maintains its own state court system. In some states, supreme and lower court justices are elected by the people; in others, they are appointed. American Indian tribes are considered "domestic dependent nations" that operate as sovereign governments subject to federal authority but, generally and where possible, outside of the jurisdiction of state governments. Hundreds of laws, executive orders and court cases have modified the governmental status of tribes' vis-à-vis individual states, but the two have continued to be recognized as separate bodies.

Tribal capacity to operate robust governments varies, from a simple council used to manage all aspects of tribal affairs, to large and complex bureaucracies with several branches of government.

Tribes are empowered to form their own governments, with power resting in elected tribal councils, elected tribal chairpersons, or religiously appointed leaders (as is the case with pueblos).

Tribal citizenship and voting rights are typically restricted to individuals of native descent, but tribes are free to set whatever citizenship requirements they wish. The institutions that are responsible for local government within states are typically town, city, or county boards, water, fire management districts, library districts and other similar governmental units, which make laws that affect their particular area. These laws concern issues such as traffic, the sale of alcohol and the keeping of animals.

The highest elected official of a town or city is usually the mayor.

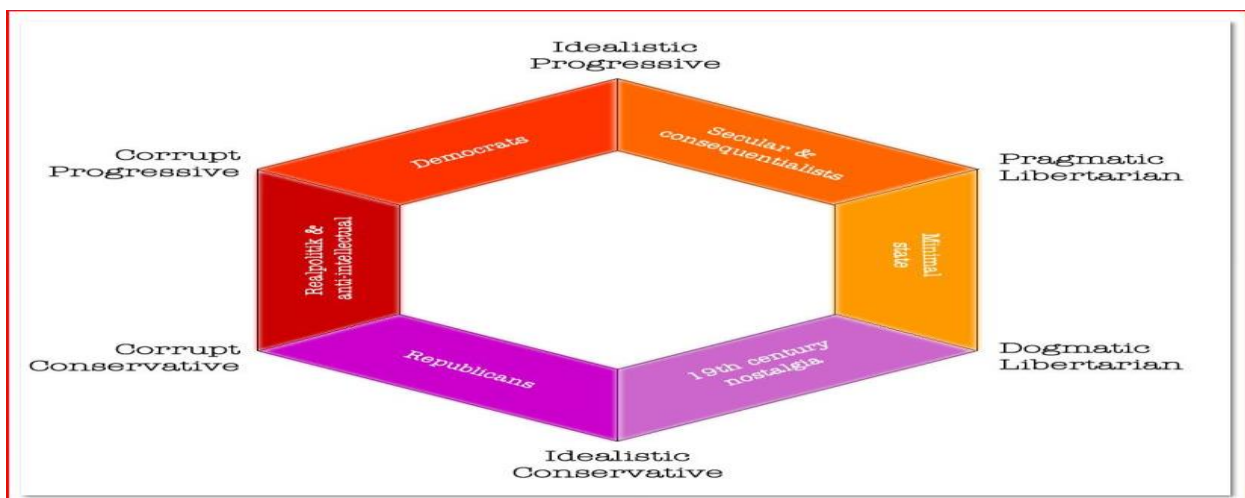
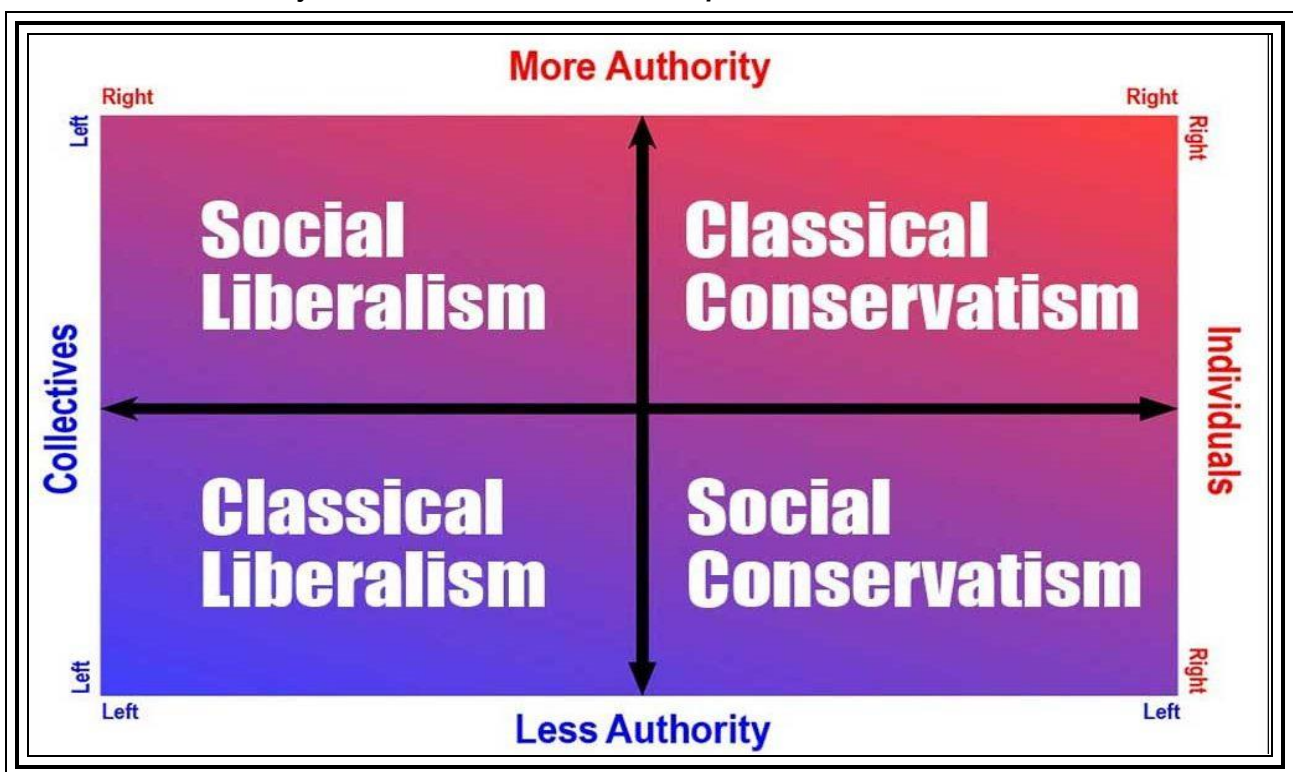
Exercise 7. Try to define the notion.

Liberalism is a political philosophy or worldview founded on ideas of liberty and equality.

The former principle is stressed in classical liberalism while the latter is more evident in social liberalism. Liberals espouse a wide array of views depending on their understanding of these principles, but generally they support ideas such as democratic elections, civil rights, freedom of the press, freedom of religion, free trade, and private property. Liberalism first became a distinct political movement during the Age of Enlightenment, when it became popular among philosophers and economists in the Western world.

Liberalism rejected the notions, common at the time, of hereditary privilege, state religion, absolute monarchy, and the Divine Right of Kings. The 17th-century philosopher John Locke is often credited with founding liberalism as a distinct philosophical tradition. Locke argued that each man has a natural right to life, liberty and property, while adding that governments must not violate these rights based on the social contract. Liberals opposed traditional conservatism and sought to replace absolutism in government with representative democracy and the rule of law.

Exercise 8. Analyze the information and use it in practice.



A new political spectrum

MODERN AMERICAN LIBERALISM

Modern American liberalism is the dominant version of liberalism in the USA. It combines social liberalism with support for social justice and a mixed economy. American liberal causes include voting rights for minorities, reproductive rights for women, support for same-sex marriage, and government programs such as education and health care. It has its roots in T. Roosevelt's New Nationalism, Woodrow Wilson's New Freedom, Franklin D. Roosevelt's New Deal, Harry S. Truman's Fair Deal, John F. Kennedy's New Frontier, and Lyndon B. Johnson's Great Society. Conservatives oppose liberals on most issues; the relationship between liberal and progressive is debated.

Keynesian economic theory has played a central role in the economic philosophy of modern American liberals. The argument has been that national prosperity requires government management of the macro economy, to keep unemployment low, inflation in check, and growth high.

John F. Kennedy defined a liberal as follows: ...someone who looks ahead and not behind, someone who welcomes new ideas without rigid reactions, someone who cares about the welfare of the people – their health, their housing, their schools, their jobs, their civil rights, and their civil liberties – someone who believes we can break through the stalemate and suspicions that grip us in our policies abroad, if that is what they mean by a "Liberal", then I'm proud to say I'm a "Liberal".

Franklin Delano Roosevelt in 1941 defined a liberal party as one "which believes that, as new conditions and problems arise beyond the power of men and women to meet as individuals, it becomes the duty of Government itself to find new remedies with which to meet them.

The liberal party insists that the Government has the definite duty to use all its power and resources to meet new social problems with new social controls – to ensure to the average person the right to his own economic and political life, liberty, and the pursuit of happiness".

Modern American liberals value institutions that defend against economic inequality.

In *The Conscience of a Liberal*, by Paul Krugman, p. 267, he states: "I believe in a relatively equal society, supported by institutions that limit extremes of wealth and poverty. I believe in democracy, civil liberties, and the rule of law. That makes me a liberal, and I'm proud of it."

Liberals often point to the widespread prosperity enjoyed under a mixed economy in the years since World War II. They believe liberty exists when access to necessities like health care and economic opportunity, are available to all, and they champion the protection of the environment.

Modern American liberalism is typically associated with the Democratic Party, as modern American conservatism is associated with the Republican Party. Liberalism is one of the dominant ideologies of the USA. In the 2012 election, 25% of voters who went to the polls identified themselves as *liberals*. A January 2015 poll by NBC News and the Wall Street Journal found that 26% of respondents considered themselves either *very liberal* or *somewhat liberal*.

In the same month, Gallup recorded that *liberal* self-identification reached a record high of 24% in their poll. In early 21st century political discourse in the USA, liberalism has come to include support for reproductive rights for women, including abortion, affirmative action for minority groups historically discriminated against, multilateralism and support for international institutions, support for individual rights over corporate interests, support for universal health care for Americans, support for gay rights and marriage equality, and opposition to tax cuts for the rich.

Today the word "liberalism" is used differently in different countries. One of the greatest contrasts is between the usage in the USA and in Europe.

According to Arthur Schlesinger, Jr. (1956), "Liberalism in the American usage has little in common with the word as used in the politics of any European country, save possibly Britain."

In Europe, liberalism usually means what is sometimes called classical liberalism, a commitment to limited government and laissez-faire economics, and corresponds to the American definition of libertarianism – itself a term which in Europe is instead often applied to left-libertarianism.

This is not consistently the case, as with the Beveridge Group faction within the predominately classically liberal – Liberal Democrats, Liberal People's Party (Sweden), Danish Social Liberal Party, the Democratic Movement (France), the Free Democratic Party of Germany, for example.

Some distinguish between classical liberalism and libertarianism.

In 2011, the Gallup Poll reported that self-identified liberals for decades have been outnumbered by conservatives and moderates, as the graph shows. They make up about 20% of the American population, with about 6% of Americans calling themselves "very liberal". Over the last two decades, the proportion of both liberals and conservatives have increased, while those self-identifying as moderates have decreased. In recent presidential elections, exit polls show that about 20% of the electorate self-identified as "liberal", and, the vast majority of liberals voted in favour of the Democrats.

A 2012 Pew Research Center study found that liberals were the most educated ideological demographic and were tied with the conservative sub-group the "Enterprisers" for the most affluent group. Of those who identified as liberal, 49% were college graduates and 41% had household incomes exceeding \$75,000, compared to 27% and 28% as the national average, respectively.

Liberalism has become the dominant political ideology in academia, with 44-62% identifying as liberal, depending on the exact wording of the survey. This compares with 40-46% liberal identification in surveys from 1969 to 1984. The social sciences and humanities were most liberal, whereas business and engineering departments were the least liberal, though even in the business departments, liberals outnumbered conservatives by two to one. This feeds the common question whether liberals, on average, are more educated than their political counterparts – conservatives.

Two Zogby surveys from 2008 and 2010 indeed affirm that self-identified liberals tend to go to college more than self-identified conservatives. Polls have found that young Americans are considerably more liberal than the general population. As of 2009, 30% of the 18-29 cohorts were liberal. In 2011, this had changed to 28%, with moderates picking up the two percent.

Exercise 1. Render the main idea briefly in English.

Exercise 2. Explain the score of some notions in English.

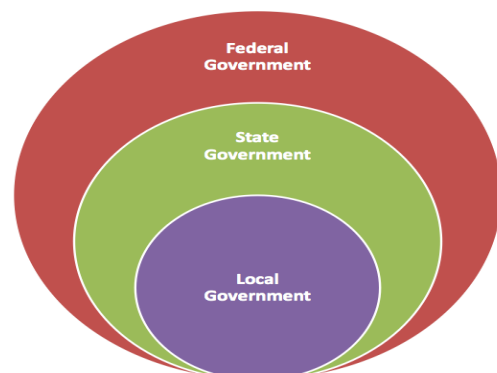
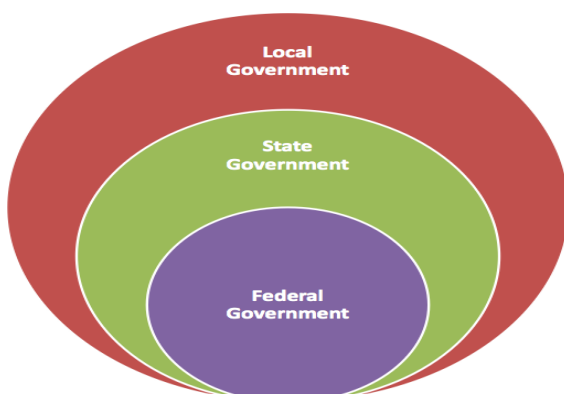
Liberalism is a belief in gradual social progress by changing laws, rather than by revolution.

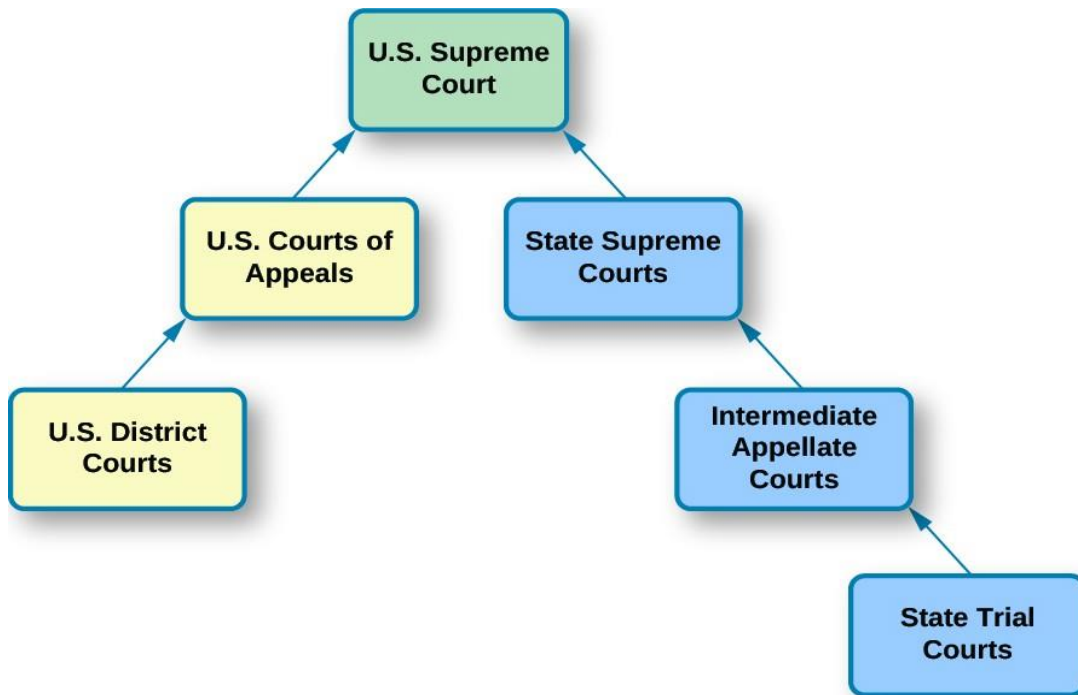
Liberalism is the belief that people should have a lot of political and individual freedom.

Liberality is the quality of being open to new ideas and free from prejudice. Liberalize – remove or loosen restrictions on (something, typically an economic or political system).

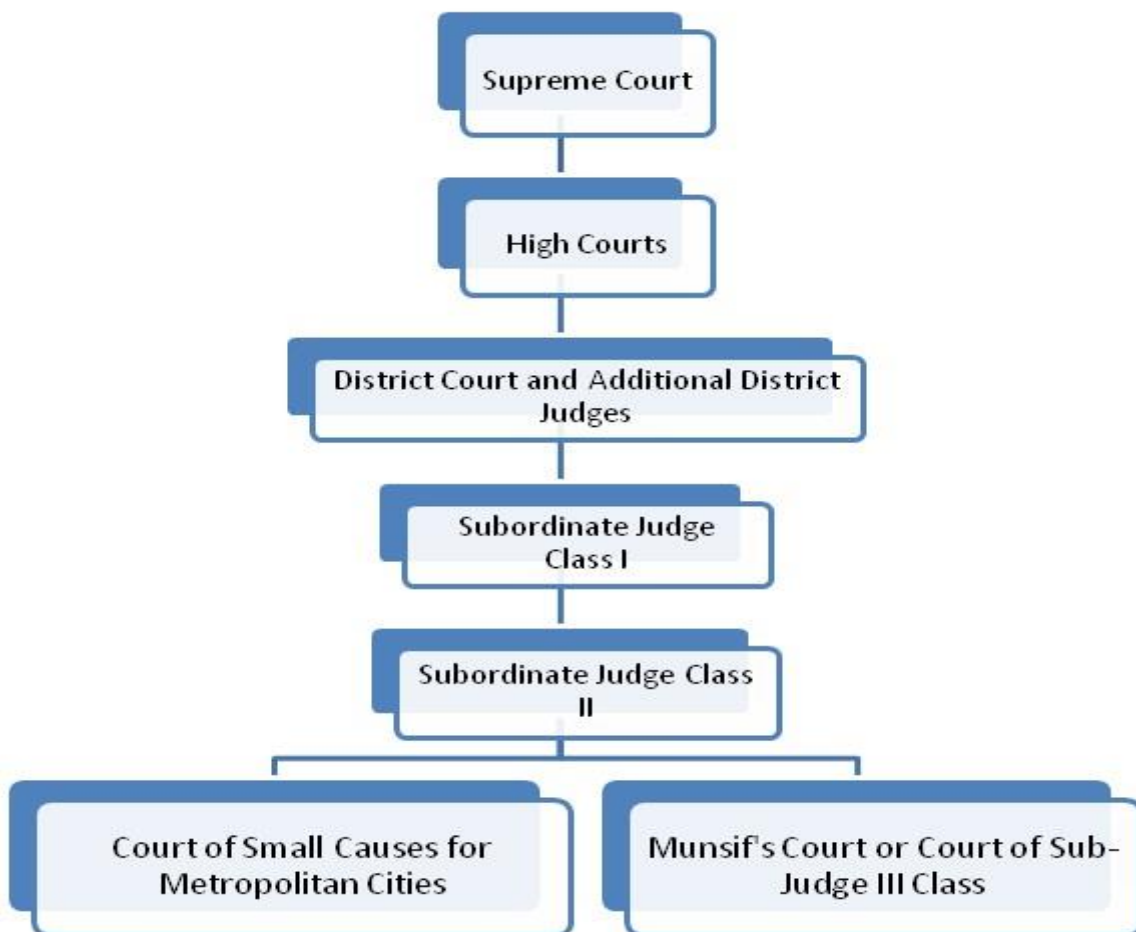
Exercise 3. Analyze the information and make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				





Court system in the USA



CHAPTER VI. AMERICAN ECONOMY

UNIT I. AMERICAN ECONOMY IN GENERAL

INFORMATION IN BRIEF

Economy of the USA



New York City, the financial centre of the USA.

Currency US\$ (USD)

Fiscal year October 1, 2014 – September 30, 2015

Statistics

GDP \$17.555 trillion (Q3 2016)

GDP rank 1st (nominal) / 2nd (PPP) (2016)

GDP growth 5% (real; Q3 2016)

GDP per capita \$53,001 (2016)

GDP by sector Agriculture: 1.2%; Industry: 19%; Services: 80%

Inflation (CPI) 1.7% (2016)

Population below poverty line 14.5% (2013)

Labour force 156.397 million (9.1 mil. unemployed)

Labor force by occupation Farming, Forestry, and Fishing: 0.7%; Manufacturing, Extraction, Transportation, and Crafts: 12%; Managerial, Professional, and Technical: 38%; Sales and Office: 23%; Installation, Maintenance, and Repair: 3.3%; Other Services: 23%.

Unemployment 5.8%

Main industries	petroleum, steel, motor vehicles, aerospace, telecommunication, chemicals, electronics, food processing, consumer goods, lumber, mining
External	
Exports	\$1.56 trillion (2013)
Export goods	capital goods, 28%; industrial supplies and materials (except oil fuels), 25%; consumer goods (except automotive), 12%; automotive vehicles and components, 9.4%; food, animal feed, and beverages, 8.6% fuel oil and petroleum products, 7.6% aircraft and components, 6% other, 4%.
Main export partners	Canada 19.1%; Mexico 14.8%; China 7.4%; Japan 4.2%; United Kingdom 3.2%
Imports	\$2.30 trillion
Import goods	consumer goods (except automotive), 23%; capital goods (except computing), 19%; industrial supplies (except crude oil), 18%; crude oil, 14%; automotive vehicles and components, 13%; computers & accessories, 5.4%; food, feed, beverages, 4.8%; other, 3%.
Main import partners	China 18.4%; Canada 14.9%; Mexico 12.5%; Japan 5.8%; Germany 5.3%
Public finances	
Budget deficit	\$380 billion, 2.2% of GDP (2014)
Expenses	\$3.95 trn (Social Security, 23.2%; defence, 17.6%; Medicare, 14.3%; Medicaid, 7.7%; interest, 7.5%; unemployment, 2.0%; education, 2.0%; other, 25.7%)

The economy of the USA is a highly developed mixed economy. It is the world's largest economy by nominal GDP and the second largest by purchasing power parity (PPP). It also has the world's 7th-highest per capita GDP (nominal) and the 11th-highest per capita GDP (PPP) in 2016.

The US has a highly diversified, world-leading industrial sector. It is also a high-technology innovator with the second-largest industrial output in the world. The U.S. dollar is the currency most used in international transactions and is the world's foremost reserve currency, backed by its science and technology, its military, the full faith of the U.S. government to reimburse its debts, its central role in a range of international institutions since World War II, and the petrodollar system. Several countries use it as their official currency, and in many others, it is the *de facto* currency. Its largest trading partners are China, Canada, Mexico, Japan, Germany, South Korea, United Kingdom, France, India, and Taiwan.

The USA has a mixed economy and has maintained a stable overall GDP growth rate, a moderate unemployment rate, and high levels of research and capital investment.

The nation's economy is fuelled by abundant natural resources, a well-developed infrastructure, and high productivity. It has the second-highest total-estimated value of natural resources, valued at \$45 trillion in 2016. Americans have the highest average household and employee income among OECD nations, and in 2010, they had the 4th-highest median household income, down from 2nd-highest in 2007. The USA has held the world's largest national economy (not including colonial empires) since at least the 1890s. It is the world's 3rd-largest producer of oil and natural gas. In 2016, it was the world's largest trading nation as well as its second-largest manufacturer, representing a fifth of the global manufacturing output.

The U.S. has both the largest economy and the largest industrial sector, at 2015 prices according to the UNCTAD. The U.S. not only has the largest internal market for goods, but also dominates the trade in services. U.S. total trade amounted to \$4.92 trillion in 2016. Of the world's 500 largest companies, 134 are headquartered in the US.

The U.S. has one of the world's largest and most influential financial markets. The New York Stock Exchange is by far the world's largest stock exchange by market capitalization.

Foreign investments made in the U.S. total almost \$2.4 trillion, while American investments in foreign countries total to over \$3.3 trillion. The U.S. economy is ranked first in international ranking on venture capital and Global Development funding. Consumer spending comprised 71% of the U.S. economy in 2013. The U.S. has the world's largest consumer market, with household final consumption expenditure five times larger than that of Japan. The nation's labour market has attracted immigrants from all over the world and its net migration rate is among the highest in the world.

The U.S. is one of the top-performing economies in studies such as the Ease of Doing Business Index, the Global Competitiveness Report, and others.

The U.S. economy experienced a serious economic downturn during the Great Recession, which technically lasted from December 2007 – June 2009. However, real GDP regained its pre-crisis (late 2007) peak by 2011, household net worth by Q2 2012, non-farm payroll jobs by May 2014, and the unemployment rate by September 2015.

Each of these variables continued into post-recession record territory following those dates, with the U.S. recovery becoming the 2nd-longest on record in April 2018. Debt held by the public, a measure of national debt, was approximately 77% of GDP in 2017, ranked the 43rd highest out of 207 countries. Income inequality ranked 41st highest among 156 countries in 2017.

The economy, however, began to recover in the second half of 2009, and as of October 2017, unemployment had declined from a high of 10% to 4.1%. In December 2014, public debt was slightly more than 100% of GDP. Domestic financial assets totalled \$131 trillion and domestic financial liabilities totalled \$106 trillion. The U.S. is one of the top-performing economies in studies such as the Ease of Doing Business Index, the Global Competitiveness Report, and others.

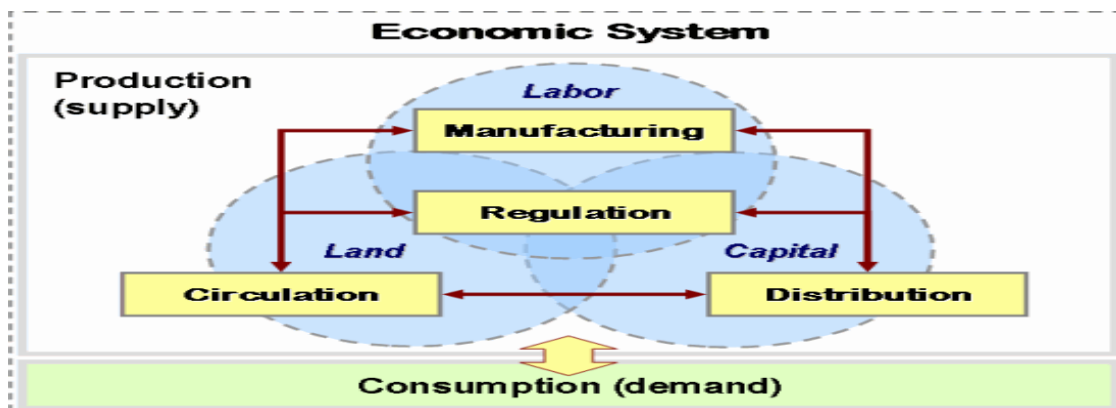
At 11.3%, the U.S. has one of the lowest labour union participation rates in the OECD.

Households living on less than \$2 per day before government benefits, doubled from 1996 levels to 1.5 million households in 2011, including 2.8 mln. children. The gap in income between rich and poor is greater in the USA than in any other developed country.

The labour force has always been divided on the basis of race, ethnicity, and gender. Skilled jobs in manufacturing and management jobs typically have been more accessible to white men than to black men or women of any race. Within the service industries, there is a technological divide.

Blacks and other minorities fill low-skill jobs such as food service and are found less often in managerial positions or the growing hi-tech industries.

Exercise 1. Choose the keywords that best convey the gist of the information.



BASIC ECONOMY

The USA has an advanced industrial economy that is highly mechanized. The gross national product is the largest in the world. The country more than meets its own economic needs and is the world's leading exporter of food. Moreover, it is a dominant force in world finance.

The major challenges facing the economy are to maintain profits by keeping production costs low and to increase consumer markets. Besides mechanizing production to reduce labour costs, firms sub-contract production to less developed countries where those costs are much lower.

At the same time, advertising firms that help market these goods to consumers at home and in other countries now constitute one of the biggest industries in the country. The basic unit of currency is the dollar, with one hundred cents making one dollar.

Land tenure is based largely on private ownership, but the government owns an enormous amount of land. Private property is culturally valued, and this is best expressed in the high rate of home ownership. Historically, the USA was an agricultural nation, and it culturally has a romantic image of the small, independent farm family battling the elements on the prairie.

The ways in which federal lands were apportioned to settlers and developers constitutes a mixed legacy. Land grants made to pioneer families and the public universities in every state point to a democratic apportionment of land. However, many private companies gained access to large tracts of public lands. For example, federal land grants made to railroads in the nineteenth century resulted in the consolidation of wealth by railroad company directors who sold parcels of that land and by timber companies that bought large tracts of forested land from the railroads at low prices.

Contemporary patterns of landholding in the Pacific Northwest reflect this legacy of land accumulation by a few large timber firms.

Commercial Activities

The vast majority of businesses are clustered within the service industry, including finance, advertising, tourism, various professions. Major Industries. Important manufacturing industries include petroleum, steel, motor vehicles, aerospace, telecommunications, chemicals, electronics, food processing, lumber, and mining. The family farm is clearly on the decline.

Most people who claim farming as their occupation work for an agricultural firm and do not own their own land. Since 1940, the USA has been the world's largest producer of wheat, corn, and soybeans; it produces over 40 % of the world's corn and 45 % of its soybeans.

However, between 1940 & 1990, the number of farms fell from over 6 mln. to just over 2 mln. Although occasional attention is paid to the "plight of the family farm", the growth of agribusiness has not resulted in major overt conflicts because most Americans see corporate growth as the fair outcome of free enterprise and competition. Tension arises in cases where property is publicly owned.

During the 19th century, the federal government reserved large tracts of western land for federal and common uses. Logging or grazing on these lands is regulated and requires permits.

During the sagebrush rebellion of the 1980s, private developers and ranchers who wanted free access to these lands claimed that federal restrictions on private property ownership were anti-American.

The language of this rebellion resonated with westerners in poor rural areas who believed that the federal government was usurping valuable land at their expense.

Many environmental conflicts become battles between private developers and companies and the federal government. Endangered species are protected under federal rules.

In the Pacific Northwest, this legislation mandated the protection of the spotted owl habitat, prohibiting logging in areas with owl nests. Loggers regarded owl protection as an assault on their livelihood and their constitutional right to private property.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and use it in practice.

THEMES IN AMERICAN BUSINESS LIFE

A number of recurrent themes weave themselves through the fabric of American business life.

For more than two centuries, the theory of laissez-faire has dominated government policy toward American business. Laissez-faire ("leave it alone") allows private interests to have virtual free rein in operating business. The great prophet of laissez-faire was the 18th century Scottish philosopher Adam Smith, whose economic ideas had a strong influence on the development of capitalism.

Smith argued that the actions of private individuals, motivated by self-interest, worked together for the greater good of society, as if individuals were guided by "an invisible hand".

Smith did favor some forms of government intervention, mainly to establish the ground rules for free enterprise. However, it was Smith's criticisms of mercantilism and his advocacy of laissez-faire that spurred his popularity among Americans.

Devotion to laissez-faire has not prevented private interests in the USA from turning to the government for help on numerous occasions. Railroad builders accepted grants of land and public subsidies, industries facing strong competition from abroad have appealed for a greater degree of protectionism in trade policy. Farmers, manufacturers, labor unions, bankers and others have sought government assistance in many forms, from tax breaks to outright subsidies.

Thus, there has been a constant give-and-take between the theory of laissez-faire and concrete demands for government help for a specific economic purpose. The American public has often split into two groups, usually called conservatives and liberals, on the issue of laissez-faire.

In contemporary American politics, a conservative is one who generally favors private initiative and opposes government intervention; a liberal is one who, while generally supporting private enterprise, is more willing to embrace government intervention.

Protectionism or Free Trade?

A second recurrent theme has been the debate over trade policy. Protectionist measures, such as those advocated by Alexander Hamilton, have often held sway. As a rule, manufacturers and industrial workers have been the strongest supporters of protectionism. The USA had generally high tariffs from the 1790s to the 1830s, from the 1860s to 1913 and from 1921 to 1934. In response to complaints that high tariffs were making the Great Depression of the 1930s worse, a period of trade liberalization began with Congress' adoption of the Reciprocal Trade Agreements Act of 1934. In the 1970s and 1980s, renewed economic stress has evoked calls for a return to protectionism.

Big Business or Small Business?

Since about the time of the Civil War (1861-1865), the USA has experienced several waves of business concentration. One was from 1897 to 1904, when such giant manufacturing firms as USA Steel came into existence. Another was in the 1960s, when large corporations became even larger conglomerates by taking over companies in unrelated lines of business. Supporters of concentration have argued that only large enterprises can benefit from the advantages of scale that accompany modern industrial methods. The larger a business grows the lower its overhead costs per unit tend to be. If American businesses had not grown bigger, they would have been unable to compete with large foreign competitors, supporters of concentration say.

Few if any Americans believe that complete return to small-scale enterprise would be either possible or desirable. However, many have criticized the ways in which concentration has occurred and the degree of economic power that some of the largest corporations have come to wield.

A few have argued for a government takeover of major industries under a system of democratic socialism. Others have argued, to greater effect, for vigorous enforcement of laws designed to preserve competition. Such laws include the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914, which seek to block business concentrations (or "trusts") deemed to be "in restraint of trade".

The Federal Trade Commission Act of 1914, which set up a government organization to guard against unfair competition. In recent years, growing competition from foreign companies has added a new element to the debate. By one count, some 75 % of American products currently face foreign competition within markets in the USA. Nowadays, when government antitrust enforcers consider the effects of a corporate merger, they are less likely to assume that mere bigness is going to be harmful.

Instead, they are likely to judge the merger according to whether or not it promotes "economic efficiency" – that is, more efficient operation for USA-based industry.

Relations between Management & Labour

Still another contentious issue has been the relative rights and responsibilities of management and labor. While management has usually held the upper hand in management-labor disputes in the USA, organized labor, promising higher wages and improved benefits, made major gains under laws adopted by Congress in the 1930s. Those laws established a legal framework for worker representation and for the collective bargaining process. However, support for unions in the USA has always been sporadic and lacking an ideological or even specifically political component. In recent years, labor unions have seemed to be losing ground. Their bargaining power declined – and management's strengthened – during the economic downturns of the 1970s and 1980s.

The Ups & Downs of the Business Cycle

Business activity in the USA has followed a cyclical pattern of ups and downs, as is common in market economies. The period from the peak (high point) to the trough (low point) of a cycle varies greatly, from as little as three to as many as 15 years. Because of the cyclical nature of business activity, such economic indicators as employment rates and investment levels are constantly fluctuating.

Over time, however, the level of business activity has tended to rise. For example, the total USA Gross National Product, calculated in constant dollars (that is, not counting the gain due to inflation), doubled between 1960 and 1977. It has risen at a slower rate since 1977.

Exercise 1. Explain your attitude to the thoughts given in the text.

Exercise 2. Comment on the article on doing business in the USA.

One of the paradoxes about the States is that we all know it from the media, films and music and we all form an internal image of the country and the way things are done there. The problem is that when you start to do business in the USA, you find that your internal image is a far cry from the reality you encounter on the ground. We go to the states with a million preconceptions, only to find them all challenged during the cut and thrust of normal business activities.

People often arrive in the States with the notion that it is the land of freewheeling capitalism, where everything goes and red tape has been eradicated. Nothing could be further from the truth.

Doing business in the States is as complex and challenging as in any other new international market. You need to do the same amount of initial research and strategising when entering the USA market as you do anywhere else in the world. Don't be lulled into a false sense of security – many have and suffered the consequences. Like all countries, the USA has a distinct and formidable business culture, which drives most strategy and day-to-day interactions.

Of course, there are some distinct regional differences but there are States-wide attitudes that are well worth understanding and which will make your business dealings in the States more successful. This country profile provides an overview of some of the key aspects of business culture in the USA in a concise, easy to follow-format. The document includes information on:

Background to business. Entertaining. Business Structures.

Teamwork. Communication. Women in business. Management style.

Exercise 3. Choose the keywords that best convey the gist of the information.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

AMERICAN BUSINESS VALUES

Americans have what might be called a love-hate relationship with business. People tend to admire the drive and ingenuity of business people and the material benefits of their endeavors. However, some people harbor an image of the businessperson as a greedy manipulator who will stop at nothing in the never-ending pursuit of profit. Anyone who has ever seen an episode of the American television show "Dallas" has glimpsed an extreme caricature of business' image.

The show depicts manipulation and dealings in the Texas oil industry, as the members of a wealthy Dallas family connive and scheme against one another and against other business rivals.

Such extremes rarely occur in the reality of U.S. business. On the other hand, works that cast business people as heroes have been produced. The 19th-century author Horatio Alger wrote a series of popular books for boys that played endless variations on a "rags-to-riches" theme. Alger's heroes were young men who gained success in business by virtue of hard work and frugal living.

Those same virtues are widely hailed as a path to success today.

The lists of best-selling books often include works by successful business people relating their personal formulas for getting ahead. Business organizations in the USA have been eager to spread the message of free enterprise to new generations of Americans. Through a variety of means, they carry their message into the schools and onto the television screens of the nation.

One of many activities sponsored by USA businesses is a nationwide program called Junior Achievement. Local business people help high-school-age "junior achievers" to organize small companies, sell stock to friends and parents, produce and market a product (key chains, perhaps, or wall decorations) and pay stockholders a dividend. The same young people act as company officers, salespeople and production workers. The idea is to give young people a deeper appreciation to the role entrepreneurship plays in a capitalist society and to give them experience in business practices.

The values promoted by Junior Achievement are widely respected in American society.

But sometimes business values come into conflict with other social values and business people feel themselves to be on the defensive. Take the role of advertising as an example. In the eyes of the business world and of many economists, advertising serves an indispensable function.

It helps consumers to choose among competing products. By spurring demand for products, it extends the possibilities of mass production and thus leads to economies of scale and to lower consumer costs. Indeed, advertising is sometimes depicted as "the engine of prosperity".

From another perspective, however, advertising goes against important social values. It promotes self-indulgence and thus counters moral and religious teachings that urge selflessness. It creates false "needs" and encourages waste. This inevitable tension between business values and other social values often spills over onto the political stage, with the institutions of government struggling to resolve a point at issue. The give-and-take of the democratic political process provides answers to such questions in a continuing process of adjustment and change – increasingly offering protection to the consumer against false or harmful advertising.

Exercise 1. Explain the main stages of the history and characterize its legendary heroes.

Exercise 2. Answer the questions.

1. Should there be limits on the types of products that business people can advertise? 2. Should advertisers be forced to mention the hazards as well as the attractions of a product such as cigarettes? 3. Should advertisers be required to substantiate their glowing claims? 4. What is widely respected in American society? 5. What extends the possibilities of mass production? 6. What does the notion "the engine of prosperity" mean? 7. What does the give-and-take of the democratic political process provide? 8. What is one of many activities sponsored by USA businesses? 9. Whom do local business people help to organize small companies? 10. Sometimes business values come into conflict with other social values, don't they?

Exercise 3. Digest the score of the information briefly in English.

Exercise 4. Try to understand the notion.

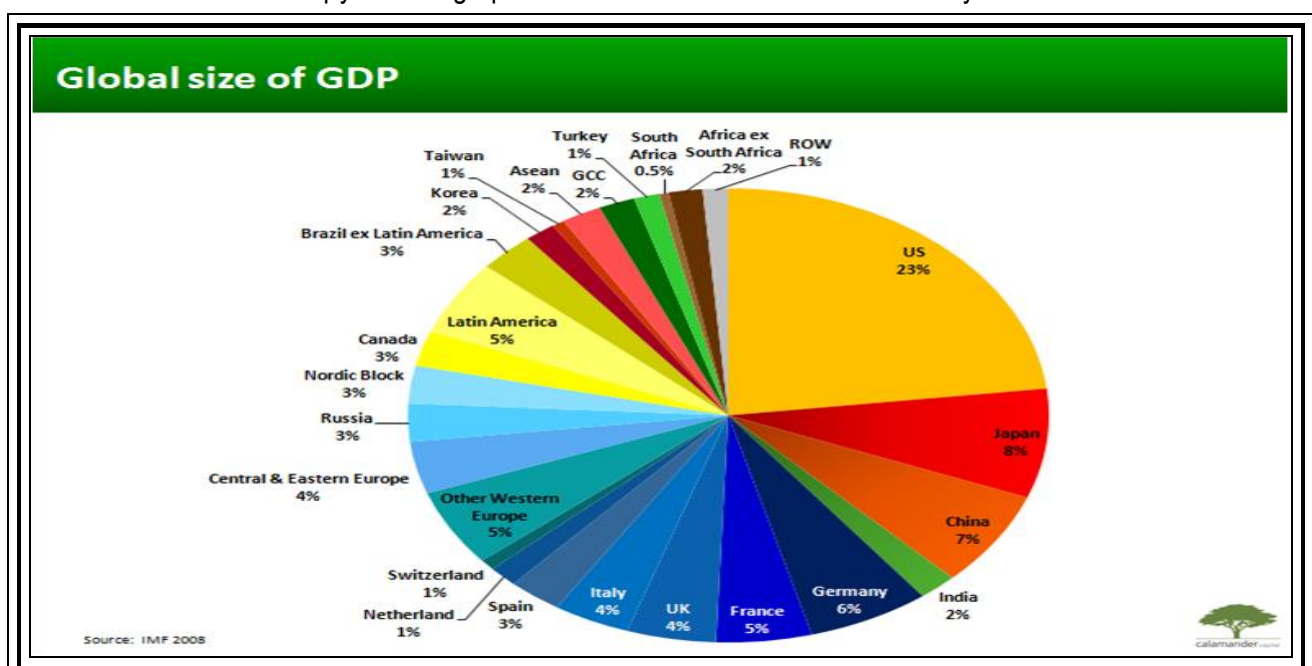
GDP is the total value of goods and services produced within a country in a year. GDP is an abbreviation for "gross domestic product".

Exercise 5. Analyze the information and make up the chart about it

№	Activity			
	Events	When	Where	Score
1.				



The pyramid of graphics to describe the Federal Reserve System



LIBERTARIAN MONETARY THEORY

Libertarians love to theorize about how a true free market economy would regulate business sans government. Cynics often write off such conjecture as unrealistic and naive by claiming libertarian theory has no historical precedent. Detractors assume that in the early history of the USA, there was little government interference in the economy. They point to the many financial panics of the 19th century and blame the chronic economic instability on the government's *laissez faire* approach towards the issuance of the more than *ten thousand* types of private banknotes circulating throughout the country. In fact, the financially irresponsible bank behaviour that contributed to these panics was indirectly promoted by the policies of President Andrew Jackson.

Detractors of libertarian monetary theory paint an incorrect picture of the early years of the USA and deem our cause hopeless, stopping the debate in its tracks. Here, I hope to show that some historical evidence does suggest that participants in a free market economy could regulate business and that such efforts were rendered ineffective by government interference in the economy.

In the early 19th century, the Suffolk Bank of Massachusetts was the ultimate success story of responsible banking. It regulated regional banks by buying up their notes and sending them back for specie redemption, thus forcing the banks to keep permanent reserves. This private solution to a public problem eliminated the uncertainty, risk, and costs created by multiple currencies.

Other banks welcomed and encouraged this centralization and the Suffolk were able to curtail the over issue of banknotes and lower the number of bank defaults in the Northeast. They campaigned against counterfeiting by forming the New England Association, which included over half of the banks in New England at its peak. The association created a fund that financed investigations and prosecutions as well as bounties for private agents to make arrests. Their crowning achievement was a massive attack on the counterfeiters' headquarters in Canada in 1833. Unfortunately, the New England Association had to suspend specie payments during the Panic of 1837 and gradually fell apart as banks lacked the resources to continue to contribute to the fund. However, their failure rates were much lower than the rates of many regions, when a quarter of all the nation's banks failed.

What caused the panic? While there were many important international factors, the economic downturn was exacerbated by the policies of President Jackson. He issued an executive order in 1836 to force specie out West in hopes of curbing inflation but actually ending up doing the opposite. His Deposit Act of the same year also had disastrous consequences. While he had the noble goal of dismantling the Second Bank of the USA, his actions were far more indicative of cronyism.

He deposited federal funds in 100 politically motivated pet banks and prevented them from issuing paper money in amounts smaller than \$5 in hopes of creating a cash and carry economy.

Instead, his efforts hurt labourers who often made less than a dollar a day. These two policies caused western banks, flushed with funds, to pump credit into the economy. The number of banks doubled in the five years following Jackson's re-election and rampant land speculation underwrote the wave of bank loans, which increased from \$200 million in 1830 to \$525 million in 1836.

As a result, prices increased while wages stagnated and specie was transferred from the main commercial hubs in the East, forcing Eastern banks to scale back their loans, contributing to the panic. With horrible timing, the nation's first free banking laws were passed in Michigan in 1837.

Unfortunately, by 1842 all but three of the banks created under these laws failed because of market corrections for the inflated real estate prices that had resulted from government-induced speculation through stay laws, which prevented banks from collecting debts.

Most historians don't even recognize the types of free market regulations exhibited by the New England Association and those that do simply point to its ultimate failure, and the failure of Michigan's free banking laws, as proof that banks can't be trusted to operate without government regulation, failing to realize that government regulation actually significantly helped cause their demise.

Hopefully, some day historians will learn to look beyond first glance. With the creation of the Federal Reserve, the seasonal panics that had dominated the American economy since the 1870's ceased as the Fed effectively used the tools of monetary policy to provide greater elasticity to the U.S. money supply. Meanwhile, the Great War World War I – raged as the Federal Reserve officially opened its doors for operations. The now debunked real bills doctrine, which originated with Adam Smith, guided the Federal Reserve during World War I. The essence of the real bills doctrine held that short-term bank loans extended to businesses, based upon anticipated profitability of sales of goods produced, were not inflationary, while other loans were. So, as might be expected, the real bills doctrine tended to be pro-cyclical monetary policy: When the economy was doing well and sales of goods were expected to be strong, the central bank would loosen monetary policy – though lending restraint was in order; conversely, when the economy was doing poorly and sales were expected to lag, the central bank tightened monetary policy – though more liquidity was in order.

As the early Fed was guided by the real bills doctrine, loans were expanded to member banks during the war-related boom, and prices soared by 119% between 1913 and 1919. Learning from this experience the Fed's Board of Directors began to move away from the real bills doctrine, though the doctrine still held sway with the regional Federal Reserve Banks, other than the district of New York.

When a theory, however logical, finds itself at odds with observed reality, there are only two possible courses of action for a rational thinker. The first is to discard the theory in favor of one that accurately describes the world as we observe it. The second is to find reason to doubt the reality of our observations. One explanation could be that while the regression theorem looks only at past value, it neglects to take into account the expectations of future value, which is what have driven Bitcoin.

Another possibility is that only when commodities are actively prohibited as currencies by government, can a digital fiat money arise and gain popularity.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. Was there any government interference in the economy in the early history of the USA? 2. How many financial panics of the 19th century do you know? 3. What is libertarian monetary theory like? 4. Who contributed to these panics? 5. Could participants in a free market economy regulate business? 6. What bank was the ultimate success story of responsible banking? 7. What caused the panic? 8. Were there many important international factors? 9. Who exacerbated the economic downturn? 10. When and where were the nation's first free banking laws passed? 11. Why did the seasonal panics that had dominated the American economy since the 1870's cease? 12. Who is the author of real bills doctrine? What is it like? 13. How many possible courses of action for a rational thinker are there? 14. What are they like?

Exercise 3. Try to understand the notion.

Libertarianism – an extreme laissez-faire political philosophy advocating only minimal state intervention in the lives of citizens. Its adherents believe that private morality is not the state's affair, and that therefore activities such as drug use and prostitution that arguably harm no one but the participants should not be illegal. Libertarianism shares elements with anarchism, although it is generally associated more with the political right (chiefly in the US).

Exercise 4. Analyze the information and make up the chart about it

№	Activity			
	Events	When	Where	Score
1.				

CONNECTIONS OF AMERICAN ECONOMY WITH OTHERS

When the USA sneezes, an economists' proverb says, the rest of the world catches a cold.

Between 1995 and 2005, the USA accounted directly for one-third of global economic expansion, according to the non-profit Council on Competitiveness.

Between 1983 and 2004, soaring U.S. imports added nearly 20 % of the increase of the world's exports. "Developing countries accounted for an increasing share of U.S. exports, 32.8 % in 1985 versus 47.0 % in 2012," a Congressional Research Service (CRS) report says. "Developing countries accounted for 34.5 % of U.S. imports in 1985 and 54.7 %... in 2012."

Like a rugged four-wheel-drive vehicle crossing rough terrain, the U.S. economy cruised along in the early 2000s, even while hitting some big rocks: a stock market crash, terrorist attacks, wars in Iraq and Afghanistan, corporate accounting scandals, widespread hurricane destruction, surging energy prices, sliding real estate values.

After a mild recession in March-November 2001, the U.S. economy resumed expanding, an average 2.9% during 2002-2012, while price inflation, unemployment, and interest rates remained relatively low. By various measures, the USA remains the world's most productive, competitive, and influential large economy. Yet more and more the U.S. economy is itself influenced by dynamic economies overseas. It faces challenges both at home and abroad. For better or worse, the U.S. economy is at or near the top in a number of international rankings:

- № 1 in economic output, called gross domestic product, amounting to \$13.13 trn in 2012.

With less than 5% of the world's population, at about 302 mln, the USA accounts, by different measures, for between 20% and 30 % of world GDP. The GDP of just one state, California, amounting to \$1.5 trn in 2006, exceeded the GDP in all but about 8 countries that year.

- № 1 in total imports, some \$2.2 trn in 2012, about twice that for the country with the next highest level, Germany.
- № 2 in exports of goods, \$1 trn in 2012, behind only Germany, although China is predicted to surpass the USA in 2013.
- № 1 in exports of services, \$422 billion in 2012.
- № 1 trade deficit, \$758.5 bn in 2012, many times that of any other country.
- № 2 in maritime container traffic in 2012, behind only China.
- № 1 in external debt, estimated at more than \$10 trn mid-2012.
- № 1 destination for foreign investment, an inflow of more than \$1.5 trn.
- № 1 for inflow of foreign direct investment – businesses & real estate – \$177.3 bn in 2012.
- № 1 destination for foreign direct investment by the world's 100 biggest multinational corporations, including corporations from developing countries.
- № 5 in holdings of reserve assets in 2012 at \$188.3 bn, 4 % of the world's share, behind Japan and China (each with 18 %), Taiwan and South Korea, and just ahead of Russia.
- № 15 in reserves of foreign exchange and gold, about \$69 bn in mid-2012.
- № 1 source of remittances to Latin America and the Caribbean, about three-fourths of the total \$62 bn in 2012, from people who migrated out of those regions to find work abroad.
- № 1 in petroleum consumption, about 20.6 mln barrels a day in 2012,
- № 1 in crude oil imports, more than 10 mln barrels a day.
- № 3 in ease of doing business in 2011, after Singapore and New Zealand.
- № 20 of 163, tied with Belgium and Chile, in Transparency International's 2006 index measuring perceptions about corruption (lowest-numbered economies are viewed as least corrupt).

Exercise 1. Render the main idea of the information above.

Exercise 2. Write out all phrases according to the topic.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

THE AMERICAN STYLE OF MASS PRODUCTION

When U.S. automaker Henry Ford published his autobiography, *My Life and Work*, in 1922, he used his chapter headings to frame a series of questions: "How cheaply can things be made?" "Money – Master or Servant?" "Why be poor?" These are the very questions that have fascinated generations of American business and industrial leaders. In their drive to find answers, business people have sought to make and distribute more goods for less money and at greater profit.

To a remarkable extent, they have done so. Thanks to several waves of immigration, America gained population rapidly throughout the 19th and early 20th centuries, when business and industry were expanding. Population grew fast enough to provide a steady stream of workers, but not so fast as to overwhelm the economy. Industrial expansion was powered by something in the American character: a strong dose of the entrepreneurial spirit. Some have traced this impulse to religious sources: the Puritan or Protestant ethic that considers hard work pleasing to God. However, others have questioned whether the ruthlessness of some American businessmen, especially in the era of the "robber barons" in the late 19th and early 20th centuries, is consistent with deep religious feeling.

In the late 18th century, American manufacturers adopted the factory system, which gathered many workers together in one place. To this was added something new, the "American system" of mass production, which originated in the firearms industry about 1800. The new system used precision engineering to transform manufacturing into the assembly of interchangeable parts. This, in turn, allowed the final product to be made in stages, with each worker specializing in a discrete task.

The construction of railroads, beginning in the 1830s, marked the start of a new era for the USA. The pace of building accelerated after 1862, when Congress set aside public land for the first transcontinental railroad. The railroads linked far-flung sections of the country into the world's first transcontinental market and facilitated the spread of settlements. Railroad construction generated a demand for coal, iron, and steel - heavy industries that expanded rapidly after the Civil War.

An Industrial Nation

The census of 1890 was the first in which the output of America's factories exceeded the output of its farms. Afterwards U.S. industry went through a period of rapid expansion. By 1913, more than one-third of the world's industrial production came from the USA.

In that same year, automaker Henry Ford introduced the moving assembly line, a method in which conveyor belts brought car parts to workers. By improving efficiency, this innovation made possible large savings in labour costs. It also inspired industrial managers to study factory operations in order to design even more efficient and less costly ways of organizing tasks.

Lower costs made possible both higher wages for workers and lower prices for consumers.

More and more Americans became able to afford products made in their own country.

During the first half of the 20th century, mass production of consumer goods such as cars, refrigerators, and kitchen stoves helped to revolutionize the American way of life. The moving assembly line was criticized, however, for its numbing effect on workers, and it was satirized in Charlie Chaplin's movie *Modern Times* (1936). In more recent years, factory managers have rediscovered that the quality of the product made is as important as the speed and efficiency with which it is made and that bored, depressed workers tend to do inferior work. The assembly line has been modified in many U.S. factories, including automobile-manufacturing plants, where "quality circles" put together an entire car from start to finish, with workers sometimes performing different tasks.

Postindustrial Economy

It was America's good fortune to be spared the devastation suffered by other nations during the 20th century's two world wars. By the end of World War II in 1945, the USA had the greatest productive capacity of any country in the world.

The words "Made in the USA" were a seal of high quality. The 20th century has seen the rise and decline of several industries in the USA. The autoindustry, long the mainstay of the American economy, has struggled to meet the challenge of foreign competition.

The garment industry has declined in the face of competition from countries where labour is cheaper. However, other manufacturing industries have appeared and flourished, including airplanes and cellular telephones, microchips and space satellites, microwave ovens and high-speed computers.

Many of the currently rising industries tend to be highly automated and thus need fewer workers than traditional industries. As high-tech industries have grown and older industries have declined, the proportion of American workers employed in manufacturing has dropped.

Service industries now dominate the economy, leading some observers to call America a "post-industrial" society. Selling a service rather than making a product, these industries include entertainment and recreation, hotels and restaurants, communications and education, office administration, and banking and finance. Although there have been times in its history when the USA pursued an isolationist foreign policy, in business affairs it has generally been strongly internationalist.

The presence of American business has drawn a mixed response in the rest of the world.

People in some countries resent the Americanization of their cultures; others accuse American firms of pressuring foreign governments to serve U.S. political and economic interests rather than local interests. On the other hand, many foreigners welcome American products and investment as a means of raising their own standards of living. By injecting new capital into other economies, American investors can set in motion forces impossible to predict. Some Americans are concerned that by investing abroad, American business is nurturing future competitors. They note that U.S. government policies fostered Japan's economic resurgence after World War II and that American corporations shared technology and sent experts to teach the Japanese such practices as quality control – practices that the Japanese have since carried to new and highly profitable heights.

The ratification of the North American Free Trade Agreement in 1993, however, confirmed the continuing American commitment to robust international trade.

Labour Unions

The factory system that developed around 1800 changed working conditions markedly.

The employer no longer worked side-by-side with his employees. He became an executive, and, as machines took over manufacturing tasks, skilled workmen saw themselves relegated to the status of common labourers. In bad times, newcomers at lower wages could replace them. As the factory system grew, workers began to form labour unions to protect their interests.

The first union to hold regular meetings and collect dues was organized by Philadelphia shoemakers in 1792. Soon after, carpenters and leather workers in Boston and printers in New York organized too. Union members would agree on the wages they thought were fair, pledge to stop working for employers who paid less, and pressure employers to hire union members only.

Employers fought back in the courts, which commonly ruled that concerted action by workers was an illegal conspiracy against their employer and the community. But in 1842 the Massachusetts Supreme Court held that it was not illegal for workers to engage peacefully in union activity.

This ruling was widely accepted, and for many years afterwards unions did not have to worry about conspiracy charges. Unions extended their efforts beyond wages to campaign for a 10-hour workday and against child labour. Several state legislatures responded favourably.

Struggles & Successes

During the great surge of industrial growth between 1865 and 1900, the work force expanded enormously, especially in the heavy industries. However, the new workers suffered in times of economic depression. Strikes, sometimes accompanied by violence, became commonplace. Legislatures in many states passed new conspiracy laws aimed at suppressing labour.

In response, workers formed organization with national scope. The Knights of Labour grew to a membership of 150,000 in the 1880s, and then collapsed quickly when newspapers portrayed the Knights as dangerous radicals. More enduring was the American Federation of Labour (AFL), founded in 1886 by Samuel Gompers, a leader of the Cigarmakers Union.

Comprising craft unions and their members the AFL had swollen to 1.75 million members by 1904, making it the nation's dominant labour organization.

At a time when many workers in Europe were joining revolutionary unions that called for the abolition of capitalism, most American workers followed the lead of Gompers, who sought to give workers a greater share in the wealth they helped produce. A radical alternative was offered by the Industrial Workers of the World (IWW), a union started in 1905 by representatives of 43 groups that opposed the AFL's policies. The IWW demanded the overthrow of capitalism through strikes, boycotts, and sabotage. It opposed U.S. participation in World War I and sought to tie up U.S. copper production during the war. After reaching a peak of 100,000 members in 1912, the IWW had almost disappeared by 1925, because of federal prosecutions of its leaders and a national sentiment against radicalism during and after World War I.

In the early 1900s, an alliance formed between the AFL and representatives of the American Progressive Movement. Together they campaigned for state and federal laws to aid labour.

Their efforts resulted in the passage of state laws prohibiting child labour, limiting the number of hours women could work, and establishing workers' compensation programs for people who were injured on the job. At the federal level, Congress passed laws to protect children, railroad workers, and seamen, and established the Department of Labour in the president's cabinet.

During World War I labour unions made great strides.

By January of 1919, the AFL had more than 3 mln. members.

Red Scares & Depression

At the start of the 1920s, organized labour seemed stronger than ever. Similarly, there was no one solution. The U.S. Department of Education established a national commission to examine the question. In 1983 the commission made several recommendations: lengthen the school day and year, formulate a new core curriculum for all students (4 years of English; 3 years each of math, science, and social studies; a half-year of computer science), and raise the standards of performance in each subject. As a result, many schools have tightened their requirements: test scores for American children have been rising. In 1989, President George Bush & the governors of all 50 states gave the movement to reform American education new impetus when they set 6 goals to be achieved by the year 2000:

- That all children will start school ready to learn.
- That 90 % of all high school students will graduate.
- That all students will achieve competence in core subjects at certain key points in progress.
- Those American students will be first in the world in math and science achievement.
- That every American adult will be literate, have the skills to function as a citizen and a worker.
- That all schools will be free of drugs and violence and offer a disciplined environment that is conducive to learning.

Congress established a program called Goals 2000, by which the states receive federal grants to help them reach the goals. By 1996, progress had been made – 86 % of American students completed high school, scores on national math and science tests had gone up one full grade, and half of all four-year-olds attended programs to prepare them for school.

Meanwhile, there has been an effort to establish national standards in math, science, English, and history – an endeavour that President Bill Clinton strongly supports. Speaking to the National Governors Association education summit in 1996, he said, "I believe the most important thing you can do is to have high expectations for students – to make them believe they can learn, to assess whether they're learning or not, and to hold them accountable as well as to reward them."

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Characterize the stages of the USA economy development. Give the summary of no more than 50 words.

Exercise 3. Answer the questions.

1. When did America gain population rapidly? 2. What powered industrial expansion? 3. How was the era of business in the late 19th and early 20th centuries called? 4. When did American manufacturers adopt the factory system? 5. What was added to that? 6. Where was "American system" of mass production originated? 7. When did the construction of railroads begin? 8. What did railroad construction generate a demand for? 9. What were heavy industries in the USA like then? 10. Where did heavy industries expand rapidly after the Civil War? 11. When did H. Ford introduce? 12. What did the moving assembly line do for the industry? 13. What kinds of consumer goods were produced as mass production? 14. Mass production of consumer goods helped to revolutionize the American way of life, didn't it? 15. What part of the world's industrial production came from the USA by 1913? 16. Where has the assembly line been modified? 17. Why has the garment industry declined? 18. What industries have grown recently? 19. What did the ratification of the North American Free Trade Agreement in 1993 confirm? 20. When did workers begin to form labour unions to protect their interests? 21. What did the workers do to develop their trade union development? 22. At the federal level Congress passed laws to protect children, railroad workers, and seamen, didn't it? 23. What did the governors of all 50 states do in 1989?

Exercise 4. Read the information and title it.

The Americans love boasting and they admit it. They delight in telling foreigners that this or that is the biggest, tallest, longest or broadest in the world. They also delight in constructing objects that break world records in one way or another. Here is just a sample of some of the fabricated records about which the Americans like to boast.

The Tallest: Building – Sears Towers, Chicago, 1,454 feet, 110 stories high. Hotel – Peachtree Plaza, Atlanta, Georgia, 770 feet, 1,100 rooms. Apartment House – Chicago, 645 feet, 70 stories.

The Longest: Bridge (of any kind) – across Lake Pontchartrain, New Orleans, Louisiana, 23.87 miles. *The Largest:* Airport – Fort Worth International, Dallas, Texas. Railroad Station – Grand Central, New York City. Hotel - Waldorf Astoria, New York City: 625 feet high, 1,900 rooms.

Store – Macy's, New York City: covers 50.5 ac. Sewage Works – West-Southwest Treatment Plant, Chicago. Private House – Biltmore House, Asheville, North Carolina: built by millionaire G.W. Vanderbilt in 1895: 250 rooms, garage for 100 large cars.

Movie House – Radio City Music Hall, Rockefeller Center, New York City. Atomic Plant – Savannah River Project, Georgia. Concrete Hydroelectric Dam – Grand Coulee Dam, Columbia River, Washington.

Indoor stadium – The Superdome, New Orleans: seating for over 70 thousand at football games. Amusement Resort – Disney World, Orlando, Florida. Fleet of cabs (taxis) – Yellow Cabs, New York City. Airline Fleet – United Airlines.

Medical Center – Chicago. Fountain – at Fountain Hills, Arizona: the fountain rises to 560 feet.

The Most Expensive: Hotel – Astroworld, Houston, Texas: suite on ninth floor costs \$2,500 a day. Private House Ever Built – Hearst Ranch, California, built by W. R. Hearst, newspaper publisher: It cost \$30 mln. to build. Has garage for 25 limousines, and employs 60 servants.

The Top-Selling Soft Drink Coca Cola (Headquarters, Atlanta, Georgia) – 165 mln. Cokes are drunk every day in 130 different countries.

Exercise 5. Choose the keywords that best convey the gist of the information.

Exercise 6. Read the text and pick up the essential details in the form of quick notes.

Exercise 7. Make up some dialogues from the information above.

THE HISTORIC BACKGROUND

Under British rule, the American colonies developed a *thriving merchant class* but relatively little industry. Like other European nations of the 17th and 18th centuries, Britain followed a policy known as mercantilism. That policy sought to build up Britain's economy by ensuring a favourable balance of trade and promoting expansion of industries within the mother country.

Colonies, whether in America or elsewhere, were consigned largely to two roles – as suppliers of *raw materials* and as markets for British manufactured goods. British laws *restricted* trade between the colonies and third countries. They also barred certain *types of manufacturing* within the colonies.

Despite such laws, American colonists did begin a few types of manufacturing. Access to high-quality American timber helped to make shipbuilding a leading industry in coastal areas. Other early industries included the making of textiles, shoes, ironware and rum.

A few colonists prospered by entering commerce. They served as agents for British merchants or bought and sold on their own account. Some *amassed fortunes* that would later serve as a *source of capital* for the expansion of American industry.

The USA that emerged from the American Revolution of 1776 was principally an agricultural country. It would remain so for another century, but some early decisions by American social and political leaders planted the seeds of industrial growth.

The first Secretary of the Treasury, Alexander Hamilton, persuaded Congress to establish a protective tariff – a tariff high enough to discourage imports and give *domestic industries* time to grow.

This and other Hamiltonian measures gave great encouragement to business in general. Early American industries depended largely on skilled artisans working in small shops to serve a local market. But the Industrial Revolution that started in England during the 18th century did not take long to cross the Atlantic. It brought many changes to American industry between 1776 and 1860.

Because labour was scarce in the USA and wages were high, employers welcomed any new method that could reduce the requirement for labour. One key development was the introduction of the factory system, which gathered many workers together in one workplace and *produced goods for* distribution over a wide area. The first factory in the USA is dated to 1793.

It was a cotton textile mill in Pawtucket, Rhode Island, that combined carding, roving and spinning operations. A second development was the "American system" of mass production, which originated in the firearms industry about 1800. The new system required precision engineering to create parts that were interchangeable. This, in turn, allowed the final product to be assembled in stages, each worker specializing in a specific operation.

A third development was *the application of new sources* of power to industrial tasks. Large water wheels and water turbines drove the machinery of early factories. As the steam engine was perfected, it provided an alternative source of energy, first for mobile operations such as powering steamboats and locomotives, then for factories. The textile industry, the dominant American industry for many decades, did not complete the switch to steam power until after 1860.

New forms of business organization – notably the bank and the corporation – facilitated the growth of industry. The first American commercial banks appeared in the 1780s and more banks soon followed. For many years, the only paper money consisted of "bank notes" that represented a particular bank's promise to pay. Banking policy was *highly controversial* and early attempts to establish a national or central bank were short-lived. Not until 1863 did the USA create a *truly national banking system* with a standard paper currency. In the early years of the USA, banks were one of the few businesses organized in the form of corporations.

The creation of each corporation required a special law. As time passed, business people found the corporation to have *irresistible advantages* over *the sole proprietorship* and *the partnership*.

Unlike those types of businesses, the corporation survived the death of its founder or founders.

Because it could draw on a pool of investors, it was a much more efficient tool for raising the large amounts of capital needed by expanding businesses. As it finally evolved, it enjoyed limited liability, so investors risked only the amount of their investment and not their entire assets.

Many people objected to the very idea of the corporation. It had, as one critic said, "*no body to be kicked and no soul to be damned.*" Nevertheless, the rise of the corporation proved unstoppable, Connecticut, in 1837, became the first state to pass a general act of incorporation, making it relatively simple for any group to get a corporate charter by complying with a set of standard rules.

As late as 1860, most manufacturing enterprises were still organized as sole proprietorships or partnerships. The construction of railroads beginning in the 1830s marked the start of a new era for the USA. Large infusions of private capital from Europe mainly after 1850, helped to pay for the railroad lines that soon snaked across the North American continent. Local, state and national *governments contributed both money and land.*

Private American investors contributed, too. The greatest thrust in railroad building came after 1862, when Congress set aside public land for the first transcontinental railroad.

By providing transportation links between far-flung parts of the USA, the railroads increased business activities and the spread of settlements. However, that was not all. Railroad construction created a growing demand for coal, iron and steel, helping to support the heavy industries that expanded rapidly in the decades after the Civil War (1861-1865). One *growing industry* specialized in machine tools – that is, tools used in the production of other goods. An expanding agricultural equipment industry turned out a dazzling array of machines for use on American farms.

Up to the 1880s, the bulk of Americans' *income came from farming.* The census of 1890 was the first in which (the output of American factories was shown to exceed that of American farms.

Thereafter industry in the USA grew by leaps & bounds. By 1913, more than one-third of the world's industrial production came from the USA. The rise of industry caused what amounted to an upheaval in American life. Workers had to adapt to new forms of discipline – regular hours; *strict rules of behaviour; various forms of supervision.*

Relations between employers and employees took on a more impersonal and sometimes hostile cast. As time passed, industrial enterprises grew larger, *stirring widespread concern* about the dangers of monopoly. In a later section of this essay, we shall see some of the ways in which American political institutions have responded to those concerns. Meanwhile, the ways in which businesses in the USA organized their work were changing. In 1913, the automaker Henry Ford introduced the "moving assembly" line. This was a variation on the earlier practice of continuous assembly.

By improving efficiency, it made possible a major saving in labour costs.

A new breed of industrial managers began the careful study of factory operations with the aim of finding *the most efficient ways of organizing tasks.*

Their concepts of "*scientific management*" helped to lower the costs of production still further.

Lower costs made possible both higher wages for workers and lower prices for consumers. More and more Americans were gaining *the ability to purchase products* made in the USA.

During the first half of the 20th century, mass production of consumer goods such as cars, refrigerators and kitchen ranges helped to revolutionize the ways in which Americans lived.

The century's two world wars spared the USA the devastation suffered by Europe and Asia, and American industries proved capable of great production increases to meet war needs.

By the time World War II ended in 1945, the USA had the greatest productive capacity of any of the world's nations. The 20th century has seen the rise and decline of a succession of industries in the USA. The autoindustry, long the centrepiece of the American economy, has had to struggle to meet the challenge of foreign competition. However, over the years many new industries have appeared.

Their *products range from* airplanes to television sets; from microchips to space satellites; from microwave ovens to ultra-high speed computers.

Many of the currently rising industries are among what are known as high technology or "*high-tech*" industries because of their dependence on the latest developments in technology.

High-tech industries tend to be highly automated and thus to need fewer workers than traditional industries such as steelmaking. As high-tech industries have grown and older industries have declined in recent years, the proportion of American workers employed in manufacturing has declined. Service industries – that sell a service rather than make a product – now dominate the economy. Service industries range from banking to telecommunications to the provision of meals in restaurants. It is sometimes said that the USA has moved into a "post-industrial era".

Exercise 1. Read, translate italic phrases and try to render the text with their help.

A thriving merchant class; raw materials; types of manufacturing; amassed fortunes; a source of capital; to plant seeds of industrial growth; domestic industries; to produce goods for distribution; the application of new sources of power; new forms of business organization; the sole proprietorship and the partnership; irresistible advantages; "no body to be kicked and no soul to be damned"; governments contribute both money and land; growing industry; strict rules of behaviour; various forms of supervision; stirring widespread concern; the ability to purchase products; the most efficient ways of organizing tasks; scientific management; products range from; "high-tech" industries.

Exercise 2. Answer the questions.

1. What branches does heavy industry of the USA include? 2. What is Detroit famous for? 3. Where is shipbuilding developed? 4. What industry is well-developed in the South near large cotton plantations? 5. What is grown in the prairie regions? 6. What is California famous for? 7. Where is poultry-farming well-spread? 8. What are the differences between high-tech and traditional industry? 9. What are service industries like? 10. Has the 20th century seen the rise and decline of a succession of industries? 11. When did mass production of consumer goods help to revolutionize the ways in which Americans lived? 12. When had the USA the greatest productive capacity of any of the world's nations? 13. Have many new industries appeared over the years? 14. When did the bulk of Americans' income come from farming? 15. What made possible both higher wages for workers and lower prices for consumers? 16. When did the automaker Henry Ford introduce the "moving assembly" line? 17. When did more than one-third of the world's industrial production come from the USA? 18. What increased business activities and the spread of settlements?

Exercise 3. Try to translate the text in writing and fill in the gaps.

The USA has the largest national economy in the world, with a GDP for 2014 of ____ trillion dollars. The USA has a mixed economy where corporations and other private firms make the majority of microeconomic decisions regulated by government.

Since the end of the Second World War, the US Economy has been characterized by relatively steady growth and low unemployment. In recent years, the primary economic concerns have centred around two areas: the national debt (caused by government deficit spending) and the external debt (caused by a trade imbalance of more imports than exports.). As of 2014, the gross external debt was nearly ____ trillion dollars or ____ of GDP, which is comparable to other industrial nations. The national debt or the amount of the cumulative government deficits and interest, in 2013 was ____ of GDP, also similar to the amount in other large market driven economies.

Exercise 4. Analyze the information and make up the chart about it

№	Activity			
	Events	When	Where	Score
1.				

THE INDUSTRIAL REVOLUTION

There were actually two Industrial Revolutions. The first occurred in Great Britain in the mid-17th and early 18th centuries as that nation became an economic and colonial powerhouse.

The second Industrial Revolution occurred in the U.S. beginning in the mid-1800s.

Britain's Industrial Revolution saw the emergence of water, steam, and coal as abundant sources of power, helping the U.K. dominate the global textile market during this era. Other advancements in chemistry, manufacturing, transportation helped Britain become the world's first modern superpower, and its colonial empire ensured that its many technological innovations spread.

The Industrial Revolution in the U.S. began in the years and decades following the end of the Civil War. As the nation rebuilt its bonds, American entrepreneurs were building on the advancements made in Britain. In the coming years, new forms of transportation, innovations in industry, and the emergence of electricity would transform the nation as the U.K. had in an earlier era.

The nation's westward expansion in the 1800s was aided in no small part by its vast network of rivers and lakes. In the early decades of the century, the Erie Canal created a route from the Atlantic Ocean to the Great Lakes, thereby helping stimulate the economy of New York and making New York City a great trading centre.

Meanwhile, the great river and lake cities of the Midwest were thriving thanks to the reliable transportation afforded by the steamboat. Road transit was also beginning to link parts of the country together. The Cumberland Road, the first national road, was begun in 1811 and eventually became part of Interstate 40. Railroads were of supreme importance to increased trade throughout the USA.

By the start of the Civil War, railroads already linked the most important Midwestern cities with the Atlantic coast, fuelling the Midwest's industrial growth. With the advent of the transcontinental railroad in 1869 at Promontory, Utah, and the standardization of rail gauges in the 1880s, the railroad quickly became the dominant form of transit for both people and goods.

It became a virtuous cycle; as the nation expanded, so did the railroads (with plenty of government subsidies). By 1916, there would be more than 230,000 miles of rails in the U.S., and passenger traffic would continue to grow until the end of World War II, when two newer transit innovations gained dominance and would fuel new economic and industrial changes: the car and the airplane. Another network – the electrical network – would transform the nation even more rapidly than railroads had. Notable experiments with electricity in the U.S. go back to Ben Franklin and the colonial era. At the same time, Michael Faraday in the U.K. was studying electromagnetism, which would lay the foundation for modern electrical motors.

But Thomas Edison was the one who really gave light to the American Industrial Revolution. Building on work done primarily by a British inventor, Edison patented the world's first practical incandescent light bulb in 1879. He quickly began promoting the development of an electrical grid in New York City to power his invention. But Edison relied on direct-current (DC) power transmission, which couldn't send electricity over anything but short distances.

Alternating current (AC) transmission was far more efficient and favored by European innovators working at the same time. George Westinghouse, Edison's business rival, improved on the existing AC transformer technology and established a rival electrical network.

Aided by innovations developed by Nikola Tesla, Westinghouse would eventually best Edison.

By the early 1890s, AC had become the dominant means of power transmission.

As with railroads, industry standardization allowed electrical networks to spread rapidly, first among urban areas and later into less populated regions. These electrical lines did more than just power light bulbs, which allowed people to work in the dark. It powered the light and heavy machinery of the nation's factories, further fuelling the nation's economic expansion into the 20th century.

With the great advances of the Industrial Revolution, inventors continued to work throughout the rest of the 19th and early 20th centuries on ways to make life easier while increasing productivity.

By the end of the Civil War, innovations such as the cotton gin, the sewing machine, the reaper, and the steel plough had already transformed agriculture and textile manufacturing.

In 1794, Eli Whitney invented the cotton gin, which made the separation of cotton seeds from fiber much faster. The South increased its cotton supply, sending raw cotton north to be used in the manufacture of cloth. Francis C. Lowell increased the efficiency in cloth manufacture by bringing spinning and weaving processes together into one factory. This led to the development of the textile industry throughout New England.

Eli Whitney came up with the idea to use interchangeable parts in 1798 to make muskets. If standard parts were made by machine, then they could be assembled at the end much more quickly.

This became an important part of American industry and the second Industrial Revolution. In 1846, Elias Howe created the sewing machine, which revolutionized clothing manufacture.

All of a sudden, clothing began to be made in factories as opposed to at home.

Industry was transformed in the second Industrial Revolution by Henry Ford's pioneering use of the assembly line in the manufacturing process, which advanced on the development of another innovation, the automobile, first invented in 1885 by German Karl Benz.

At the same time, public transit was exploding, with electric streetcars aboveground and the first U.S. subway, in Boston, in 1897. As the second Industrial Revolution advanced, metallurgists would develop alloys making steel (another 19th-century innovation) even stronger, allowing for construction of the first skyscraper in 1885 in Chicago.

The invention of the telegraph in 1844, the telephone in 1876, and the radio in 1895 would all have profound impacts on how the nation communicated, further enhancing its growth and expansion.

All of these innovations contributed to the urbanization of America as new industries lured people from farm to city. Labour would change, particularly in the first decades of the 20th century, as workers gained new economic and political power with major unions like the American Federation of Labour, founded in 1886. It could be argued that we're in the midst of a third Industrial Revolution, particularly in the field of telecommunications.

Television built on the advances of radio, while advances in the telephone would lead to the circuits that are in today's computers. Innovations in mobile tech in the early 21st century suggest that the next revolution may just be starting.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Remember that.

Americans are proud of their natural wonders: the largest, the tallest and the oldest trees in the world. The most massive tree is one of the Californian "big trees," a Sequoia called "General Sherman." It is the largest living thing on earth, and has enough timber in it to make 5 billion matches. The Americans have the mightiest canyon on earth, the Grand Canyon (a mile deep), they share with Canada the world's greatest freshwater Lake Superior, the world's mightiest waterfall, Niagara. They themselves have become one of the mightiest nations of the world. It is not surprising that the Americans "think big".

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

U.S. UNEMPLOYMENT RATES IN 1950-2015

With President Harding's post-World War I "Return to Normalcy", the USA enjoyed a period of great prosperity during the 1920s. The stock market grew by leaps and bounds, fuelled by the inflationary policies of the Federal Reserve, and the economy was considered invincible.

However, the Great Depression shattered that belief. President Franklin D. Roosevelt introduced an array of social programs and public works, known collectively as the New Deal.

The New Deal included a new social safety net involving relief programs like the WPA and the Social Security system. In 1941, the U.S. entered World War II. The home front saw enormous prosperity, as labour shortages brought millions of housewives, students, farmers and African Americans into the labour force. Millions moved to industrial centres in the North and West. Military spending accounted for over 40% of GDP at the peak, driving debt up to record levels.

The post-World War II years were a time of great prosperity in the USA.

The economy remained stable until the 1970s, when the U.S. suffered stagflation. Richard Nixon took the USA off the Bretton Woods system, and further government attempts to revive the economy failed. As the decade progressed, the situation worsened.

In November 1980, Robert G. Anderson wrote, "the death knell is finally sounding for the Keynesian Revolution." Ronald Reagan was elected President in 1980, and was of the opinion that "government is not the solution to our problem, government *is* the problem." Reagan advocated a program of "supply-side economics", and in 1981 Congress cut taxes and spending, and reduced regulations. Although the Gross Domestic Product (GDP) declined by 2% in 1982, it proceeded to rebound, and by 1988 had enjoyed 31% growth since Reagan's election. However, economic policy did not correspond readily with any particular theory. The massive fiscal deficits of the Reagan era, like those of the later presidency of George W. Bush, had a predictable "Keynesian stimulus".

On the other hand, in Reagan's first term, the Federal Reserve, trying to contain the stagflation of the 1970s that was linked in part to increases in the price of oil, raised interest rates to record levels, leading to a brief spike of the worst unemployment since the Great Depression.

In spite of the monetarist trend at the federal reserve, Keynesian income stabilization and redistribution programs, such as unemployment insurance and social security, have remained in effect, even though two decades of only partial minimum wage increases, adjusting for inflation, have left the lowest paid sector of the work force struggling to keep up.

In sum, monetarists have been unable to dislodge the great "Keynesian institutions" of social security, unemployment insurance, Medicaid, and welfare payments, even though efforts have been made to curtail all of these programs (most notably welfare). These programs greatly exceed even military spending in the overall impact on the economy, a situation very different from the concluding years of World War II and into the 1950s as the economic policy of a nation that desperately needed military expenditure to keep unemployment down. Notwithstanding the normative monetarist and "anti-big-government" themes associated with his Republican party, President George W. Bush and both houses of the Republican controlled Congress pushed through a massive expansion of the Medicaid entitlement program by extending coverage to prescription drugs.

However, the bulk of income redistribution and stabilization programs date from the New Deal of President Franklin Roosevelt and the Great Society of President Lyndon Johnson.

Under Bill Clinton's eight years of presidency, the GDP expanded by 38%. By the end of his tenure, the USA had a Gross National Income (GNI) of \$9.7 trn, and the lowest unemployment rates in 30 years. A recession began during 2000 in connection to the end of the dot-com bubble.

Exercise 1. Digest the information briefly in English.

Exercise 2. Describe the activities of presidents who did much in economical development.

BASIC INGREDIENTS OF THE USA ECONOMY

The economy of the USA is large and complicated, but there remain certain features, which are easily identifiable. A central feature of the US economy is freedom in economic decision-making, for both the individual and corporation. This is enhanced by relatively low levels of regulation, taxation and government involvement. A large population, a large land area, numerous natural resources, a stable government and a highly developed system of secondary education are universally regarded as substantial contributors to US economic performance.

The first ingredient of a nation's economic system is its natural resources. The USA is rich in mineral resources and fertile farm soil, and it is fortunate to have a moderate climate. It also has extensive coastlines on both the Atlantic and Pacific Oceans, as well as on the Gulf of Mexico.

Rivers flow from far within the continent and the Great Lakes – five large, inland lakes along the U.S. border with Canada – provide additional shipping access.

These extensive waterways have helped shape the country's economic growth over the years and helped bind America's 50 individual states together in a single economic unit.

The second ingredient is labour. The number of available workers and, more importantly, their productivity help determine the health of an economy.

Throughout its history, the USA has experienced steady growth in the labour force, and that, in turn, has helped fuel almost constant economic expansion.

Until shortly after World War I, most workers were immigrants from Europe, their immediate descendants, or African Americans who were mostly slaves taken from Africa, or slave descendants.

Beginning in the early 20th century, many Latin Americans immigrated; followed by large numbers of Asians following removal of nation-origin based immigration quotas.

The promise of high wages brings many highly skilled workers from around the world to the USA. Labour mobility has also been important to the capacity of the American economy to adapt to changing conditions. When immigrants flooded labour markets on the East Coast, many workers moved inland, often to farmland waiting to be tilled. Similarly, economic opportunities in industrial, northern cities attracted black Americans from southern farms in the first half of the 20th century.

Third, there is manufacturing and investment.

In the USA, the corporation has emerged as an association of owners, known as stockholders, who form a business enterprise governed by a complex set of rules and customs.

Brought on by the process of mass production, corporations such as General Electric have been instrumental in shaping the USA. Through the stock market, American banks and investors have grown their economy by investing and withdrawing capital from profitable corporations.

Today in the era of globalization, American investors and corporations have influence all over the world. The American government has also been instrumental in investing in the economy, in areas such as providing cheap electricity (Hoover Dam), and military contracts in times of war.

While consumers and producers make most decisions that mould the economy, government activities have a powerful effect on the U.S. economy in at least four areas.

Strong government regulation in the U.S. economy started in the early 1900s with the rise of the progressive movement; prior to this the government promoted economic growth through protective tariffs and subsidies to industry, built infrastructure, and established banking policies, including the gold standard, to encourage savings and investment in productive enterprises.

Exercise 1. Digest the information briefly in English.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Try to translate the notions.

Economy – economics – economically – economization – to economize – economist – economizer – economizing – economism.

STABILIZATION & GROWTH

The federal government attempts to guide the overall pace of economic activity, attempting to maintain steady growth, high levels of employment, and price stability.

At its disposal, the government uses powerful tools to forward a growth and stability agenda.

Adjusting spending and tax rates (fiscal policy) or managing the money supply and controlling the use of credit (monetary policy), it can slow down or speed up the economy's rate of growth – in the process, affecting the level of prices and employment.

For many years following the Great Depression of the 1930s, recessions – periods of slow economic growth and high unemployment – were viewed as the greatest of economic threats.

When the danger of recession appeared most serious, government sought to strengthen the economy by spending heavily itself or cutting taxes so that consumers would spend more, and by fostering rapid growth in the money supply, which also encouraged more spending.

In the 1970s, major price increases, particularly for energy, created a strong fear of inflation – increases in the overall level of prices. As a result, government leaders came to concentrate more on controlling inflation than on combating recession by limiting spending, resisting tax cuts, and reining in growth in the money supply. Ideas about the best tools for stabilizing the economy changed substantially between the 1960s and the 1990s. In the 1960s, government had great faith in fiscal policy – manipulation of government revenues to influence the economy.

Since spending and taxes are controlled by the president and the U.S. Congress, these elected officials played a leading role in directing the economy. A period of high inflation, high unemployment, and huge government deficits weakened confidence in fiscal policy as a tool for regulating the overall pace of economic activity. Instead, monetary policy – controlling the nation's money supply through such devices as interest rates – assumed growing prominence.

Monetary policy is directed by the nation's central bank, known as the Federal Reserve Board, with considerable independence from the president & the Congress. The U.S. federal government regulates private enterprise in numerous ways. Regulation falls into two general categories.

Economic regulation: seeks, either directly or indirectly, to control prices.

Traditionally, the government has sought to prevent monopolies such as electric utilities from raising prices beyond the level that would ensure them reasonable profits.

At times, the government has extended economic control to other kinds of industries as well. In the years following the Great Depression, it devised a complex system to stabilize prices for agricultural goods, which tend to fluctuate wildly in response to rapidly changing supply and demand.

A number of other industries – trucking and later airlines – successfully sought regulation themselves to limit what they considered as harmful price-cutting.

Another form of economic regulation, antitrust law, seeks to strengthen market forces so that direct regulation is unnecessary. The government – and, sometimes, private parties – have used antitrust law to prohibit practices or mergers that would unduly limit competition. In 1933, Congress created the Federal Deposit Insurance Corporation (FDIC), which presently guarantees checking, and savings deposits in member banks up to \$100,000 per depositor to prevent bank failures. This was in response to the widespread bank runs of the early 1930s during the Great Depression.

Social Regulations: Since the 1970s, government has also exercised control over private companies to achieve social goals, such as protecting the public's health and safety or maintaining a clean and healthy environment. The U.S. Food and Drug Administration tightly regulates what drugs may reach the market. For example, the Occupational Safety and Health Administration protects workers from hazards they may encounter at their workplace and the Environmental Protection Agency seeks to control water and air pollution. Such agencies draw heavy criticism from conservatives, who question the agencies' efficiency and necessity.

American attitudes about regulation changed substantially during the final three decades of the 20th century. Beginning in the 1970s, policy makers grew increasingly concerned that economic regulation protected inefficient companies at the expense of consumers in industries such as airlines and trucking. At the same time, technological changes spawned new competitors in some industries, such as telecommunications, that once were considered natural monopolies.

Both developments led to a succession of laws easing regulation. While leaders of America's two most influential political parties generally favoured economic deregulation during the 1970s, 1980s, 1990s, there was less agreement concerning regulations designed to achieve social goals.

Social regulation had assumed growing importance in the years following the Depression and World War II, and again in the 1960s and 1970s. However, during the presidency of Ronald Reagan in the 1980s, the government relaxed rules intended to protect workers, consumers, and the environment, arguing that regulation interfered with free enterprise, increased the costs of doing business, and thus contributed to inflation. Still many Americans continued to voice concerns about specific events or trends, prompting the government to issue new regulations in some areas, including environmental protection. A large financial settlement provided states with long-term payments to cover medical costs to treat smoking-related illnesses. The money is mostly spent for other purposes.

Direct services. Each level of government provides many direct services.

The federal government, for example, is responsible for national defence, backs research that often leads to the development of new products, conducts space exploration, and runs numerous programs designed to help workers develop workplace skills and find jobs.

Government spending has a significant effect on local and regional economies – and even on the overall pace of economic activity. State governments, meanwhile, are responsible for the construction and maintenance of most highways. State, county, or city governments play the leading role in financing and operating public schools. Local governments are primarily responsible for police and fire protection.

Government spending in each of these areas can also affect local and regional economies, although federal decisions generally have the greatest economic impact. Overall, federal, state, and local spending accounted for almost 28 % of gross domestic product.

Direct assistance. Government provides many kinds of help to businesses and individuals.

It offers low-interest loans and technical assistance to small businesses and it provides loans to help students attend college. Government-sponsored enterprises buy home mortgages from lenders and turn them into securities that can be bought and sold by investors, thereby encouraging home lending. Government also actively promotes exports and seeks to prevent foreign countries from maintaining trade barriers that restrict imports. Government supports individuals who cannot or will not adequately care for themselves. Social Security, which is financed by a tax on employers and employees, accounts for the largest portion of Americans' retirement income.

The Medicare program pays for many of the medical costs of the elderly. The Medicaid program finances medical care for low-income families. In many states, government maintains institutions for the mentally ill or people with severe disabilities. The federal government provides food stamps to help poor families obtain food, and the federal and state governments jointly provide welfare grants to support low-income parents with children.

Many of these programs, including Social Security, trace their roots to the "New Deal" programs of F. D. Roosevelt, who served as the U.S. president from 1933 to 1945. Key to Roosevelt's reforms was a belief that poverty usually resulted from social and economic causes rather than from failed personal morals. This view repudiated a common notion whose roots lay in New England Puritanism that success was a sign of God's favour and failure a sign of God's displeasure. This was an important transformation in American social and economic thought. Even today, echoes of the older notions are still heard in debates around certain issues, especially welfare.

Many other assistance programs for individuals and families, including Medicare and Medicaid, were begun in the 1960s during President L. Johnson's (1963-1969) "War on Poverty."

Although some of these programs encountered financial difficulties in the 1990s and various reforms were proposed, they continued to have strong support from both of the USA's major political parties. Critics argued, however, that providing welfare to unemployed but healthy individuals actually created dependency rather than solving problems. Welfare reform legislation enacted in 1996 under President Bill Clinton (1993-2001) requires people to work as a condition of receiving benefits and imposes limits on how long individuals may receive payments.

National debt. The national debt, also known as the U.S. public debt and the gross federal debt, is the overall collective sum of yearly federal budget deficits owed by the USA federal government, plus interest. The economic significance of this debt and its potential ramifications for future generations of Americans are controversial issues in the USA. The borrowing cap debt ceiling as of 2005 stood at 8.18 trillion. In March of 2006, Congress raised that ceiling an additional 0.79 trillion to \$8.97 trillion. Congress has used this method to deal with an encroaching debt ceiling in previous years, as the federal borrowing limit was raised in 2002 and 2003.

The size of the debt is in the trillions and consequently it has been part of popular culture to parody the growing debt with some type of doomsday clock, graphically showing the growing indebtedness every second. While the U.S. national debt is the world's largest in absolute size, a more accurate measure is that of its size relative to the nation's GDP. When the national debt is put into this perspective, it appears considerably less today than in past years, particularly during World War II. By this measure, it is also considerably less than those of other industrialized nations such as Japan and roughly equivalent to those of several Western European nations.

External Debt. U.S. liabilities to foreigners are estimated at \$10.4 trillion in 2015.

This figure rises as long as the US maintains an imbalance in trade, specifically, when the value of imports substantially outweighs the value of exports.

It should be noted that this external debt does not, for the most part, represent lending to Americans or the American government, nor is it consumer debt owed to non-US creditors. Rather, the external debt is an accounting entry that largely represents US domestic assets purchased with trade dollars and owned overseas, largely by US trading partners. The external debt is more specifically, and accurately, known as the Net International Investment Position (NIIP).

For countries like the USA, a large "external debt" is created when the value of foreign assets (debt & equity) held by domestic residents is less than the value of domestic assets held by foreigners. In simple terms, as foreigners buy property in the US, this adds to the external debt.

When this occurs in greater amounts than Americans buying property overseas, nations like the USA are said to be debtor nations, but this is not conventional debt like a loan obtained from a bank. The external debt does not create interest and principal repayments to overseas lenders as much as it creates rental income, stock dividends, capital gains and other investment income that would otherwise stay in the US. As the trade imbalance puts extra dollars in hands outside of the US, these dollars are largely used to buy US assets such as stocks, real estate and bonds.

With a mounting trade deficit, the income from these assets increasingly transfers overseas, which implies that the deficit can not grow indefinitely. Of major concern is that the size of the NIIP (or external debt), as it is quite a bit larger than most national economies. Fuelled by the sizeable trade deficit, the external debt is so large that many wonder if the trade situation can be sustained for the long term. Complicating the matter is that many of America's trading partners, such as China, depend much of their entire economy on exports, and especially exports to America. Many controversies exist about the current trade and external debt situation, and it is arguable whether anyone understands how these dynamics will play out in a historically unprecedented floating exchange rate system.

While various aspects of the U.S. economic profiles have precedents in the situations of other countries (notably government debt as a percentage of GDP), the sheer size of the US and world economy creates uncertainty about the future.

There is significant disagreement about poverty in the USA, particularly over how poverty ought to be defined. Using radically different definitions, two major groups of advocates have claimed variously that (a) the USA has eliminated poverty over the last century; or (b) it has such a severe poverty crisis that it ought to devote significantly more resources to the problem.

The two preceding definitions of poverty are very different because one group defines poverty as a lack of basic resources. Even with over 300 million people, the USA has a very low number of people who lack basic necessities (food, shelter, clothing). The other group argues that income inequality is providing the richest 10% with a much better standard of living than the poorest 10%.

Much of the debate about poverty comes from groups who either support welfare programs and government regulation of the market or a market, which is regulation free and not bound by a big social safety net. Measures of poverty can be either absolute or relative.

Absolute poverty is defined in real dollar values, whereas relative poverty is a comparison of the highest to the lowest standard of living at a particular time.

Income inequality. The United Nations Development Programme Report 2016 ranks income distribution in the USA as tied for 73rd most equal out of 126 countries, as measured by the Ginny coefficient. The richest 10% make 15.9 times as much as the poorest 10%, and the richest 20% make 8.4 times as much as the poorest 20%. This does not take into account absolute income levels.

If one country's poorest are richer than another country's average, then the inequality comparison becomes less meaningful. Many in the USA argue that measures such as the Ginny coefficient represent a political agenda, since the highest possible Ginny ranking would occur in a nation where the entire population has exactly the same income.

Notes on the text

Agriculture products: wheat, corn, other grains, fruits, vegetables, cotton; beef, pork, poultry, dairy products; forest products; fish

Exports commodities: capital goods, automobiles, industrial supplies and raw materials, consumer goods, agricultural products

Imports commodities: crude oil and refined petroleum products, machinery, automobiles, consumer goods, industrial raw materials, food and beverages

Exercise 1. Analyze the text and give the summary of no more than 50 words.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Give the definitions of the notions.

Categories of regulation; external debt; national debt; income inequality; direct assistance; direct services; coefficient; distribution; country's average; comparison; to provide; to define; absolute income levels; account; trading partners; world economy; to create; uncertainty.

Exercise 4. Remember the notions.

Keynesian economics – кейнсианская экономическая теория (макрэкономическая теория, основоположником которой является Дж. М. Кейнс; согласно этой теории в коротком периоде рынки могут находиться вне равновесия полной занятости вследствие неполной гибкости цен и зарплат, основной причиной деловых циклов считает колебания совокупного спроса и его инвестиционной составляющей; оправдывает государственное вмешательство в экономику и стимулирование совокупного спроса с целью сглаживания делового цикла и достижения полной занятости. Западная экономика сама по себе не обеспечивает полное использование своих ресурсов, и можно применить фискальную и кредитно-денежную политику).

Dynamic Asian Economies – азиатские динамически развивающиеся экономики (общее название рынков 6 азиатских стран: Гонконг, Южная Корея, Малайзия, Сингапур, Тайвань, Таиланд).

Exercise 5. Analyze the topical vocabulary, learn it and make up sentences with it.

economy – экономика (способ производства)
to undermine the economy – подрывать экономику
free enterprise economy – экономика свободного предпринимательства
market economy – рыночная экономика
national economy – народное хозяйство, национальная экономика
peacetime economy – гражданская экономика
planned economy – плановое хозяйство, плановая экономика
political economy – политэкономия
shaky economy – нестабильная экономика
sound economy – стабильная экономика
wartime economy – военная экономика
economics – экономика; народное хозяйство; экономическая теория
managerial economics – экономика управления
international monetary economics – международные денежные отношения
industrial economics – экономика промышленности
planned economics – плановое хозяйство
voodoo economics – амер. экономическое шаманство (экономические программы, первоначально представляющиеся привлекательными, но оказываются несостоятельными)
institutional environment – экономико-правовая среда
economy and thrift – экономия и бережливость
economy drive – поход за экономией, борьба за режим экономии
economy measures – меры экономии
to economize (use sparingly) – расходовать бережно
to save money – экономить деньги to save fuel – экономить топливо
to save time – экономить время
to spare one's strength – экономить силы
mixed economy – смешанная экономика
microeconomic decisions – решения микроэкономических задач
economization – экономичность economizing – экономия
economizing problem – проблема минимизации издержек (неспособность экономики производить неограниченный объем товаров и услуг)
economy catches its breath – экономика приходит в себя
economy constricts – экономика переживает спад
external debt – внешний долг
GDP (gross domestic product) – валовый внутренний продукт
cumulative government deficit – совокупный дефицит управления
Market driven economy – экономика, приводимая в движение рынком
inflationary policy – инфляционная политика
Great Depression – Великая Депрессия
social security system – система социального обеспечения
Bretton Woods – Бреттонвудское соглашение о послевоенной валютной системе (1944)
stagflation – стагфляция, (экономический) застой при одновременной инфляции
unemployment insurance – страхование по безработице
mass production – массовое, поточное, серийное производство.

BUSINESS & INDUSTRY

American business firms have reached astonishing levels of productivity and profit.

In doing so, they have helped to provide greater affluence and a higher standard of living for a larger percentage of the population in the USA than has ever been the case in any other large society.

There have been social costs, to be sure – costs imposed by greed, ruthlessness, inevitable clashes of interest – and debate often surrounds the relative costs and benefits of the American way of doing business. Yet the undeniable successes of American business have stirred widespread admiration and emulation. Entrepreneurs in Karachi or in Caracas have much the same goals as entrepreneurs in Carson City, Nevada. Like Henry Ford, they ask, "Why be poor?"

Like Henry Ford, they answer their question in deeds and only incidentally in words. No single factor is responsible for the successes of American business and industry. Bountiful resources, the geographical size of the country and population trends have all contributed to these successes.

Religious, social and political traditions; the institutional structures of government and business; and the courage, hard work and determination of countless entrepreneurs and workers have played a part. The vast dimensions and ample natural resources of the USA proved from the first to be a major advantage for national economic development.

With the fourth largest area and population in the world, the USA still benefits greatly from the size of its internal market. The Constitution of the USA bars all kinds of internal tariffs, so manufacturers do not have to worry about tariff barriers when shipping goods from one part of the country to another.

A population of more than 250 mln. people provides both workers and consumers for American businesses. Thanks to several waves of immigration, the USA gained population rapidly throughout the 19th and early 20th centuries, when business and industry were expanding.

Population grew fast enough to supply a steady stream of workers, but not so fast as to overwhelm the capacity of the economy. Rapid growth helped to promote a remarkable mobility in the American population – a mobility that contributes a useful flexibility to business life.

Census figures show that, over a five-year period, about one family in 10 moves to a new state.

Mobility has been not only geographical but also social and economic.

Lacking the rigid social classes of many European nations, the early USA provided many opportunities for advancement, although mainly for those who were Caucasian.

Racial barriers that long blocked advancement for darker-skinned peoples, have largely disappeared in the past three decades.

Class structure today is quite fluid. The American people have possessed to an unusual degree the entrepreneurial spirit that finds its outlet in such business activities as manufacturing, transporting, buying and selling. Some have traced this entrepreneurial drive to religious sources.

They have said that a "Puritan ethic" or "Protestant ethic" imbues many Americans with the belief that devotion to one's work is a way of pleasing God, and that success in business can be an onward sign of God's blessing.

Others have put forward a contrary view. They have argued that capitalist enterprise often is characterized by a material acquisitiveness that could develop only in the absence of deep religious feeling. A variety of institutional factors have favoured the success of American business and industry.

Mindful of the potential for abuse that lay in a powerful government, the founders of America's political institutions sought to limit governmental powers while widening opportunities for individual initiative. The relative reluctance of American political leaders to intervene in economic activities gave great freedom to market forces. By channelling economic initiative into activities that promised the greatest return on investment, free-market institutions fostered dynamic growth and rapid change. One result was a rapid accumulation of capital, which could then be used to produce further growth.

Exercise 1. Choose the keywords that best convey the gist of the information.

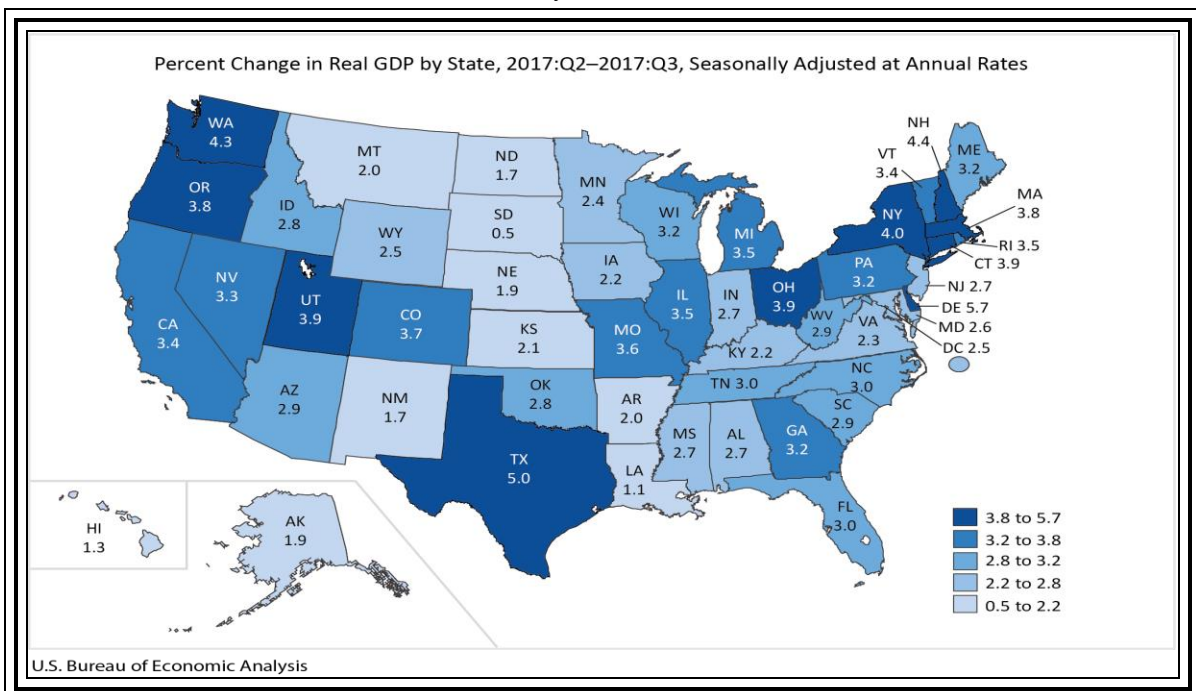
Exercise 2. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Business people have probed for ways to make and distribute efficiently more products for less money and to make a greater profit. 2. To a remarkable extent, they have not succeeded. 3. American business firms have not reached astonishing levels of productivity and profit. 4. Many factors are responsible for the successes of American business and industry. 5. Bountiful resources, the geographical size of the country and population trends have all contributed to these successes. 6. The vast dimensions and ample natural resources didn't prove to be a major advantage for national economic development. 7. The USA still benefits greatly from the size of its internal market. 8. Mobility has been not only geographical but also social and economic. 9. The American people have possessed to an unusual degree the entrepreneurial spirit. 10. A variety of institutional factors have favoured the success of American business and industry.

Exercise 3. Describe the chart below.



Currency & central bank



THE FINANCIAL DISTRICT

The Dutch were the first Europeans to settle Manhattan. To protect themselves from attacks, they built a sturdy wooden wall. Although it's now long gone, this wall gave its name to a street in Lower Manhattan and the street, in turn, became synonymous with American capitalism. The street, of course, is Wall Street. It's easy to see why "Wall Street" means capitalism.

The New York Stock Exchange and the American Stock Exchange are both in the Wall Street area. So are many stockbrokers, investment banks and other banks, and headquarters of many large corporations. There is the Federal Reserve Bank of New York, a branch of the national bank of the USA – and the only branch that buys and sells government securities.

On any weekday, you can visit the New York Stock Exchange. The Exchange, which began with several merchants meeting under a tree on Wall Street, now has over 1,350 members. From the visitors' gallery you can watch as trading goes on at a frantic pace below you. Outside on the street, the pace is just as frantic (but only during working hours – the city's nightlife is elsewhere). The area's narrow streets and tall buildings can feel confining and can make the crowds seem overwhelming.

To escape the commotion of Wall Street, you can visit the nearby South Street Seaport.

The seaport is an open area of low buildings on the East River. Long ago, this area used to be in the East River. Manhattan has always needed more space. Although space has mostly been increased by building up through skyscrapers, it has been increased by making the island larger through landfills.

In addition to many shops and restaurants, the seaport has a museum. You can tour old houses, ships, and shipyards – reminders of the days when New York was above all a port.

At the seaport, you can also tour the Fulton Fish Market, where city restaurants buy their fish – if you can be there at five in the morning! Two good ways to get the larger picture of New York are to circle it in a boat and to hover over it in a helicopter. In the financial district, though, there's another way to see New York. The twin towers of the World Trade Centre rise 1,350 feet above the city.

There's an observation deck on the 107th floor of one of the towers. (Note: In the winter, the plaza between the buildings is closed, since an icicle falling from that height could kill!)

Appropriately, the very first business deal in Manhattan was made in what became the financial district. As every American schoolchild knows, the Dutch bought Manhattan from the Indians, for the ridiculously low price of 24 dollars worth of beads and trinkets. There is, however, another, less known side to this story. Evidently, the Indians who had sold Manhattan did not live there or in any sense own it! The Dutch and the Indians alike walked away pleased.

Exercise 1. Pick up the essential details about the financial district in the form of quick notes.

Exercise 2. Find English equivalents to Russian ones in the text.

Селиться, защищать, инвестиционные банки, фондовая биржа, морской порт, вертолет, финансовый район, башни-близнецы, правительственные бумаги, ночная жизнь города, купцы, ошеломляющий, фондовый брокер, инвестиционные банки, безумный, беспорядки, пустяки, деловая сделка, низкие цены, быть нестабильным, нависать (об угрозе), ледяная сосулька, смехотворно, школьник.

Exercise 3. Try to understand the notion.

A *stockholder* is a person who owns shares in a company. Common stockholder, beneficial stockholder, stockholder of record, stockholders meeting, stockholder equity, shareholders' report, stockholding, stockholding cost, stockholding period (days sales in inventory).

Exercise 4. Remember the notions and try to translate them.

Logistics is the science of stockholding, delivery and customer service. The existing manual system was fragmented, with considerable duplication, poor availability of key materials and a high stockholding. If you have a shareholding in a company, you own some of its shares.

INTERNATIONAL BUSINESS

There have been times when the USA followed an isolationist foreign policy, but in business matters, the USA has been strongly internationalist. Ever since the 1790s, when American entrepreneurs began shipping furs to China, American firms have sought markets in other countries.

The American business presence abroad has been a source both of strength and of controversy for many decades. American diplomacy has often helped to open doors for American business abroad.

That is what happened in China after 1899 when the American government adopted what became known as the "Open Door" policy. (At the time, other industrial nations were carving out spheres of influence in China and trying to shut out foreign competitors.)

But the relation between business interests and diplomacy has worked both ways. American political leaders have often encouraged American businesses to invest abroad as a way of strengthening the American diplomatic hand. Early in the 20th century the policy known as "Dollar Diplomacy" favoured American investments in parts of the world that had a strategic interest for American policy-makers. Not surprisingly, the American business presence has received a mixed welcome in the rest of the world. Many people – especially those who are critical of USA foreign policy – see American business activities as an extension of its diplomacy.

Critics charge American firms with using their economic power to influence foreign governments into adopting policies that serve USA political and economic interests rather than local interests.

On the other hand, many people in other countries have welcomed investments by American firms as a means of raising their own standards of living.

Foreign investments, whether by American firms or by companies from other nations, help to spread new technology and promote economic growth on a worldwide scale.

By investing abroad, American businesses have provided many new jobs and new products for people who lacked access to the benefits of modern industrial society. They have opened up new avenues for advancement and new outlets for the ideas and energies of millions of people.

By injecting new capital into other countries, American investors are doing what British, French and other European investors did for the USA in the last century. They are improving the local economy and setting in motion powerful forces – economic forces that transcend the immediate goals of investors and policymakers.

Once in motion, such forces take on a life of their own. Their ultimate effect is completely unpredictable.

Indeed, some Americans are concerned by the thought that, in investing abroad, American businesses are merely building up the competition that industries in the USA must face.

They note that American government policies after World War II fostered the economic resurgence of Japan. American business firms helped out by sharing technology and by sending experts to Japan to teach such practices as quality control – practices that the Japanese have since carried to new, and profitable heights. Certainly, American industries have had to face mounting competition from producers in the rest of the world in recent years. The competitiveness of the worldwide economy can be expected to intensify in the years ahead. American business people can draw upon their long experience with the give-and-take of free-market forces to sharpen their competitiveness and help them to make a good showing. However, the competition is certain to be rigorous.

Exercise 1. Read, translate words and word-combinations and render the text with the help of underlined words and word-combinations.

Business matters, business interests, investments in something, "Dollar Diplomacy", to influence foreign governments, early in the 20th century, the immediate goals, ultimate effect, local economy, powerful forces, the economic resurgence, profitable heights, business people, free-market forces, competitiveness.

Exercise 2. Digest the information briefly in English.

Exercise 3. Find English equivalents to Russian ones in the text.

Деловые вопросы; деловая встреча; метод деловой деятельности; название фирмы; предпринимательская монополия; предприниматели; в начале 20 века; в конце 19 века; в середине 18 века; обвинять кого-то в чем-то; инвестиции; экономическое влияние; жизненный уровень; мировой масштаб; обеспечивать экономический рост; конечная цель; промежуточная цель; экономическое возрождение; влияние свободных рынков.

Exercise 4. Try to understand the information.

In a globalized world, the role of international business is more important than ever.

The largest companies often outsource their manufacturing, advertise in foreign countries and open offices around the globe. Prepare yourself for this fast-paced business environment; consider getting your online international business degree. International business is a complicated enterprise.

Not only do you have to understand the regulations and market factors affecting local market, you must understand how those same factors affect foreign markets. This is difficult for even the most successful companies. That's why globalized businesses prefer to hire employees who have mastered the specialized skills you will learn as part of an online international business degree.

Exercise 5. Describe the international business careers.

A career in international business begins with a solid educational background.

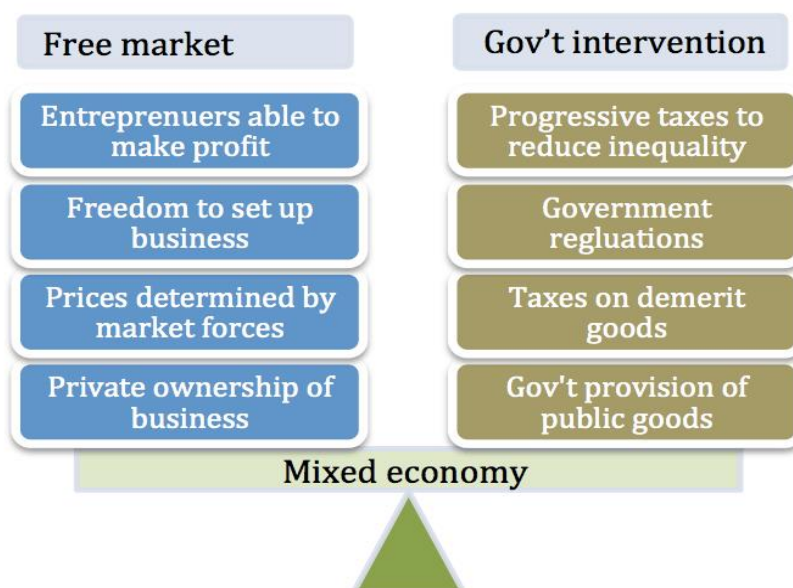
Many online international business degree programs are taught by professionals with years of experience making deals in international markets. They can draw on their various successes and failures to better prepare you to meet the business challenges that you will face. An online international business degree can help you prepare for the future by learning from the past.

Regardless of what kind of business you are interested in or what industry you would like to work in, there is a career in international business that will appeal to you.

Research, logistics, international law and marketing are just a few of the fields you could choose to enter. Software companies, car makers, film studios and manufacturers all operate in global markets. Once you complete your online international business degree, you can choose the career path that best reflects your interests and skills.

Exercise 6. Remember the notions.

Business is work relating to the production, buying, and selling of goods or services. Business is used when talking about how many products or services a company is able to sell. If business is good, a lot of products or services are being sold and if business is bad, few of them are being sold.



COCA-COLA

As the 20th century draws toward an end, Coca-Cola, a little more than a century old itself, stands out as the most successful product in the history of commerce. People on every continent, in almost every country of the world, are familiar with the name and taste of this world-famous soft drink.

Coca-Cola was born in Atlanta on May 8, 1886, when a pharmacist named Dr. John Styth Pemberton produced the syrup, according to legend, in a brass pot in his backyard.

When, by accident or design, carbonated water was added to the syrup, it produced a drink that was declared "delicious and refreshing."

The trademark "Coca-Cola" was registered in the U.S. Patent Office on January 31, 1893.

Through clever advertising the demand for the product grew by leaps and bounds. One great leap forward came in 1894, when Joseph Biedenharn of Vicksburg, Mississippi, impressed with the demand for the drink at the soda fountain, installed bottling machinery and began to sell cases of Coca-Cola to plantations and lumber camps up and down the Mississippi River.

Today, the Coca-Cola bottling system is the largest, most widespread production and distribution network in the world. In 1916, the uniquely shaped bottle, designed by a glass company in Terre Haute, Indiana, was developed to protect Coca-Cola from imitations.

In the 1920s, Coca-Cola pioneered in producing "six-packs", cardboard cartons that held six bottles of the drink. In 1929, a distinctively shaped fountain glass became standard and helped to advertise the popularity of the drink.

The international growth of Coca-Cola began in 1900, when a son of the company's founder took a jug of syrup with him on a vacation to England. The same year Coca-Cola traveled to Cuba and Puerto Rico, where bottling operations soon began, as they did in Panama, the Philippines, and Guam. The first bottling company on the European continent began operation in France in 1920.

Coca-Cola and the Olympics began their association in the summer of 1928, when an American freighter arrived in Amsterdam carrying the USA Olympic team and 1,000 cases of Coca-Cola.

40000 spectators filled the stadium to witness two firsts: the first lighting of the Olympic flame and the first sale of Coke at an Olympiad. Many people outside the USA had their first taste of Coca-Cola during World War II, when 64 bottling plants were shipped abroad (the first being in Algiers) to provide more than 5 billion bottles of Coke for American service personnel in Europe and the Pacific. In the next 20 years, the number of countries with bottling operations nearly doubled.

The worldwide appeal of Coca-Cola was dramatically displayed in 1971, when young people from around the world gathered on a hilltop in Italy to sing "I'd like to buy the world a Coke" presenting a unifying global spirit.

In 1976, the well-known advertising slogan "The Pause That Refreshes" (which first appeared in "The Saturday Evening Post" in 1929) was joined by a new slogan: "Coke Adds Life". A few years later "Have a Coke and a Smile" was added, and in 1982 the theme "Coke is it!" was launched around the world followed by "Can't Beat the Feeling" in the late '80s, and "Can't Beat the Real Thing" in the early '90s. "The Pause That Refreshes" has come a long way in 108 years.



BUSINESS IN AMERICAN SOCIETY

This inevitable tension between business values and other social values often spills over onto the political stage, with the institutions of government struggling to resolve a point at issue.

The give-and-take of the democratic political process provides answers to such questions in a continuing process of adjustment and change – increasingly offering protection to the consumer against false or harmful advertising. Americans have what might be called a love-hate relationship with business. People tend to admire the drive and ingenuity of business people and the material benefits of their endeavours. However, some people harbour an image of the businessperson as a greedy manipulator who will stop at nothing in the never-ending pursuit of profit.

Anyone who has ever seen an episode of the American television show "Dallas" has glimpsed an extreme caricature of business' image. The show depicts manipulation and dealings in the Texas oil industry, as the members of a wealthy Dallas family connive and scheme against one another and against other business rivals. Such extremes rarely occur in the reality of U.S. business.

On the other hand, works that cast business people as heroes have been produced.

The 19th-century author Horatio Alger wrote a series of popular books for boys that played endless variations on a "rags-to-riches" theme. Alger's heroes were young men who gained success in business by virtue of hard work and frugal living. Those same virtues are widely hailed as a path to success today. But sometimes business values come into conflict with other social values and business people feel themselves to be on the defensive. Take the role of advertising as an example.

In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products. By spurring demand for products, it extends the possibilities of mass production and thus leads to economies of scale and to lower consumer costs. Indeed, advertising is sometimes depicted as "the engine of prosperity."

From another perspective, however, advertising goes against important social values.

It promotes self-indulgence and thus counters moral and religious teachings that urge selflessness. It creates false "needs" and encourages waste.

The lists of best-selling books often include works by successful business people relating their personal formulas for getting ahead. Business organizations in the USA have been eager to spread the message of free enterprise to new generations of Americans. Through a variety of means, they carry their message into the schools and onto the television screens of the nation. One of many activities sponsored by USA businesses is a nationwide program called Junior Achievement.

Local business people help high-school-age "junior achievers" to organize small companies, sell stock to friends & parents, produce & market a product (key chains, perhaps, or wall decorations) and pay stockholders a dividend. The same young people act as company officers, salespeople and production workers. The idea is to give young people a deeper appreciation to the role entrepreneurship plays in a capitalist society and to give them experience in business practices.

The values promoted by Junior Achievement are widely respected in American society.

Exercise 1. Restore the logical order of the passages above.

Exercise 2. Translate the words and word-combinations and make up sentences with them.

To mind one's (own) business; bad business; dirty business; personal business; unfinished business; business end; business hours; funny (monkey) business; business executives; on business; make smth. one's business; to set up in business; to be out of business; to conduct (do) transact; to drum up business; to do business with smb.; to go into business; to go out of business; big business; small business;) mail-order business; show business; travel business; retail business; wholesale business; to talk business; man of business; business interests; business index.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Translate the phrases.

Business drops off; business picks up; business is brisk (booming, flourishing, thriving); business is slack; business is at a standstill; business as usual; to send smb. about his business; to mean business; do one's business; like nobody's business; unfinished business; business hours; business contacts; the business of the day / meeting; on business; big business; small business; show business; travel business; retail business; wholesale business; business undertaking; business executive; business school; to set up in business; to be out of business; to conduct / do / transact business; to do business with smb.; to go into business; to go out of business; man of business; business interests; to build up (establish, launch) a business; to manage (operate, run) a business; to buy into / out a business; to take over a business; local businesses; personal business; to make smth. one's business; to mind one's (own) business.

Exercise 5. Translate the sentences.

1. Mind you own business! 2. What is your business here? 3. You had no business to do it. 4. I'm here on business. 5. His business is poultry farming. 6. He has bought his uncle's business. 7. It's nobody's business. 8. Everybody's business is nobody's business. 9. It is dirty business. 10. You've got to take your mind off this horrible business. 11. They give the literary composition the almost contemptuous title of "words", while they dignify the movements of the actors with the name of "business". 12. They sent a big strong farmer's lad to make sure there was no funny business. 13. Apart from being under new management, it's business as usual in the department. 14. I'm not in the business of causing trouble. 15. The neighbours make it their business to know all about you. 16. She had to do a lot of smiling in her business. 17. Let's get down to business. 18. Whom do you do business with in Manila? 19. They must be told about this blackmailing business. 20. He had no business tampering with social services. 21. I am not in the business of making accusations. 22. He was yelling at her to get out and mind her own business.

Exercise 6. Answer the questions.

Should there be limits on the types of products that business people can advertise?

Should advertisers be forced to mention the hazards as well as the attractions of a product such as cigarettes?

Should advertisers be required to substantiate their glowing claims?

Exercise 7. Remember the facts.

The sense in Old English was "anxiety"; the sense "the state of being busy" was used from Middle English down to the 18th century, but is now differentiated as business. The sense "an appointed task" dates from late Middle English, and from it all the other current senses have developed

Exercise 8. Summarize your findings on economy of the USA and issue in a short presentation (75 words).



WHAT'S REALLY GOING ON WITH THE ECONOMY?

A few years ago, Michael Eisner, president of Walt Disney Corp., earned \$200,000,000.

Bill Gates, the major stockholder of the software company Microsoft, is worth more than \$9,000,000,000. The average salary for the chief executive officers of major American corporations is over \$3,000,000 a year, not including special benefits. Life for the rich never has been better. In the last 20 years, the wealthiest 1% of American families saw their after-tax incomes more than double.

The very ' rich now own a greater percentage of the nation's wealth than at any time since the 1920s. While the wealthy are becoming richer and the number of millionaires and billionaires is skyrocketing, there is another reality. Since 1973, 80% of all families have seen their incomes decline or remain stagnant. The average American today is working longer hours for less income and has every reason to worry that the future will be even worse for his or her children.

Television news shows may not feature it. *Reader's Digest* may not discuss it, and the leaders of the Democratic and Republican panics may not make it a priority, but the decline in the standard of living of the average worker is, far & away, the most important and central issue facing this country.

The rich are getting richer; the poor are getting poorer; and the middle class is shrinking.

This is the great truth of contemporary U.S. society. The future of the nation depends upon reversing this destructive process. If this is not accomplished, there is a great likelihood that the days of American democracy are numbered.

Just how bad is the situation of America's working people and women? 20 years ago, U.S. workers were the best compensated in the world. Today, they rank 13th among industrialized nations in terms of wages and benefits. Foreign companies are investing in the U.S for its comparatively cheap labour.

Adjusted for inflation, the average pay for four fifths of American workers plummeted by 16% between 1973 and 1993. In 1973, the average worker earned \$445 a week, 20 years later, \$373.

As bad as the current situation is, it is worse for the young. In the last 15 years, the wages for entry-level jobs for male high school graduates have declined 30%, and for females by 18%.

Families headed by persons younger than 30 saw their inflation-adjusted median income collapse by 32% from 1973 to 1990. Americans at the bottom end of the wage scale have become the lowest-paid workers in the industrialized world. Eighteen percent of those with full-time jobs are paid so little that their wages do not enable them to live above the poverty level.

The nation's economic downturn not only is influencing low-wage, poorly educated individuals, but is affecting college graduates as well. More than one-third of recent college graduates have been forced to take jobs not requiring a college degree – twice as many as five years ago.

The majority of new jobs being created in America pay only six or seven dollars an hour, offer no health care or retirement benefits; provide no time off for vacations or sick leave. In fact, more and more of the new jobs being created are part-time or temporary positions. To compensate for declining wages, the average American employee is working about 160 hours a year more than he or she did in 1969. The number toiling at more than one job almost has doubled over the last 15 years.

One-third of all Americans do not have adequate medical insurance, and the number is growing. Tens of millions delay going to the doctor when they are ill because they lack the money to pay for treatment. Home ownership, a key part of the American Dream, is in rapid decline for the average worker. Because of lower incomes, an increasing number of young people no longer can afford to purchase homes.

In 1980, 21% of Americans under 25 owned their own homes, today, a little over half that figure do. Yet, while millions drop out of the middle class into poverty, while hundreds of thousands of poor people sleep on the streets, while a black male infant born in New York City's inner-city neighborhoods has a lower life expectancy than one born in Bangladesh, another phenomenon is taking place. The wealthiest people in the nation are becoming richer.

The gap between the rich and the poor is growing wider.

The richest 1% of our population owns close to 42% of the nation's wealth, more than the bottom 90% do. While the very rich were becoming much richer, the very poorest were becoming poorer. When the 1980s began, there were scattered pockets of homelessness and childhood hunger.

When the decade ended, widespread homelessness and hunger existed in almost every American city. While the rich were buying stretch limousines and fancy yachts, life in increasing numbers of communities began to resemble the poorest Third World countries.

The 1980s was, indeed, a decade of contrasts. There are a number of reasons why inequality in wealth and income in America has grown over the last 20 years. President Jimmy Carter in 1977 and President Ronald Reagan in 1981 and 1986 instituted tax reform with the support and approval of the Democratic Congress. The result was to lower taxes significantly on the wealthy and the large corporations, and raises them for almost everyone else. Taxes on the very wealthy were cut 12.3%; working- and middle-class Americans saw theirs grow. At a time when the rich are getting richer, the middle class is shrinking and more people are living in desperation. Where does the nation go from here? What policies should Congress be pursuing to improve the standard of living of ordinary Americans and create a more just and humane society? As a beginning, it should:

Raise the minimum wage. The minimum wage, which has lost 26% of its purchasing power over the last 20 years, must be increased. People can not survive on \$5.15 an hour.

Every American who works 40 hours a week must earn enough to live above the poverty line.

This country should not be known throughout the industrialized world as a low-wage nation.

The minimum wage should be raised to reflect reasonable needs.

Create new jobs by rebuilding America. The U.S. has enormous physical and human infrastructural needs that have been ignored for many years. Instead of spending over \$100,000,000,000 a year defending Europe and Asia against a nonexistent enemy, we should be rebuilding *our* country.

Meaningful, well-paying jobs can be created by investing more in mass transit, bridges, water and sewage systems, schools, libraries, and housing stock, as well as protecting the environment.

Institute a truly fair trade policy. In recent years, many U.S. multinational corporations have turned their backs on the American workers who brought them prosperity.

It is an outrage to force American workers to compete against Chinese who earn 20 cents an hour and are not allowed to have free unions or elect their government leaders. It is wrong for our workers to see their jobs going to Mexico, where factory workers earn 75 cents an hour.

At a time when the rich are getting richer and corporate profits are soaring, it is appropriate that the upper-income people pay their fair share of taxes.

Reform labor law. One of the reasons real wages have declined precipitously over the last 20 years is the decline of the trade union movement. There are many reasons for sagging membership.

Under current law, it is extremely difficult to organize and join unions. Companies increasingly are firing pro union workers and are supplanting strikers with permanent replacements. Labor law reform will allow those who wish to join unions to do so without harassment or job loss.

Establish national health care. The U.S. health care crisis is getting worse, not better. More and more Americans lack health insurance. The U.S. continues to have the most costly and inefficient health care system in the world. Americans must fight for a single-payer national health care system that guarantees health care for all. Quality health care must be a right of all citizens, not a privilege for the wealthy. The wealthy and large corporations can not be allowed to continue to buy political parties and candidates. It is absurd that the Republican Party can raise \$16,000,000 on one night and that Steve Forbes could be a serious candidate for president because he was prepared to spend \$50,000,000 of his own money. Congress must pass campaign finance reform that limits the amount candidates can spend and matches public funding with small donations.

JOBS IN AMERICA

Many Americans change jobs during their lifetime. In fact, some Americans even change careers one or more times. Someone who has been a teacher for 15 years might decide to quit that profession in order to begin a restaurant business. Or a banker might decide to go back to school to study law. You sometimes meet older Americans who have tried several careers in their lifetime.

The Small Business Administration is a U.S. government agency established in 1953.

It lends money to small business to help them grow. The Small Business Administration also helps small businesses receive government contracts.

Before World War II, most American women did not work outside the home. Between 1941 and 1945, more than 6 mln. women took jobs outside the home for the first time. Since then the number of women in the workplace has greatly increased. In most American families, both the husband and wife must work in order to afford a home or a college education for their children.

As recently as 2017, public opinion polls indicated that most American men did not want their wives to work outside the home. However, today, most husbands approve of their wives having a job. In fact, the majority of American wives now work outside the home. About 60% of mothers with children under the age of six are now employed. About 70% of mothers with school-age children are now working, too. American teenagers often take job in the summer, when they are not going to school.

Many teenagers work as counselors in summer camps for young children. Some teens may work in supermarkets or in fast-food restaurants. Others have jobs as messengers, delivery people, or salesclerks. Occasionally, teenagers work at some of these jobs during the school year as well as during the summer. In the USA, about 5% of all jobs are in agriculture, fishing, and mining.

About 25% are in manufacturing and construction. The rest of the jobs are in service professions, such as teaching, selling and medicine. Many Americans retire at the age of 65.

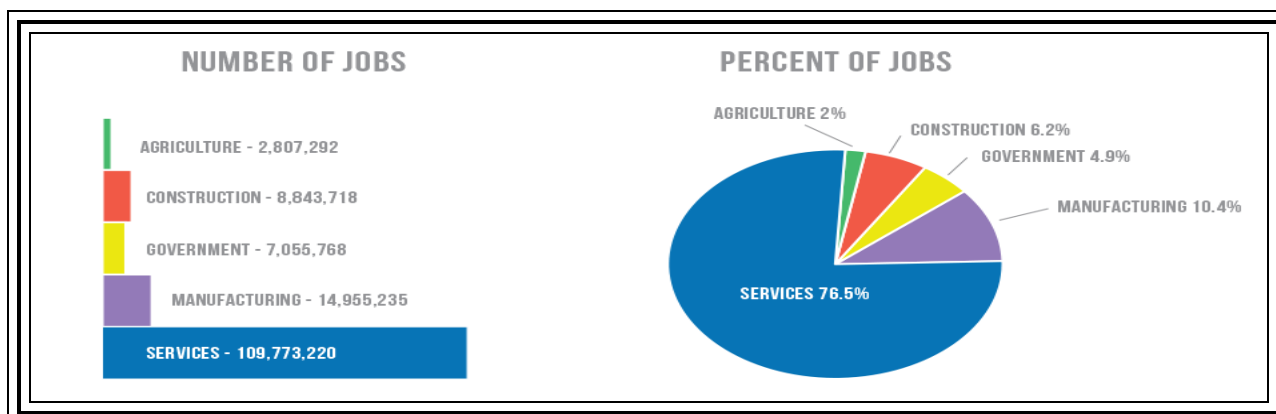
Some retire at a younger age, and other chooses never to retire. The federal government provides social security (money each month) for workers who retire.

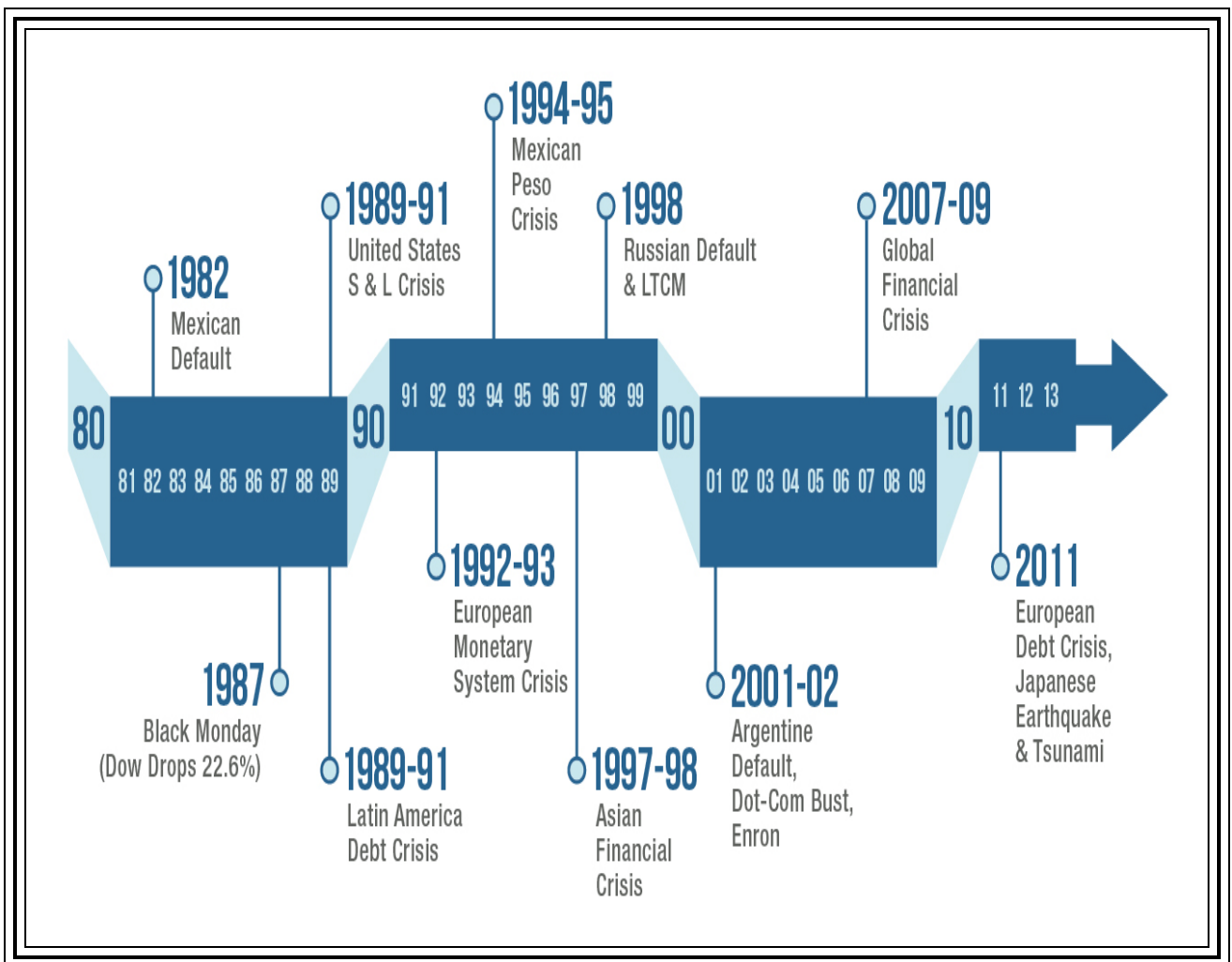
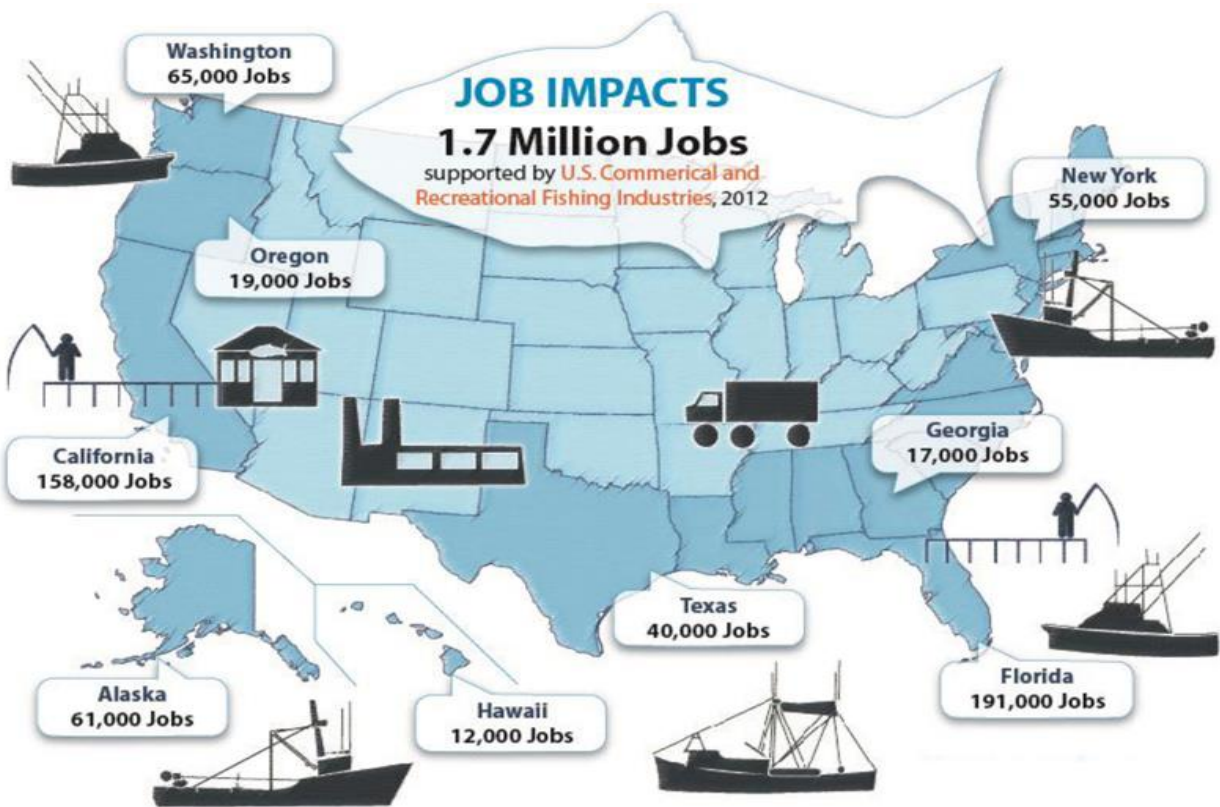
There are many organizations of retired persons in the USA. Some of the members of these groups volunteer their time to help people in a particular kind of business. Other groups of retired persons work for educational, social, religious, or political causes.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What is The Small Business Administration like? 2. When was it established? 3. How many Americans change jobs during their lifetime? 4. What does this organization do? 5. When did women take jobs outside the home for the first time? 6. What have public opinion polls indicate recently? 7. How many mothers with school age children are now working? 8. How many percents of all jobs are in agriculture, fishing, and mining? 9. How many percents of all jobs are in manufacturing and construction? 10. Where are the rest of the jobs?





A NATION OF FARMERS

Agriculture in the USA has changed dramatically over the last 200 years. At the time of the American Revolution (1775-83), 95 % of the population was engaged in farming.

Today that figure is less than 2 percent. Although individuals or families own 85% of all farms in the USA, they own only 64 % of the farmland. The remainder is owned by corporations, large and small, and farming and its related industries have become big business – "agribusiness".

Yet for all the changes agriculture is a constant in American life and the food produced is safe, abundant, and affordable. Early in American history, farmers set the tone for the rest of the nation.

Farmers have never been as self-sufficient as myth would have it, dependent as they are on the uncertainties of weather and the marketplace. Nonetheless, they have exhibited individualism and egalitarianism admired and emulated by the rest of society. As settlement advanced from east to west, U.S. agriculture attained a richness and variety unmatched in most other parts of the world. This is true still today, in large part owing to the quantity of land and the generosity of nature.

Only in a relatively small portion of the Western USA is rainfall so limited that deserts exist.

Elsewhere, rainfall ranges from modest to abundant; rivers and underground water allow for irrigation where needed. Large stretches of level or gently rolling land, especially in the Midwest, provide ideal conditions for large-scale agriculture.

In most sections of the USA, land was too abundant and labor too scarce for the English system – in which a landed gentry owned vast estates and most farmers were tenants – to take hold. North American agriculture came to be based on a multitude of family farms.

Moreover, these farms tended to be scattered and isolated, rather than clustered around villages, thus enhancing the farmer's individualism and self-reliance.

Readiness to embrace new technology has been characteristic of American farmers, and throughout the 19th century, one new tool or invention followed another in rapid succession.

For example, the scythe and cradle replaced the sickle for harvesting grain, and then gave way to Cyrus McCormick's mechanical reaper in the 1830s. By the time of the American Civil War (1861-65), machines were taking over the work of haying, threshing, mowing, cultivating, and planting – and, in doing so, spurring big increases in productivity. Another factor in the rise of agricultural output was the rapid flow of settlers across the Mississippi River in the late 19th century.

The federal government promoted the internal migration in several ways, including the Homestead Act. Enacted in 1862, the act perpetuated the existing pattern of small family farms by offering a "homestead" of 65 hectares to each family of settlers for a nominal fee. Overall, American agriculture has been a notable success story. American consumers pay less for their food than those in many other industrial countries, and one-third of the cropland in the USA produces crops destined for export.

In 1995 agricultural exports exceeded imports by nearly two to one. But agricultural success has had its price. Conservationists assert that American farmers have damaged the environment by excessive use of artificial fertilisers and chemicals to kill weeds and pests.

Toxic farm chemicals have at times found their way into the nation's water, food, and air, although government officials at the state and federal levels are vigilant in their efforts to protect these resources.

In the meantime, scientists at research centres across the USA search for long-term solutions.

Employing such innovative techniques as gene-splicing, they hope to develop crops that grow rapidly and resist pests without the use of toxic chemicals.

For a time inventions and pro-farming policies were almost too successful. Overproduction became a serious problem after the Civil War. With demand unable to keep pace with supply, the prices farmers received for their products fell. The years from the 1870s until about 1900 were especially hard for the American farmer.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

UNIT II. THE ECONOMIC HISTORY OF THE USA

The economic history of the USA is about characteristics of and important developments in the U.S. economy from colonial times to the present. The emphasis is on economic performance and how it was affected by new technologies, especially those that improved productivity, which is the main cause of economic growth. Also covered are the change of size in economic sectors and the effects of legislation and government policy.

Colonial Economy to 1780s

The colonial economy differed significantly from that of most other regions in that land and natural resources were abundant in America but labour was scarce.

From 1700 to 1775, the output of the thirteen colonies increased 12 fold, giving the colonies an economy about 30% the size of Britain's at the time of independence. Population growth was responsible for over three-quarters of the economic growth of the British American colonies.

The free white population had the highest standard of living in the world. There was very little change in productivity and little in the way of introduction of new goods and services. Under the colonial system Britain put restrictions on the type of products that could be made in the colonies and put restrictions on trade outside the British Empire.

Demographics

Initial colonization of North America was extremely difficult and the great majority of settlers before 1625 died in their first year. Settlers had to depend on what they could hunt and gather plus what they brought with them and on uncertain shipments of food, tools and supplies until they could build shelters and forts, clear land and grow enough food and build gristmills, sawmills, iron works and blacksmith shops to be self-supporting. They also had to defend themselves against raids from hostile Indians. After 1629, population growth was very rapid due to high birth rates (8 children per family versus 4 in Europe) and lower death rates than in Europe, and immigration.

The long life expectancy of the colonists was due to the abundant supplies of food and firewood and the low population density that limited spread of infectious diseases. The death rate from diseases, especially malaria, was higher in the warm, humid southern colonies than in cold New England. The higher birth rate was due to better employment opportunities. Many young adults in Europe delayed marriage for financial reasons. There were many servants in Europe who were not permitted to marry. The population of white settlers grew from an estimated 40,000 in 1650 to 235,000 in 1700.

In 1690, there were an estimated 13,000 black slaves. The population grew at an annual rate of over 3% throughout the 18th century, doubling every 25 years or less.

By 1775, the population had grown to 2.6 mln., of which 2.1 mln. were white, 540,000 black and 50,000 Native American, giving the colonies about one third of the population of Britain.

The three most populated colonies in 1775 were Virginia, with a 21% share, Pennsylvania and Massachusetts with 11% each. The colonial economy of what would become the USA was pre-industrial, primarily characterized by subsistence farming. Farm households also were engaged in handicraft production, mostly for home consumption, but with some goods sold.

The market economy was based on extracting and processing natural resource and agricultural products for local consumption, such as mining, gristmills and sawmills, and the export of agricultural products. The most important agricultural exports were raw and processed feed grains (wheat, Indian corn, rice, bread and flour) and tobacco. Tobacco was a major crop in the Chesapeake Bay region and rice – a major crop in South Carolina. Dried and salted fish was also a significant export.

North Carolina was the leading producer of naval stores: turpentine (for lamps), rosin (candles and soap), tar (rope and wood preservative) and pitch (ships' hulls). Another export was potash, which was derived from hardwood ashes and was used as a fertilizer and for making soap and glass.

The colonies depended on Britain for many finished goods, partly because laws prohibited making many types of finished goods in the colonies. These laws achieved the intended purpose of creating a trade surplus for Britain. The colonial balance trade in goods was heavily in favour of Britain; however, American shippers were able to offset roughly half of the goods trade deficit with revenues earned by shipping between ports within the British Empire. The largest non-agricultural segment was shipbuilding, which was from 5 to 20% of total employment.

About 45% of American made ships were sold to foreigners. Exports and related services accounted for about one-sixth of income in the decade before revolution. Just before the revolution, tobacco was about a quarter of the value of exports. At the time of the revolution, the colonies produced about 15% of world iron, although the value of exported iron was small compared to grains and tobacco.

The mined American iron ores at that time were not large deposits and were not all of high quality; however, the huge forests provided adequate wood for making charcoal. Wood in Britain was becoming scarce and coke was beginning to be substituted for charcoal; however, coke made inferior iron. Britain encouraged colonial production of pig and bar iron, but banned construction of new colonial iron fabrication shops in 1750, but the ban was mostly ignored by the colonists.

Settlement was sparse during the colonial period and transportation was severely limited by lack of improved roads. Towns were located on or near the coasts or navigable inland waterways.

Even on improved roads, which were rare during the colonial period, wagon transport was very expensive. Economical distance for transporting low value agricultural commodities to navigable waterways varied but was limited to something on the order of less than 25 miles. In the few small cities and among the larger plantations of South Carolina, and Virginia, some necessities and virtually all luxuries were imported in return for tobacco, rice, and indigo exports.

By the 18th century, regional patterns of development had become clear: the New England colonies relied on shipbuilding and sailing to generate wealth; plantations (using slave labour) in Maryland, Virginia, and the Carolinas grew tobacco, rice, and indigo; and the middle colonies of New York, Pennsylvania, New Jersey, and Delaware shipped general crops and furs. Except for slaves, standards of living were generally high – higher, in fact, than in England itself.

The New England region's economy grew steadily over the entire colonial era, despite the lack of a staple crop that could be exported. All the provinces and many towns as well, tried to foster economic growth by subsidizing projects that improved the infrastructure, such as roads, bridges, inns and ferries. They gave bounties and subsidies or monopolies to sawmills, grist mills, iron mills, pulling mills (which treated cloth), salt works and glassworks.

Most important, colonial legislatures set up a legal system that was conducive to business enterprise by resolving disputes, enforcing contracts, and protecting property rights. Hard work and entrepreneurship characterized the region, as the Puritans and Yankees endorsed the "Protestant Ethic", which enjoined men to work hard as part of their divine calling.

The benefits of growth were widely distributed in New England, reaching from merchants to farmers to hired labourers. The rapidly growing population led to shortages of good farmland, on which young families could establish themselves; one result was to delay marriage, and another was to move to new lands farther west. In the towns and cities, there was strong entrepreneurship, and a steady increase in the specialization of labour. Wages for men went up steadily before 1775; new occupations were opening for women, including weaving, teaching, and tailoring. The region bordered New France, and in the numerous wars the British poured money into purchase supplies, build roads and pay colonial soldiers.

The coastal ports began to specialize in fishing, international trade and shipbuilding – and after 1780 in whaling. Combined with growing urban markets for farm products, these factors allowed the economy to flourish despite the lack of technological innovation. The Connecticut economy began with subsistence farming in the 17th century, and developed with greater diversity and an increased focus on production for distant markets, especially the British colonies in the Caribbean.

The American Revolution cut off imports from Britain, and stimulated a manufacturing sector that made heavy use of the entrepreneurship and mechanical skills of the people. In the second half of the 18th century, difficulties arose from the shortage of good farmland, periodic money problems, and downward price pressures in the export market. In agriculture, there was a shift from grain to animal products. The colonial government from time to time attempted to promote various commodities such as hemp, potash, and lumber as export items to bolster its economy and improve its balance of trade with Great Britain.

Urban Centres

Historian Carl Bridenbaugh examined in depth five key cities: Boston (population 16,000 in 1760), Newport Rhode Island (population 7500), New York City (population 18,000), Philadelphia (population 23,000), and Charles Town (Charlestown, South Carolina), (population 8000). He argues they grew from small villages to take major leadership roles in promoting trade, land speculation, immigration, and prosperity, and in disseminating the ideas of the Enlightenment, and new methods in medicine and technology.

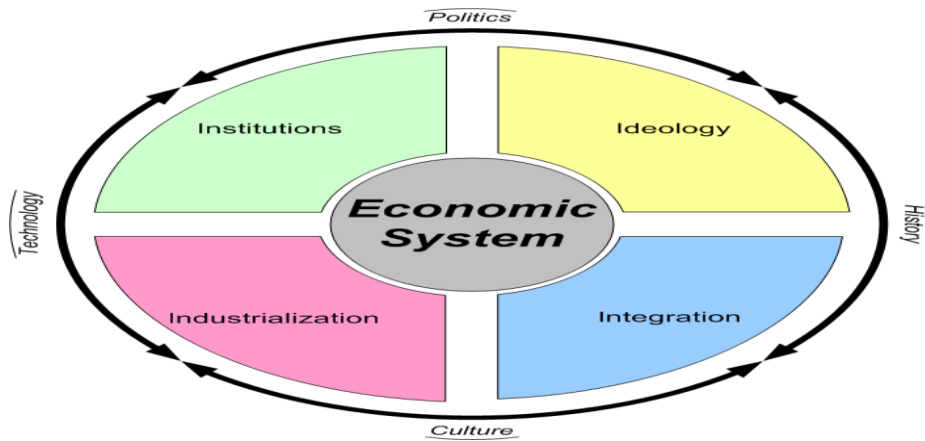
Furthermore, they sponsored a consumer taste for English amenities, developed a distinctly American educational system, and began systems for care of people meeting welfare. The cities were not remarkable by European standards, but they did display certain distinctly American characteristics, according to Bridenbaugh. There was no aristocracy or established church; there was no long tradition of powerful guilds. The colonial governments were much less powerful and intrusive than corresponding national governments in Europe. They experimented with new methods to raise revenue, build infrastructure, and solve urban problems. They were more democratic than European cities, in that a large fraction of the men could vote; class lines were more fluid. Contrasted to Europe, printers (especially as newspaper editors) had a much larger role in shaping public opinion, and lawyers moved easily back and forth between politics and their profession.

Bridenbaugh argues that by the mid-18th century, the middle-class businessmen, professionals, and skilled artisans dominated the cities. He characterizes them as "sensible, shrewd, frugal, ostentatiously moral, generally honest," public spirited, and upwardly mobile, and argues their economic strivings led to "democratic yearnings" for political power. Numerous historians have explored the roles of working-class men, including slaves, in the economy of the colonial cities, and in the early Republic.

There were few cities in the entire South, and Charleston (Charles Town) and New Orleans were the most important before the Civil War. The colony of South Carolina was settled mainly by planters from the overpopulated sugar island colony of Barbados, who brought large numbers of African slaves from that island.

On the eve of the Revolution, 95 % of the American population lived outside the cities – much to the frustration of the British, who were able to capture the cities with their Royal Navy, but lacked the manpower to occupy and subdue the countryside. In explaining the importance of the cities in shaping the American Revolution, Benjamin Carp compares the important role of waterfront workers, taverns, churches, kinship networks, and local politics.

Historian Gary B. Nash emphasizes the role of the working class, and their distrust of their betters, in northern ports. He argues that working class artisans and skilled craftsmen made up a radical element in Philadelphia that took control of the city starting about 1770 and promoted a radical Democratic form of government during the revolution.



Political Environment & Mercantilism: Old & New

The colonial economies of the world operated under the economic philosophy of mercantilism, a policy by which countries attempted to run a trade surplus in order to accumulate gold reserves.

The colonial powers of England, France, Spain and the Dutch Republic tried to protect their investments in colonial ventures by limiting trade between each other's colonies.

Spain clung to old style mercantilism, primarily concerned with enriching the Spanish government by accumulating gold and silver. The Dutch and particularly the British approach was more conducive to private business. A mercantile policy that affected the British American colonies was the Navigation Acts, which were passed by the British Parliament between 1651 and 1673.

Important features of the Navigation Acts are: Foreign vessels were excluded from carrying trade between ports within the British Empire. Manufactured goods from Europe to the colonies had to pass through England. Enumerated items, which included furs, ship masts, rice, indigo and tobacco, were only allowed to be exported to Great Britain. Although the Navigation Acts were enforced, they had a negligible effect on commerce and profitability of trade.

On the eve of independence, Britain was in the early stage of the Industrial Revolution, with cottage industries and workshops providing finished goods for export to the colonies. At that time, half of the wrought iron, beaver hats, cordage, nails, linen, silk, and printed cotton produced in Britain were consumed by the British American colonies. The domestic economy of the British American colonies enjoyed a great deal of freedom, although some of their freedom was due to lack of enforcement of British regulations on commerce and industry. Adam Smith used the colonies as an example of the benefits of free enterprise. Colonists paid minimal taxes.

Some colonies, such as Virginia, were founded principally as business ventures. England's success at colonizing what would become the USA was due in large part to its use of charter companies. Charter companies were groups of stockholders (merchants and wealthy landowners) who sought personal economic gain and, perhaps, wanted also to advance England's national goals. While the private sector financed the companies, the king also provided each project with a charter or grant conferring economic rights as well as political and judicial authority.

The colonies did not show profits, however, and the disappointed English investors often turned over their colonial charters to the settlers. The political implications, although not realized at the time, were enormous. The colonists were left to build their own governments and their own economy.

The colonial governments had few expenses and taxes were minimal. Although the colonies provided an export market for finished goods made in Britain or sourced by British merchants and shipped from Britain, the British incurred the expenses of providing protection against piracy by the British Navy and other military expenses. An early tax was the Molasses Act of 1733.

In the 1760s, the London government raised small sums by new taxes on the colonies.

This occasioned an enormous uproar, from which historians date the origins of the American Revolution. The issue was not the amount of the taxes – they were quite small – but rather the constitutional authority of Parliament versus the colonial assemblies to vote taxes. New taxes included the Sugar Act of 1764, the Stamp Act of 1765 and taxes on tea and other colonial imports.

Historians have debated back and forth about the cost imposed by the Navigation Acts, which were less visible and rarely complained about.

However, by 1995, the consensus view among economic historians and economists was that the "costs imposed on [American] colonists by the trade restrictions of the Navigation Acts were small."

The American Revolution

Americans in the 13 Colonies demanded their rights as Englishmen, as they saw it, to select their own representatives to govern and tax them – which Britain refused. The Americans attempted resistance through boycotts of British manufactured items, but the British responded with a rejection of American rights and the Intolerable Acts of 1774. In turn, the Americans launched the American Revolution, resulting in an all-out war against the British and to independence for the new USA of America. The British tried to crush the American economy with a blockade of all ports, but with 90% of the people in farming, and only 10% in cities, the American economy proved resilient and able to support a sustained war, which lasted from 1775 to 1783.

Revolutionary era cartoon showing US sawing the horn of a cow (symbolizing a break from British commerce) with a distressed Englishman watching as other European powers wait to collect milk. The cartoon represents the commercial status of the US during the Revolution.

The American Revolution (1775–1783) brought a dedication to unalienable rights to "life, liberty, and the pursuit of happiness", which emphasize individual liberty and economic entrepreneurship, and simultaneously a commitment to the political values of liberalism and republicanism, which emphasize natural rights, equality under the law for all citizens, civic virtue and duty, and promotion of the general welfare. Britain's war against the Americans, French and Spanish cost about £100 mln..

The Treasury borrowed 40% of the money it needed and raised the rest through an efficient system of taxation. Heavy spending brought France to the verge of bankruptcy and revolution. Congress and the American states had no end of difficulty financing the war.

In 1775 there was at most 12 mln. dollars in gold in the colonies, not nearly enough to cover existing transactions, let alone on a major war. The British made the situation much worse by imposing a tight blockade on every American port, which cut off almost all imports and exports. One partial solution was to rely on volunteer support from militiamen, and donations from patriotic citizens.

Another was to delay actual payments, pay soldiers and suppliers in depreciated currency, and promise it would be made good after the war. Indeed, in 1783 the soldiers and officers were given land grants to cover the wages they had earned but had not been paid during the war. Not until 1781, when Robert Morris was named Superintendent of Finance of the USA, did the national government have a strong leader in financial matters. Morris used a French loan in 1782 to set up the private Bank of North America to finance the war. Seeking greater efficiency, Morris reduced the civil list, saved money by using competitive bidding for contracts, tightened accounting procedures, and demanded the federal government's full share of money and supplies from the states.

Congress used four main methods to cover the cost of the war, which cost about 66 mln. dollars in specie (gold and silver). Congress made two issues of paper money, in 1775–1780, and in 1780–81. The first issue amounted to \$242 mln. This paper money would supposedly be redeemed for state taxes, but the holders were eventually paid off in 1791 at the rate of one cent on the dollar. By 1780, the paper money was "not worth a Continental", as people said, and a second issue of new currency was attempted. The second issue quickly became nearly worthless – but it was redeemed by the new federal government in 1791 at 100 cents on the dollar.

At the same time, the states, especially Virginia and the Carolinas, issued over \$200 mln. of their own currency. In effect, the paper money was a hidden tax on the people, and indeed was the only method of taxation that was possible at the time.

The skyrocketing inflation was a hardship on the few people who had fixed incomes – but 90 % of the people were farmers, and were not directly affected by that inflation. Debtors benefited by paying off their debts with depreciated paper. The greatest burden was borne by the soldiers of the Continental Army, whose wages – usually in arrears – declined in value every month, weakening their morale and adding to the hardships suffered by their families.

Starting in 1776, the Congress sought to raise money by loans from wealthy individuals, promising to redeem the bonds after the war. The bonds were in fact redeemed in 1791 at face value, but the scheme raised little money because Americans had little specie, and many of the rich merchants were supporters of the Crown. Starting in 1776, the French secretly supplied the Americans with money, gunpowder and munitions in order to weaken its arch enemy, Great Britain.

When France officially entered the war in 1778, the subsidies continued, and the French government, as well as bankers in Paris and Amsterdam loaned large sums to the American war effort. These loans were repaid in full in the 1790s. Beginning in 1777, Congress repeatedly asked the states to provide money. However, the states had no system of taxation either, and were little help.

By 1780 Congress was making requisitions for specific supplies of corn, beef, pork and other necessities – an inefficient system that kept the army barely alive.

The cities played a major role in fomenting the American Revolution, but they were hard hit during the war itself, 1775-83. They lost their main role as oceanic ports, because of the blockade by the British Navy. Furthermore, the British occupied the cities, especially New York 1776-83, and the others for briefer periods. During the occupations, they were cut off from their hinterland trade and from overland communication. When the British finally departed in 1783, they took out large numbers of wealthy merchants who resumed their business activities elsewhere in the British Empire.

The New Nation

The U.S. Constitution, adopted in 1787, established that the entire nation was unified or common market, with no internal tariffs or taxes on interstate commerce. The extent of federal power was much debated, with Alexander Hamilton taking a very broad view as the first Secretary of the Treasury during the presidential administration of George Washington.

Hamilton successfully argued for the concept of "implied powers", whereby the federal government was authorized by the Constitution to create anything necessary to support its contents, even if it not specifically noted in it (build lighthouses, etc.). He succeeded in building strong national credit based on taking over the state debts and bundling them with the old national debt into new securities sold to the wealthy. They in turn now had an interest in keeping the new government solvent. Hamilton funded the debt with tariffs on imported goods and a highly controversial tax on whiskey. Hamilton believed the USA should pursue economic growth through diversified shipping, manufacturing, and banking. He sought and achieved Congressional authority to create the First Bank of the USA in 1791; the charter lasted until 1811.



Graphic: Deloitte University Press | DUPress.com

After the war, the older cities finally restored their economic basis; newer growing cities included Salem, Massachusetts (opened a new trade with China), New London, Connecticut, and Baltimore, Maryland. The Washington administration under the leadership of Secretary of the Treasury Alexander Hamilton set up a national bank in 1791, and local banks began to flourish in all the cities. Merchant entrepreneurship flourished and was a powerful engine of prosperity in the cities.

World peace lasted only a decade, for in 1793 two decades of war between Britain and France and their allies broke out. As the leading neutral trading partner, the USA did business with both sides.

France resented it, and the Quasi-War of 1798-99 disrupted trade. Outraged at British impositions on American merchant ships, and sailors, the Jefferson and Madison administrations engaged in economic warfare with Britain 1807-1812, and then full-scale warfare 1812 to 1815.

Industry & Commerce

Transportation

There were very few roads outside of cities and no canals in the new nation. In 1792, it was reported that the cost of transport of many crops to seaport was from one-fifth to one half their cost. The cheapest form of transportation was by water, along the seacoast or on lakes and rivers.

In 1816 it was reported "A ton of goods could be brought 3000 miles from Europe for about \$9, but for that same sum it could be moved only 30 miles in this country".

In the mid 1780s, Oliver Evans invented a fully automatic mill that could process grain with practically no human labour or operator attention. This was a revolutionary development in two ways: it used bucket elevators and conveyor belts, which would eventually revolutionize materials handling, and governors, a forerunner of modern automation, for control.

Cotton was at first a small-scale crop in the South. Cotton farming boomed following the improvement of the cotton gin by Eli Whitney. It was 50 times more productive at removing the seeds than with a roller. Soon, large cotton plantations, based on slave labour, expanded in the richest lands from the Carolinas westward to Texas. The raw cotton was shipped to textile mills in Britain, France and New England.

Mechanized Textile Manufacturing

In the final decade of the 18th century, England was beginning to enter the rapid growth period of the Industrial Revolution, but the rest of the world was completely devoid of any type of large-scale mechanized industry. Britain prohibited the export of textile machinery and designs and did not allow mechanics with such skills to emigrate. Samuel Slater, who worked as mechanic at a cotton spinning operation in England, memorized the design of the machinery. He was able to disguise himself as a labourer and emigrated to the U.S., where he heard there was a demand for his knowledge.

In 1789, Slater began working as a consultant to Almy & Brown in Rhode Island who were trying to successfully spin cotton on some equipment they had recently purchased. Slater determined that the machinery was not capable of producing good quality yarn and persuaded the owners to have him design new machinery. Slater found no mechanics in the U.S. when he arrived and had great difficulty finding someone to build the machinery.

Eventually he located Oziel Wilkinson and his son David to produce iron castings and forgings for the machinery. According to David Wilkinson: "all the turning of the iron for the cotton machinery built by Mr. Slater was done with hand chisels or tools in lathes turned by cranks with hand power".

By 1791, Slater had some of the equipment operating.

In 1793, Slater and Brown opened a factory in Pawtucket, Rhode Island, which was the first successful water powered roller spinning cotton factory in the USA. David Wilkinson went on to invent a metalworking lathe, which won him a Congressional prize.

Finance & Money & Banking

The First Bank of the USA was chartered in 1791. It was designed by Alexander Hamilton and faced strenuous opposition from agrarians led by Thomas Jefferson, who deeply distrusted banks and urban institutions. They closed the Bank in 1811, just when the War of 1812 made it more important than ever for Treasury needs. The USA was pre-industrial throughout the first third of the 19th century.

Most people lived on farms and produced much of what they consumed. A considerable percentage of the non-farm population was engaged in handling goods for export. The country was an exporter of agricultural products. The U.S. built the best ships in the world. The textile industry became established in New England, where there was abundant waterpower. Steam power began being used in factories, but water was the dominant source of industrial power until the Civil War. The building of roads and canals, the introduction of steamboats and the first railroads were the beginning of a transportation revolution that would accelerate throughout the century.

Political Developments

The institutional arrangements of the American System were initially formulated by first Secretary of the Treasury, Alexander Hamilton, who proposed the creation of a government-sponsored bank and increased tariffs to encourage industrial development.

Following Hamilton's death at the hands of Aaron Burr, the American school of political economy was championed in the antebellum period by Henry Clay and the Whig Party generally.

Specific government programs and policies which gave shape and form to the American School and the American System include

- the establishment of the Patent Office in 1802;
- the creation of the Coast & Geodetic Survey in 1807; other measures to improve river & harbour navigation.
- the various Army expeditions to the west, beginning with Lewis & Clark's Corps of Discovery in 1804; continuing into the 1870s, almost always under the direction of an officer from the Army Corps of Topographical Engineers, which provided crucial information for the overland pioneers that followed;
- the assignment of Army Engineer officers to assist or direct the surveying and construction of the early railroads & canals;
- the establishment of the First & Second Bank of the USA as well as various protectionist measures.

Thomas Jefferson and James Madison opposed a strong central government (most of Hamilton's economic policies), but they could not stop Hamilton, who wielded immense power and political influence in the Washington administration.

In 1801, Jefferson became president and turned to promoting a more decentralized, agrarian democracy called Jeffersonian democracy. (He based his philosophy on protecting the common man from political and economic tyranny. He particularly praised small farmers as "the most valuable citizens".)

However, Jefferson did not change Hamilton's basic policies. As president in 1811, Madison let the bank charter expire, but the War of 1812 proved the need for a national bank and Madison reversed positions. The Second Bank of the USA was established in 1816, with a 20-year charter.

Thomas Jefferson was able to purchase the Louisiana Territory from France in 1803 for \$15 mln., although the treasury at the time only had \$10 mln.

The Louisiana Purchase greatly expanded the size of the USA, adding extremely good farmland, the Mississippi River and the city of New Orleans. Wars from 1793 to 1814 caused withdrawal of most foreign shipping from the U.S., leaving trade in the Caribbean and Central and South America open for the U.S. Seizure of U.S. ships by France and Britain during the Napoleonic Wars led to the Embargo Act of 1807, which prohibited most foreign trade. The War of 1812, by cutting off almost all foreign trade, created a home market for goods made in the U.S.

(Even if they were more expensive), changing an early tendency toward free trade into a protectionism characterized by nationalism and protective tariffs. States built roads and waterways, such as the Cumberland Pike (1818) and the Erie Canal (1825), opening up markets for western farm products. The Whig Party supported Clay's American System, which proposed to build internal improvements (roads, canals and harbours), protect industry, and create a strong national bank.

The Democrats blocked the Whig legislation program at the national level, but similar modernization programs were enacted in most states on a bipartisan basis.

The role of the Federal Government in regulating interstate commerce was firmly established by the landmark Supreme Court ruling in *Gibbons v Ogden*, which decided against allowing states to grant exclusive rights to steamboat companies operating between states.

President Andrew Jackson (1829-1837), leader of the new Democratic Party, opposed the Second Bank of the USA, which he believed favoured the entrenched interests of rich. When he was elected for a second term, Jackson blocked the renewal of the bank's charter. Jackson opposed paper money and demanded the government be paid in gold and silver coins. The Panic of 1837 stopped business growth for three years.

Agriculture & Commerce & Industry

Population Growth

Although there was relatively little immigration from Europe, the rapid expansion of settlements to the West, and the Louisiana Purchase of 1803, opened up vast frontier lands.

The high birth rate and the availability of cheap land caused the rapid expansion of population.

The average age was under 20, with children everywhere. The population grew from 5.3 mln. people in 1800, living on 865,000 square miles of land to 9.6 mln. in 1820 on 1,749,000 mi². By 1840, the population had reached 17,069,000 on the same land.

New Orleans and St. Louis joined the USA and grew rapidly; entirely new cities were begun at Pittsburgh, Marietta, Cincinnati, Louisville, Lexington, Nashville and points west. The coming of the steamboat after 1810 made upstream traffic economical on major rivers, especially the Hudson, Ohio, Mississippi, Illinois, Missouri, Tennessee, and Cumberland Rivers. Historian Richard Wade has emphasized the importance of the new cities in the Westward expansion in settlement of the farmlands.

They were the transportation centres, and nodes for migration and financing of the westward expansion. The newly opened regions had few roads, but a very good river system in which everything flowed downstream to New Orleans. With the coming of the steamboat after 1815, it became possible to move merchandise imported from the Northeast and from Europe upstream to new settlements. The opening of the Erie Canal made Buffalo the jumping off point for the lake transportation system that made important cities out of Cleveland, Detroit, and especially Chicago.

Labour Shortage

The U.S. economy of the early 19th century was characterized by labour shortages, as noted by numerous contemporary observers. The labour shortage was attributed to the cheapness of land and the high returns on agriculture. All types of labour were in high demand, especially unskilled labour and experienced factory workers. Labour prices in the U.S. were typically between 30 and 50 % higher than in Britain. Women factory workers were especially scarce. The elasticity of labour was low in part because of lack of transportation and low population density. The relative labour scarcity and high price was an incentive for capital investment, particularly in machinery.

Agriculture

The U.S. economy was primarily agricultural in the early 19th century. Westward expansion plus the building of canals and the introduction of steamboats opened up new areas for agriculture.

Much land was cleared and put into growing cotton in the Mississippi valley and in Alabama, and new grain growing areas were brought into production in the Mid West. Eventually this put severe downward pressure on prices, particularly of cotton, first in 1820 -1823 and again 1840-1843.

Before the Industrial Revolution, most cotton was spun and woven near where it was grown, leaving little raw cotton for the international marketplace. World cotton demand experienced strong growth due to mechanized spinning and weaving technologies of the Industrial Revolution.

Although cotton was grown in India, China, Egypt, the Middle East and other tropical and sub-tropical areas, the Americas, particularly the U.S., had sufficient suitable land available to support large-scale cotton plantations, which were highly profitable. A strain of cotton seed brought from Mexico to Natchez, Mississippi in 1806 would become the parent genetic material for over 90% of world cotton production today; it produced bolls that were three to four times faster to pick.

The cotton trade, excluding financing, transport and marketing, was 6 % or less of national income in the 1830s. Cotton became the USA' largest export. Sugar cane was being grown in Louisiana, where it was refined into granular sugar. Growing and refining sugar required a large amount of capital. Some of the nation's wealthiest people owned sugar plantations, which often had their own sugar mills.

Southern plantations, which grew cotton, sugar cane and tobacco, used Negro slave labour.

Roads

In the foreground, workers are breaking stones "so as not to exceed 6 ounces [170 g] in weight or to pass a two-inch [5 cm] ring". There were only a few roads outside of cities at the beginning of the 19th century, but turnpikes were being built. A ton-mile by wagon cost from between 30 and 70 cents in 1819. Robert Fulton's estimate for typical wagonage was 32 cents per ton-mile.

The cost of transporting wheat or corn to Philadelphia exceeded the value at 218 and 135 miles, respectively. To facilitate westward expansion, in 1801 Thomas Jefferson began work on the Natchez Trace, which was to connect Daniel Boone's Wilderness Road, which ended in Nashville, Tennessee, with the Mississippi River. Following the Louisiana Purchase the need for additional roads to the West were recognized by T. Jefferson, who authorized the construction of the Cumberland Road in 1806.

The Cumberland Road was to connect Cumberland Maryland on the Potomac River with the Wheeling (West) Virginia on the Ohio River, which was on the other side of the Alleghany Mountains. Mail roads were also built to New Orleans.

The building of roads in the early years of the 19th century greatly lowered transportation costs and was a factor in the deflation of 1819 to 1821, which was one of the most severe in U.S. history.

Some turnpikes were wooden plank roads, which typically cost about \$1,500 to \$1,800 per mile, but wore out quickly. Macadam roads in New York cost an average of \$3,500 per mile, while high-quality roads cost between \$5,000 and \$10,000 per mile.

Canals

Because a horse can pull a barge carrying a cargo of over 50 tons compared to the typical one ton or less hauled by wagon; the horse required a wagoner versus a couple of men for the barge, water transportation costs were a small fraction of wagonage costs. Canals' shipping costs were between two and three cents per ton-mile, compared to 17-20 cents by wagon.

The cost of constructing a typical canal was between \$20,000 and \$30,000 per mile. Only 100 miles of canals had been built in the U.S. by 1816, and only a few were longer than two miles. The early canals were typically financially successful, such as those carrying coal in eastern Pennsylvania, where canal building was concentrated until 1820.

The 325-mile Erie Canal, which connected Albany, New York, on the Hudson River with Buffalo, New York, on Lake Erie, began operation in 1825. Wagon cost from Buffalo to New York City in 1817 was 19.2 cents per ton-mile. By Erie Canal c. 1857 to 1860, the cost was 0.81 cents.

The Erie Canal was a great commercial success and had a large regional economic impact.

The Delaware and Raritan Canal was also very successful. Also important was the 2.5-mile canal bypassing the falls on the Ohio River at Louisville, which opened in 1830.

The success of some of the early canals led to a canal building boom, during which work began on many canals, which would prove to be financially unsuccessful. As the canal boom was underway in the late 1820s, a small number of horse railways were being built.

The first steam railways quickly followed these in the 1830s. In 1780, the USA had three major steam engines, all of which were used for pumping water: two in mines and one for New York City's water supply. Water wheels and water turbines supplied most power in the U.S. after their introduction in 1840. By 1807, when the North River Steamboat (unofficially called Clermont) first sailed, there were estimated to be fewer than a dozen steam engines operating in the U.S. Steam power did not overtake waterpower until sometime after 1850.

Oliver Evans began developing a high-pressure steam engine that was more practical than the engine developed around the same time by Richard Trevithick in England. The high-pressure engine did away with the separate condenser and thus did not require cooling water. It also had a higher power to weight ratio, making it suitable for powering steamboats and locomotives.

Evans produced a few custom steam engines from 1801 to 1806, when he opened the Mars Works foundry and factory near Philadelphia, where he produced additional engines.

In 1812, he produced his successful Colombian engine at Mars. As his business grew and orders were being shipped inland, Evans and a partner formed the Pittsburgh Steam Engine Company in Pittsburgh, Pennsylvania. Steam engines soon became common in public water supply, sawmills and flour milling, especially in areas with little or no waterpower. In 1828, Paul Moody substituted leather belting for gearing in mills. Leather belting from line shafts was the common way to distribute power from steam engines and water turbines in mills and factories. In the factory boom of the late 19th century, it was common for large factories to have many miles of line shafts. Leather belting continued in use until it was displaced by unit drive electric motors in the early decades of the 20th century.

Shipbuilding

Shipbuilding remained a sizable industry. U.S.-built ships were superior in design, required smaller crews and cost between 40% & 60 % less to build than European ships. The British gained the lead in shipbuilding after they introduced iron-hulled ships in the mid 19th century.

Commercial steamboat operations began in 1807 within weeks of the launch of Robert Fulton's North River Steamboat, often referred to as the Clermont.

The first steamboats were powered by Boulton and Watt type low-pressure engines, which were very large and heavy in relation to the smaller high-pressure engines.

In 1807, Robert L. Stevens began operation of the Phoenix, which used a high pressure engine in combination with a low pressure condensing engine. The first steamboats powered only by high pressure were the Aetna and Pennsylvania designed and built by Oliver Evans.

In the winter of 1811 to 1812, the New Orleans became the first steamboat to travel down the Ohio and Mississippi Rivers from Pittsburgh to New Orleans. The commercial feasibility of steamboats on the Mississippi and its tributaries was demonstrated by the Enterprise in 1814.

By the time of Fulton's death in 1815, he operated 21 of the estimated 30 steamboats in the U.S. The number of steamboats steadily grew into the hundreds. There were more steamboats in the Mississippi valley than anywhere else in the world. Early steamboats took 30 days to travel from New Orleans to Louisville, which was from half to one-quarter the time by keel boat. Due to improvements in steamboat technology, by 1830 the time from New Orleans to Louisville was halved. In 1820 freight rates for keel boats were five cents per ton-mile versus two cents by steamboat, falling to one-half cent per pound by 1830. The SS Savannah crossed from Savannah to Liverpool in 1819 as the first trans-Atlantic steamship.

However, until the development of more efficient engines, trans-ocean ships had to carry more coal than freight. Early trans-ocean steamships were used for passengers and soon some companies began offering regularly scheduled service.

Railroads

Railroads were an English invention, and the first entrepreneurs imported British equipment in the 1830s. By the 1850s, the Americans had developed their own technology. The early lines in the 1830s and 1840s were locally funded and connected nearby cities or connected farms to navigable waterways. They primarily handled freight rather than passengers. The first locomotives were imported from England. One such locomotive was the John Bull, which arrived in 1831. While awaiting assembly, Matthias W. Baldwin, who had designed and manufactured a highly successful stationary steam engine, was able to inspect the parts and obtain measurements. Baldwin was already working on an experimental locomotive based on designs shown at the Rainhill Trials in England.

Baldwin produced his first locomotive in 1832; he went on to found the Baldwin Locomotive Works, one of the largest steam locomotive manufacturers. In 1833 when there were few locomotives in the U.S., three quarters were made in England. In 1838 there were 346 locomotives recorded in the U.S., three-fourths of which were made in the U.S.

Ohio had more railroads built in the 1840s than any other state. Ohio's railroads put the canals out of business. A typical mile of railroad cost \$30,000 compared to the \$20,000 per mile of canal, but a railroad could carry 50 times as much traffic. Railroads appeared at the time of the canal boom, causing its abrupt end, although some canals flourished for an additional half-century.

Manufacturing

Starting with textiles in the 1790s, factories were built to supply a regional and national market.

The power came from waterfalls, and most of the factories were built alongside the rivers in rural New England and upstate New York.

Before 1800, most cloth was made in home workshops, and housewives sewed it into clothing for family use or trade with neighbours. In 1810, the secretary of the treasury estimated that two-thirds of rural household clothing, including hosiery and linen, was produced by households.

By the 1820s, housewives bought the cloth at local stores, and continued their sewing chores. The American textile industry was established during the long period of wars from 1793 to 1815, when cheap cloth imports from Britain were unavailable. Samuel Slater secretly brought in the plans for complex textile machinery from Britain, and built new factories in Rhode Island using the stolen designs. By the time, the Embargo Act of 1807 cut off trade with Britain, there here were 15 cotton spinning mills in operation. These were all small operations, typically employing fewer than 50 people, and most used Arckwright water frames powered by small streams. They were all located in south-eastern New England. In 1809, the number of mills had grown to 62, with 25 under construction.

To meet increased demand for cloth several manufacturers resorted to the putting-out system of having the handloom weaving done in homes. The putting-out system was inefficient because of the difficulty of distributing the yarn and collecting the cloth, embezzlement of supplies, lack of supervision and poor quality. To overcome these problems the textile manufacturers began to consolidate work in central workshops shops where they could supervise operations.

Taking this to the next level, in 1815 Francis Cabot Lowell of the Boston Manufacturing Company built the first integrated spinning and weaving factory in the world at Waltham, Massachusetts, using plans for a power loom that he smuggled out of England. This was the largest factory in the U.S., with a workforce of about 300. It was a very efficient, highly profitable mill that, with the aid of the Tariff of 1816, competed effectively with British textiles at a time when many smaller operations were being forced out of business. The Fall River Manufactory, located on the Quequechan River in Fall River, Massachusetts, was founded 1813 by Dexter Wheeler and Cousin David Anthony.

By 1827, there were 10 cotton mills in the Fall River area, which soon became the country's leading producer of printed cotton cloth. The U.S. began exporting textiles in the 1830s; the Americans specialized in coarse fabrics, while the British exported finer cloth that reached a somewhat different market. Cloth production – mostly cotton but also wool, linen and silk – became the leading American industry. The building of textile machinery became a major driving force in the development of advanced mechanical devices. The shoe industry began transitioning from production by craftsmen to the factory system, with division of labour. Low return freight rates from Europe offered little protection from imports to domestic industries. Standardization and interchangeability have been cited as major contributors to the exceptional growth of the U.S. economy.

The idea of standardization of armaments was originated by French General Jean-Baptiste Vaquette de Gribeauval, who in 1765 began instituting the Gribeauval system. Honoré Blanc, who had served as inspector general of the three French arsenals, began producing muskets with interchangeable locks in France when Thomas Jefferson was minister to France. Jefferson wrote a letter to John Jay about these developments in 1785.

The idea of armament standardization was advocated by Louis de Tousard, who fled the French Revolution and in 1795 joined the U.S. Corps of Artillerists and Engineers where he taught artillery and engineering he learned in France. At the suggestion of George Washington, Tousard had been working on an artillery manual, which he published as *The American Artillerist's Companion* (1809).

Thousand's manual, which was a standard textbook for officer training, stressed the importance of developing a system of standardized armaments.

Fears of war stemming from the XYZ Affair caused the U.S. to begin offering cash advance contracts for producing small arms to private individuals in 1798. Two notable recipients of these contracts associated with interchangeable parts were Eli Whitney and Simeon North.

Although Whitney was not able to make interchangeable parts, he was a proponent of using machinery for gun making; however, he employed only the simplest machines in his factory. North eventually made progress toward some degree of interchangeability and developed special machinery. North's shop used the first known milling machine (c. 1816), a fundamental machine tool.

The experience of the War of 1812 led the War Department to issue a request for contract proposals for firearms with interchangeable parts. Previously, parts from each firearm had to be carefully custom fitted; almost all infantry regiments necessarily included an artificer or armourer who could perform this intricate gunsmithing.

The requirement for interchangeable parts forced forward the development of modern metal-working machine tools, including milling machines, grinders, shapers and planers.

The Federal Armories perfected the use of machine tools by developing fixtures to correctly position the parts being machined and jigs to guide the cutting tools over the proper path. Systems of blocks and gauges were also developed to check the accuracy and precision of the machined parts.

Developing the manufacturing techniques for making interchangeable parts by the Federal Armories took over two decades; however, the first interchangeable small arms parts were not made to a high degree of precision. It wasn't until mid century or later that parts for U.S. rifles and handguns could be considered truly interchangeable with a degree of precision. In 1853 when the British Parliamentary Committee on Small Arms questioned gun maker Samuel Colt, and machine tool makers James Nasmyth and Joseph Whitworth, there was still some question about what constituted interchangeability and whether it could be achieved at a reasonable cost.

The machinists' skills were called armoury practice and the system eventually became known as the American system of manufacturing. Machinists from the armouries eventually spread the technology to other industries, such as clocks and watches, especially in the New England area.

It wasn't until late in the 19th century those interchangeable parts became widespread in U.S. manufacturing.

Among the items, using interchangeable parts were some sewing machine brands and bicycles. The development of these modern machine tools and machining practices made possible the development of modern industry capable of mass production; however, large-scale industrial production did not develop in the U.S. until the late 19th century.

Finance & Money & Banking

The charter for the First Bank of the USA expired in 1811. Its absence caused serious difficulties for the national government trying to finance the War of 1812 over the refusal of New England bankers to help out. President James Madison reverses earlier Jeffersonian opposition to banking, and secured the opening of a new national bank. The Second Bank of the USA was chartered in 1816. Its leading executive was Philadelphia banker Nicholas Biddle. It collapsed in 1836, under heavy attack from President Andrew Jackson during his Bank War.

There were three economic downturns in the early 19th century. The first was the result of the Embargo Act of 1807, which shut off most international shipping and trade due to the Napoleonic Wars. The embargo caused a depression in cities and industries dependent on European trade.

The other two downturns were depressions accompanied by significant periods of deflation during the early 19th century. The first and most severe was during the depression from 1818 to 1821 when prices of agricultural commodities declined by almost 50 %. A credit contraction caused by a financial crisis in England drained specie out of the U.S. The Bank of the USA also contracted its lending. The price of agricultural commodities fell by almost 50 % from the high in 1815 to the low in 1821, and did not recover until the late 1830s, although to a significantly lower price level. Most damaging was the price of cotton, the U.S.'s main export.

Food crop prices, which had been high because of the famine of 1816 that was caused by the year without a summer, fell after the return of normal harvests in 1818. Improved transportation, mainly from turnpikes, significantly lowered transportation costs.

The third economic downturn was the depression of the late 1830s to 1843, following the Panic of 1837, when the money supplies in the USA contracted by about 34 % with prices falling by 33 %.

Only the Great Depression matches the magnitude of this contraction.

A fundamental cause of the Panic of 1837 was depletion of Mexican silver mines. Despite the deflation and depression, GDP rose 16 % from 1839 to 1843, partly because of rapid population growth. In order to dampen speculation in land, Andrew Jackson signed the executive order known as the Specie Circular in 1836, requiring sale of government land to be paid in gold and silver.

Branch mints at New Orleans; Dahlonega, Georgia; and Charlotte, North Carolina, were authorized by congress in 1835 and became operational in 1838. Gold was being withdrawn from the U.S. by England and silver had been taken out of the country because it had been undervalued relative to gold by the Coinage Act of 1834. Canal projects began to fail. The result was the financial Panic of 1837. In 1838, there was a brief recovery. The business cycle upturn occurred in 1843.

Economic historians have explored the high degree of financial and economic instability in the Jacksonian era. For the most part, they follow the conclusions of Peter Temin, who absolved Jackson's policies, and blamed international events beyond American control, such as conditions in Mexico, China and Britain. A survey of economic historians in 1995 show that the vast majority concur with Temin's conclusion that "the inflation and financial crisis of the 1830s had their origin in events largely beyond President Jackson's control and would have taken place whether or not he had acted as he did vis-a-vis the Second Bank of the U.S."

Economics of the War of 1812

The War of 1812 was financed by borrowing, by new issues of private bank notes and by inflation in prices of 15%. The government was a very poor manager during the war, with delays in payments and confusion, as the Treasury took in money months after it was scheduled to pay it out.

Inexperience, indecision, incompetence, partisanship and confusion the main hallmarks. The federal government's management system was designed to minimize the federal role before 1812.

The Republicans in power deliberately wanted to downsize the power and roles of the federal government; when the war began, the Federalist opposition worked hard to sabotage operations.

Problems multiplied rapidly in 1812; all the weaknesses were magnified, especially regarding the Army and the Treasury. There were no serious reforms before the war ended. In financial matters, the decentralizing ideology of the Republicans meant they wanted the First Bank of the USA to expire in 1811, when its 20-year charter ran out. Its absence made it much more difficult to handle the financing of the war, and cause special problems in terms of moving money from state to state, since state banks were not allowed to operate across state lines.

The bureaucracy was terrible, often missing deadlines. On the positive side, over 120 new state banks were created all over the country and they issued notes that financed much of the war effort, along with loans raised by Washington.

Some key Republicans, especially Secretary of the Treasury Albert Gallatin realized the need for new taxes, but the Republican Congress was very reluctant and only raised small amounts.

The whole time, the Federalists in Congress and especially the Federalist-controlled state governments in the Northeast, and the Federalist-aligned financial system in the Northeast, was strongly opposed to the war and refused to help in the financing. Indeed, they facilitated smuggling across the Canadian border, and sent large amounts of gold and silver to Canada, which created serious shortages of specie in the US.

Across the two and half years of the war, 1812-1815, the federal government took in more money than it spent. Cash out was \$119.5 mln. cash in was \$154.0 mln. Two-thirds of the income was borrowing that had to be paid back in later years; the national debt went from \$56.0 mln. in 1812 to \$127.3 mln. in 1815. Out of the GDP (gross domestic product) of about \$925 mln. (in 1815), this was not a large burden for a national population of 8 mln. people; it was paid off in 1835.

A new Second Bank of the USA was set up in 1816, and after that, the financial system performed very well, even though there was still a shortage of gold and silver.

The economy grew every year 1812-1815, despite a large loss of business by East Coast shipping interests. Wartime inflation averaged 4.8% a year. The national economy grew 1812-1815 at the rate of 3.7% a year, after accounting for inflation. Per capita GDP grew at 2.2% a year, after accounting for inflation. Money that would have been spent on imports – mostly cloth – was diverted to opening new factories, which were profitable since British cloth was not available. This gave a major boost to the industrial revolution, as typified by the Boston Associates.

The Boston Manufacturing Company built the first integrated spinning and weaving factory in the world at Waltham, Massachusetts, in 1813.

The mid-19th century was a period of transition toward industrialization, particularly in the Northeast, which produced cotton textiles and shoes. The population of the West (generally meaning from Ohio to and including Wisconsin, Minnesota, Iowa and Missouri and south to include Kentucky) grew rapidly. The West was primarily a grain and pork-producing region, with an important machine tool industry developing around Cincinnati, Ohio. The Southern economy was based on plantation agriculture, primarily cotton, tobacco and sugar, produced with slave labour.

The market economy and factory system were not typical before 1850, but developed along transportation routes. Steamboats and railroads, introduced in the early part of the century, became widespread and aided westward expansion. The telegraph was introduced in 1844 and was in widespread use by the mid 1850s. A machine tool industry developed and machinery became a major industry.

Sewing machines began being manufactured. The shoe industry became mechanized. Horse drawn reapers became widely introduced, significantly increasing the productivity of farming.

The use of steam engines in manufacturing increased and steam power exceeded water power after the Civil War. Coal displaced wood as the major fuel. The combination of railroads, the telegraph and machinery and factories began to create an industrial economy. The longest economic expansion of the USA occurred in the recession-free period between 1841-1856. This expansion primarily to "a boom in transportation-goods investment following the discovery of gold in California."

Commerce & Industry & Agriculture

The depression that began in 1839 ended with an upswing in economic activity in 1843.

Railroads opened up remote areas and drastically cut the cost of moving freight and passengers. By 1860 long distance bulk, rates had fallen by 95%, less than half of which was due to the general fall in prices. This large fall in transportation costs created "a major revolution in domestic commerce." As transportation improved, new markets continuously opened. Railroads greatly increased the importance of hub cities such as Atlanta, Billings, Chicago, and Dallas.

Railroads were a highly capital intensive business, with a typical cost of \$30,000 per mile with a considerable range depending on terrain and other factors.[88] Private capital for Railroads during the period from 1830-1860 was inadequate. States awarded charters, funding, tax breaks, land grants, and provided some financing. Railroads were allowed banking privileges and lotteries in some states. Private investors provided a small but not insignificant share of railroad capital.

A combination of domestic and foreign investment along with the discovery of gold and a major commitment of America's public and private wealth enabled the nation to develop a large-scale railroad system, establishing the base for the country's industrialization.

Railroad executives invented modern methods for running large-scale business operations, creating a blueprint that all large corporations basically followed. They created career tracks that took 18-year-old boys and turned them into brakemen, conductors and engineers. They were first to encounter managerial complexities, labour union issues, and problems of geographical competition. Due to these radical innovations, the railroad became the first large-scale business enterprise and the model for most large corporations. Historian Larry Haeg argues from the perspective of the end of the 19th century. Railroads created virtually every major American industry: coal, oil, gas, steel, lumber, farm equipment, grain, cotton, textile factories, California citrus.

The most important technological innovation in mid 19th century pig iron production was the adoption of hot blast, which was developed and patented in Scotland in 1828. Hot blast is a method of using heat from the blast furnace exhaust gas to preheat combustion air, saving a considerable amount of fuel. It allowed much higher furnace temperatures and increased the capacity of furnaces.

Hot blast allowed blast furnaces to use anthracite or lower grade coal. Anthracite was difficult to light with cold blast. High quality metallurgical coking coal deposits of sufficient size for iron making were only available in Great Britain and western Germany in the 19th century, but with less fuel required per unit of iron, it was possible to use lower grade coal. The use of anthracite was rather short lived because the size of blast furnaces increased enormously toward the end of the century, forcing the use of coke, which was more porous and did not impede the upflow of the gases through the furnace. Charcoal would have been crushed by the column of material in tall furnaces.

The capacity of furnaces would have eventually exceeded the wood supply, as happened with locomotives. Iron was used for a wide variety of purposes. In 1860 large consumers were numerous types of castings, especially stoves. Of the \$32 mln. of bar, sheet and railroad iron produced, slightly less than half was railroad iron. The value added by stoves was equal to the value added by rails.

Coal displaced wood during the mid-nineteenth century. In 1840, wood was the major fuel while coal production was minor. In 1850 wood was 90% of fuel consumption and 90% of that was for home heating. By 1880 wood was only 5% of fuel consumption. Cast iron stoves for heating and cooking displaced inefficient fireplaces.

Wood was a by-product of land clearing and was placed along the banks of rivers for steamboats.

By mid century, the forests were being depleted while steamboats and locomotives were using enough wood to create shortages along their routes; however, railroads, canals and navigable internal waterways were able to bring coal to market at a price far below the cost of wood. Coal sold in Cincinnati for 10 cents per bushel (94 pounds) and in New Orleans for 14 cents.

Charcoal production was very labour and land intensive.

It was estimated that to fuel a typical sized 100 ton of pig iron per week furnace in 1833 at a sustained yield, a timber plantation of 20,000 acres was required. The trees had to be hauled by oxen to where they were cut, stacked on end and covered with earth or put in a kiln to be charred for about a week. Anthracite reduced labour cost to \$2.50 per ton compared to charcoal at \$15.50 per ton.

Manufacturing became well established during the mid 19th century. Labour in the U.S. was expensive and industry made every effort to economize by using machinery. Woodworking machinery such as circular saws, high speed lathes, planers and mortising machines and various other machines amazed the British, as was reported by Joseph Whitworth.

In the early 19th century, machinery was made mostly of wood with iron parts. By the mid century machines were being increasingly of all iron, which allowed them to operate at higher speeds and with higher precision. The demand for machinery created a machine tool industry that designed and manufactured lathes, metal planers, shapers and other precision metal cutting tools.

The shoe industry was the second to be mechanized, beginning in the 1840s.

Sewing machines were developed for sewing leather. A leather rolling machine eliminated hand hammering, and was thirty times faster. Blanchard lathes began being used for making shoe lasts (forms) in the 1850s, allowing the manufacture of standard sizes.

By the 1850s, much progress had been made in the development of the sewing machine, with a few companies making the machines, based on a number of patents, with no company controlling the right combination of patents to make a superior machine. To prevent damaging lawsuits, in 1856 several important patents were pooled under the Sewing Machine Combination, which licensed the patents for a fixed fee per machine sold. The sewing machine industry was a beneficiary of machine tools and the manufacturing methods developed at the Federal Armouries.

By 1860, two sewing machine manufacturers were using interchangeable parts. The sewing machine increased the productivity of sewing cloth by a factor of 5. In 1860, the textile industry was the largest manufacturing industry in terms of workers employed (mostly women and children), capital invest and value of goods produced. That year there were 5 mln. spindles in the U.S.

Steam Power

The Treasury Department's steam engine report of 1838 was the most valuable survey of steam power until the 1870 Census. According to the 1838 report there were an estimated 2,000 engines totalling 40,000 hp, of which 64% were used in transportation, mostly in steamboats.

The Corliss steam engine, patented in 1848, was called the most significant development in steam engineering since James Watt. The Corliss engine was more efficient than previous engines and maintained more uniform speed in response to load changes, making it suitable for a wide variety of industrial applications. It was the first steam engine that was suitable for cotton spinning. Previously steam engines for cotton spinning pumped water to a water wheel that powered the machinery.

Steam power greatly expanded during the late 19th century with the rise of large factories, the expanded railroad network and early electric lighting and electric street railways.

The number of steamboats on western rivers in the U.S. grew from 187 in 1830 to 735 in 1860.

Until the introduction of iron ships, the U. S. made the best in the world. The design of U.S. ships required fewer crewmembers to operate. U.S. made ships cost from 40% to 60% as much as European ships, and lasted longer.

The screw propeller was tested on Lake Ontario in 1841 before being used on ocean ships.

Propellers began being used on Great Lakes ships in 1845.

Propellers caused vibrations, which were a problem for wooden ships. The SS Great Britain, launched in 1845, was the first iron ship with a screw propeller. Iron ships became common and more efficient multiple expansion engines were developed. After the introduction of iron ships, Britain became the leading shipbuilding country. The U.S. tried to compete by building wooden clipper ships, which were fast, but too narrow to carry economic volumes of low value freight.

Telegraph

Congress approved funds for a short demonstration telegraph line from Baltimore to Washington D.C., which was operational in 1844. The telegraph was quickly adopted by the railroad industry, which needed rapid communication to coordinate train schedules, the importance of which had been highlighted by a collision on the Western Railroad in 1841. Railroads needed to communicate over a vast network in order to keep track of freight and equipment. Consequently, railroads installed telegraphs lines on their existing right-of-ways. By 1852, there were 22,000 miles of telegraph lines in the U.S., compared to 10,000 miles of track.

Urbanization

By 1860, on the eve of Civil War, 16% of the people lived in cities with 2500 or more people and one third of the nation's income came from manufacturing. Urbanized industry was limited primarily to the Northeast; cotton cloth production was the leading industry, with the manufacture of shoes, woollen clothing, and machinery also expanding. Most of the workers in the new factories were immigrants or their children. Between 1845 and 1855, some 300,000 European immigrants arrived annually. Many remained in eastern cities, especially mill towns and mining camps, while those with farm experience and some savings bought farms in the West.

Agriculture

In antebellum period, the U.S. supplied 80% of Britain's cotton imports. Just before the Civil War the value of cotton was 61% of all goods exported from the U.S.

The westward expansion into the highly productive heartland was aided the new railroads, and both population and grain production in the West expanded dramatically. Increased grain production was able to capitalize on high grain prices caused by poor harvests in Europe during the time of the Great Famine in Ireland. Grain prices also rose during the Crimean War, but when the war ended U.S. exports to Europe fell dramatically, depressing grain prices. Low grain prices were a cause of the Panic of 1857. Cotton and tobacco prices recovered after the panic. Agriculture was the largest single industry and it prospered during the war. Prices were high, pulled up by a strong demand from the army and from Britain, which depended on American wheat for a fourth of its food imports.

John Deere developed a cast steel plough in 1837, which was lightweight and had a mouldboard that efficiently turned over and shed the ploughed earth. It was easy for a horse to pull and was well suited to cutting the thick prairie sod of the Midwest. He and his brother Charles founded Deere and Company, which continues into the 21st century as the largest maker of tractors, combines, harvesters and other farm implements. Threshing machines, which were a novelty at the end of the 18th century, began being widely introduced in the 1830s and 1840s. Mechanized threshing required less than half the labour of hand threshing. The Civil War acted as a catalyst that encouraged the rapid adoption of horse-drawn machinery and other implements. The rapid spread of recent inventions such as the reaper and mower made the work force efficient, even as hundreds of thousands of farmers were in the army.

Many wives took their place, and often consulted by mail on what to do; increasingly they relied on community and extended kin for advice and help. The 1862 Homestead Act opened up the public domain lands for free. Land grants to the railroads meant they could sell tracts for family farms (80 to 200 ac) at low prices with extended credit.

In addition, the government sponsored fresh information, scientific methods and the latest techniques through the newly established Department of Agriculture and the Morrill Land Grant College Act. In 1860, there were 4.5 mln. Americans of African descent, 4 mln. of which were slaves, worth \$3 bln. They were mainly owned by southern planters of cotton and sugar cane. An estimated 60% of the value of farms in Alabama, Georgia, Louisiana, Mississippi and South Carolina was in slaves, with less than a third in land and buildings. In the aftermath of the Panic of 1857, which left many northern factory workers unemployed and deprived to the point of causing bread riots.

Finance & Money & Banking

After the expiration of the charter of the Second Bank of the USA, federal revenues were handled by the Independent Treasury beginning in 1846. The Second Bank of the U.S. had maintained some control over other banks, but in its absence banks were only under state regulation.

One of the main problems with banks was over-issuance of banknotes. These were redeemable in specie (gold or silver) upon presentation to the chief cashier of the bank. When people lost trust in a bank they rushed to redeem its notes, and because banks issued more notes than their specie reserves, the bank couldn't redeem the notes, often causing the bank to fail.

In 1860 there were over 8,000 state chartered banks issuing notes.

In 1861 the U.S. began issuing USA Notes as legal tender. Banks began paying interest on deposits and using the proceeds to make short term call loans, mainly to stock brokers.

New York banks created a clearing house association in 1853 in which member banks cleared accounts with other city banks at the close of the week. The clearinghouse association also handled notes from banks in other parts of the country. The association was able to detect banks that were issuing excessive notes because they could not settle. The recovery from the depression that followed the Panic of 1837 began in 1843 and lasted until the Panic of 1857. The panic was triggered by the August 24 failure of the well regarded Ohio Life Insurance and Trust Co. A manager in the New York branch, one of the city's largest financial institutions, had embezzled funds and made excessive loans.

The company's president announced suspension of specie redemption, which triggered a rush to redeem banknotes, causing many banks to fail because of lack of specie.

The USA had been running a trade deficit, draining gold out of the country. Because of the tariff revenues, the U.S. Treasury held a considerable amount of gold, which kept it out of circulation.

On September 12, the SS Central America, which was carrying \$1.5 mln. in gold from California, sank, contributing to the panic. Secretary of the Treasury Howell Cobb came to the aid of New York mercantile interests by buying back some of the national debt. On September 25 the Bank of Pennsylvania suspended specie payment, starting a nationwide bank run.

The danger of interest bearing deposits became apparent when bankers had to call loans made to stockbrokers, many of whom were unable to pay. Banks then had to curtail credit to commercial and industrial customers. Many business were unable to pay workers back wages because they held so many worthless banknotes. The Crimean War, which had cut off Russian wheat exports, ended in 1856.

The war had caused high wheat prices and overexpansion in the U.S., which had been exporting wheat to Europe. Bountiful western harvests in 1857 caused grain prices to fall. Good harvests in England, France and Russia caused collapse in demand for U.S. grains in 1858 and 1859.

This caused railroad shipments from the West to fall, which resulted in the bankruptcy of some railroads. The inability of the West to sell its crops hurt businesses in other regions, such as New England, which manufactured shoes, sold in the West. Cotton and tobacco prices fell, but unlike grains, soon recovered. The panic left many northern wage earners unemployed, most temporarily, but high unemployment lingered for a couple of years. Immigration to the U.S. surged following the Great Famine (Ireland). There were about 3 mln. immigrants during the decade of the 1850s.

They were mainly from Germany, Ireland and England.

Collapse of the South

The wartime devastation of the South was great and poverty ensued; incomes of whites dropped, but income of the former slaves rose. During Reconstruction railroad construction was heavily subsidized (with much corruption), but the region maintained its dependence on cotton. Former slaves became wage labourers, tenant farmers, or sharecroppers. They were joined by many poor whites, as the population grew faster than the economy. As late as 1940, the only significant manufacturing industries were textile mills (mostly in the upland Carolinas) and some steel in Alabama.

The industrial advantages of the North over the South helped secure a Northern victory in the American Civil War (1861-1865). The Northern victory sealed the destiny of the nation and its economic system. The slave-labour system was abolished; sharecropping emerged and replaced slavery to supply the labour needed for cotton production, but cotton prices plunged during the Depression of 1873, leading Southern plantations to decline in profitability. Northern industry, which had expanded rapidly before and during the war, surged ahead. Industrialists came to dominate many aspects of the nation's life, including social and political affairs.

Political Developments

From the 1830s to 1860, Congress repeatedly rejected Whig calls for higher tariffs, and its policies of economic nationalism, which included increased state control, regulation and macroeconomic development of infrastructure. President Andrew Jackson did not renew the charter of the Second Bank of the USA. The tariff was lowered repeatedly before the Civil War. Proposals to fund massive western railroad projects, or to give free land to homesteaders, were defeated by Southerners afraid these policies would strengthen the North. The Civil War changed everything.

Territorial expansion of the USA to the area of the Lower 48 States was essentially completed with the Texas annexation (1845), the Oregon Treaty (1846), the Mexican cession (1848) and the Gadsden Purchase (1853).

Treasury

In 1860, the Treasury was a small operation that funded the small-scale operations of the government through the low tariff and land sales. Revenues were trivial in comparison with the cost of a full-scale war, but the Treasury Department under Secretary Salmon P. Chase showed unusual ingenuity in financing the war without crippling the economy. Many new taxes were imposed, and always with a patriotic theme comparing the financial sacrifice to the sacrifices of life and limb.

The government paid for supplies in real money, which encouraged people to sell to the government regardless of their politics. By contrast, the Confederacy gave paper promissory notes when it seized property, so that even loyal Confederates would hide their horses and mules rather than sell them for dubious paper. Overall, the Northern financial system was highly successful in raising money and turning patriotism into profit, while the Confederate system impoverished its patriots.

The USA needed \$3.1 bln. to pay for the immense armies and fleets raised to fight the Civil War – over \$400 mln. just in 1862. The largest tax sum by far came from new excise taxes – a sort of value added tax – that was imposed on every sort of manufactured item.

Second came much higher tariffs, through several Morrill tariff laws. Third came the nation's first income tax; only the wealthy paid and it was repealed at war's end.

Apart from taxes, the second major source was government bonds. For the first time bonds in small denominations were sold directly to the people, with publicity and patriotism as key factors, as designed by banker Jay Cooke. State banks lost their power to issue banknotes. Only national banks could do that, and Chase made it easy to become a national bank. It involved buying and holding federal bonds and financiers rushed to open these banks. Chase numbered them, so that the first one in each city was the "First National Bank". Fourth, the government printed "greenbacks" – paper money, which were controversial because they caused inflation.

Secretary Chase, though a long-time free trader, worked with Congressman Justin Morrill to pass a second tariff bill in summer 1861, raising rates another 10 points in order to generate more revenues. These subsequent bills were primarily revenue driven to meet the war's needs, though they enjoyed the support of protectionists such as Carey, who again assisted Morrill in the bill's drafting.

The Morrill Tariff of 1861 was designed to raise revenue. The tariff act of 1862 served not only to raise revenue, but also to encourage the establishment of factories free from British competition by taxing British imports. Furthermore, it protected American factory workers from low paid European workers, and as a major bonus attracted tens of thousands of those Europeans to immigrate to America for high wage factory and craftsman jobs. The U.S. government owned vast amounts of good land (mostly from the Louisiana Purchase of 1803 and the Oregon Treaty with Britain in 1846).

The challenge was to make the land useful to people and to provide the economic basis for the wealth that would pay off the war debt. The government did this by breaking it up into smaller plots for private ownership, through various federal laws. Bounty-land warrants were issued to military veterans in the USA from 1775 to 1855. The land grants were used extensively for settlement of pre-Louisiana Purchase lands east of the Mississippi River, including the Ohio Territory, the Northwest Territory, and the Platte Purchase in Missouri. About 180 mln. ac were granted to railroad construction companies between 1850 and 1871. The Land Grant Act of 1850 provided for 3.75 mln. ac of land to the states to support railroad projects; by 1857 21 mln. ac of public lands were used for railroads in the Mississippi River valley, and the stage was set for more substantial Congressional subsidies to future railroads.

The Pacific Railroad Acts financed several transcontinental railroads by granting land directly to corporations for the first time. In addition to operating revenues, railroads were able to finance networks crossing vast distances by selling granted property adjacent to the tracks; these would become highly desirable plots for new settlers and businesses because of the easy access to long-distance transportation.

Morrill Land-Grant Acts starting in 1860 benefited colleges and universities.

Various Homestead Acts distributed land nearly for free in return for improvements such as building a house, farming, or planting trees. Between 1862 and 1934, the federal government granted 1.6 mln. homesteads and distributed 270,000,000 acres (420,000 mi²) of federal land for private ownership. This was 10% of all land in the USA.

Eligibility for the last such program, in Alaska, ended in 1986. The economic and military power of the federal government was used to clear Native Americans from land desired by European-American settlers. Land grants creating the Indian Reservation system were used by the Indian Appropriations Act of 1851 to segregate native tribes, but later acts opened some of that land to white settlement, notably including a land run opening the Unassigned Lands in Oklahoma.

The Dawes Act of 1887 pressured Native Americans to assimilate to European-American culture, offering former tribal land to individuals separating from their tribes and putting "surplus" reservation land up for auction. Overall, about half of Indian Reservation land was sold to white Americans by 1906, about 75 mln. ac. The North's most important war measure was perhaps the creation of a system of national banks that provided a sound currency for the industrial expansion.

Even more important, the hundreds of new banks that were allowed to open were required to purchase government bonds. Thereby the nation monetized the potential wealth represented by farms, urban buildings, factories, and businesses, and immediately turned that money over to the Treasury for war needs. British Parliamentary Committee members J. Whitworth and G. Wallis were very impressed at the educational level of workers in the U.S. They remarked that most states had compulsory education laws requiring a minimum of three months per year schooling for child factory workers. The Union grew rich fighting the war, as the Confederate economy was destroyed. The Republicans in control in Washington had a Whig vision of an industrial nation, with great cities, efficient factories, productive farms, national banks, and high-speed rail links.

The South had resisted policies such as tariffs to promote industry and homestead laws to promote farming because slavery would not benefit; with the South gone.

Northern Democrats very weak in Congress, the Republicans enacted their legislation. At the same time, they passed new taxes to pay for part of the war, and issued large amounts of bonds to pay for the most of the rest. (The remainder can be charged to inflation.)

They wrote an elaborate program of economic modernization that had the dual purpose of winning the war and permanently transforming the economy.

The key policy-maker in Congress was Thaddeus Stevens, as chairman of the Ways and Means Committee. He took charge of major legislation that funded the war effort and revolutionized the nation's economic policies regarding tariffs, bonds, income and excise taxes, national banks, suppression of money issued by state banks, greenback currency, and western railroad land grants.

Historians have debated whether or not the Civil War sped up the rate of economic growth in the face of destruction throughout the South and the diversion of resources to military supplies and away from civilian goods. In any case, the war taught new organizational methods, prioritized engineering skills, and shifted the national attention from politics to business.

In the last third of the 19th century, the USA entered a phase of rapid economic growth, which doubled per capita income over the period. By 1895, the USA leaped ahead of Britain for first place in manufacturing output. For the first time, exports of machinery and consumer goods became important.

For example, Standard Oil led the way in exporting kerosene; Russia was its main rival in international trade. Singer Corporation led the way in developing a global marketing strategy for its sewing machines. The greatly expanded railroad network, using inexpensive steel rails produced by new steel making processes, dramatically lowered transportation cost to areas without access to navigable waterways. Low freight rates allowed large manufacturing facilities with great economies of scale. Machinery became a large industry and many types of machines were developed.

Businesses were able to operate over wide areas and chain stores arose. Mail order companies started operating. Rural Free Delivery began in the early 1890s, but it was not widely implemented for a decade. Companies created new management systems to carry out their operations on a large scale. Companies integrated processes to eliminate unnecessary steps and to eliminate middlemen.

An explosion of new discoveries and inventions took place, a process called the Second Industrial Revolution. The electric light, telephone, steam turbine, internal combustion engine, automobile, phonograph, typewriter and tabulating machine were some of the many inventions of the period. New processes for making steel and chemicals such as dyes and explosives were invented.

The pneumatic tire, improved ball bearings, machine tools and newly developed metal stamping techniques enabled the large scale production of bicycles in the 1890s. Another significant development was the widespread introduction of electric street railways (trams, trolleys or streetcars) in the 1890s. Improvements in transportation and other technological progress caused prices to fall, especially during the so-called long depression, but the rising amount of gold and silver being mined eventually resulted in mild inflation during the 1890s and beyond.

Railroads saw their greatest growth in new track added in the last three decades of the 19th century. Railroads also enjoyed high productivity growth during this time, mainly because of the introduction of new processes that made steel inexpensive. Steel rails lasted roughly ten times longer than iron rails. Steel rails, which became heavier as steel prices fell, enabled heavier, more powerful locomotives that could pull longer trains. Rail cars made of steel on steel rails could be made longer cars and had a load carrying to car weight ratio of 2:1 compared to cars made of iron at 1:1.

In 1890, David Ames Wells estimated wagon transport at 16 cents per ton-mile compared to railroads at less than one cent per ton-mile. Railroads competed fiercely for passengers and freight by expanding their routes, too often into increasingly marginal ones. The high capital required for expansion plus the low rates, driven by competition.

By what the market would bear, resulted in a large percentage of railroad track in bankruptcy. A practical refrigerated (ice cooled) railcar was introduced in 1881. This made it possible to ship cattle and hog carcasses, which weighed only 40% as much as live animals. G. F. Swift developed an integrated network of cattle procurement, slaughtering, meat-packing and shipping meat to market.

Up to that time cattle were driven great distances to railroad shipping points, causing the cattle to lose considerable weight. Swift developed a large business, which grew in size with the entry of several competitors. In the last three decades of the 19th century, iron and steel became a leading industry, in second place by value added, with machinery being in first place. The Bessemer process was the first large scale process for producing steel, which it was able to do at low cost.

The first U.S. licensed Bessemer plant began operation in 1865. Bessemer steel was used mostly for rails. Due to difficulty in controlling quality and embitterment with aging, Bessemer steel was not suitable for structural purposes. The Siemens-Martin process, or open hearth process, produced a suitable grade structural steel. Open hearth steel displaced wrought iron as a structural material in the 1880s. Open-hearth steel began being used in a wide variety of applications including high-rise buildings, ships, machinery, pipelines, rails and bridges.

Early electrification was too limited to have a big impact on the late 19th century economy. Electricity was also very expensive because of the low conversion efficiency of fuel to power, the small scale of power plants and the fact that most utilities offered only nighttime service.

Daytime service became common during the early 20th century after the introduction of the AC motor, which tended to be used more during the day, balancing the load. Until that time a large share of power was self-generated by the user, such as a factory, hotel or electric street railway (tram or streetcar). Electric street railways were introduced in the U.S. in 1888 when Frank J. Sprague designed and built the first practical system, the Richmond Union Passenger Railway in Richmond, Virginia. Electric street railways rapidly spread to cities around the country in the following years.

The early electric street railways typically generated their own power and operated as electric utilities, which served to even out daily load because the main use of power for lighting was after the peak usage by railways. Until the early 1880s, electricity had been used mainly in telegraphy and electroplating.

Efficient dynamo's were introduced in the 1870s and began being used to power electric carbon arc lamps after 1879. In 1880, Thomas Edison patented his invention of a long lasting incandescent light bulb and a system for distributing electrical power. In 1882, he opened the Pearl Street Station in Manhattan, which was the first central power station in the U.S.

Using DC placed severe restrictions on the distance power could be transmitted due to power losses. With DC there was no way to transform power to high voltages, which would have reduced the current and lowered the transmission losses. Power can be safely generated to about 2000 volts, but this is a dangerous voltage for household use. With alternating current voltage can be changed up or down using a transformer. AC power began being widely introduced in the 1890s.

Communications

Following the failure of the first short-lived Transatlantic telegraph cable of 1858, a second, more durable cable was completed in 1865, connecting Nova Scotia to England.

By 1890, there was an international telegraph network. After invention of the telephone in 1876 additional development work was required to make it commercially viable.

The first telephones were for local calls. Long distance calling came into being in the 1890s, but the technology to make transcontinental calls took until 1915 to be operational. Automatic telephone switching, which eliminated the need for telephone operators to manually connect local calls on a switchboard, was introduced in 1892.

Modern Business Management

Before railroads, most businesses were run by a sole proprietor or were a partnership.

The owners typically ran the daily operations. The railroad industry was the first to adopt modern business management practices in response

- to the need to operate over vast areas;
- to maintain continuous long distance communications;
- to manage a complex network;
- to track trains and freight.

Railroads hired professional managers and divided work into various corporate departments, and developed the organization diagram. Another modern business innovation was vertical integration, by which companies expanded to encompass all stages of a business, from producing the raw materials, processing them into saleable products and selling the finished products. Notable examples occurred in the steel and petroleum industries.

Agriculture

A dramatic expansion in farming took place. The number of farms tripled from 2.0 mln. in 1860 to 6.0 mln. in 1905. The number of people living on farms grew from about 10 mln. in 1860 to 22 mln. in 1880 to 31 mln. in 1905. The value of farms soared from \$8.0 billion in 1860 to \$30 bln. in 1906.

The federal government issued 160-acre (65 ha) tracts virtually free to settlers under the Homestead Act of 1862. Even larger numbers of settlers purchased lands at very low interest from the new railroads, which were trying to create markets. The railroads advertised heavily in Europe and brought over, at low fares, hundreds of thousands of farmers from Germany, Scandinavia and Britain.

Despite their remarkable progress and general prosperity, 19th-century U.S. farmers experienced recurring cycles of hardship, caused primarily by falling world prices for cotton and wheat.

Along with the mechanical improvements, which greatly increased yield per unit area, the amount of land under cultivation grew rapidly throughout the second half of the century, as the railroads opened up new areas of the West for settlement. The wheat farmers enjoyed abundant output and good years from 1876 to 1881 when bad European harvests kept the world price high.

They then suffered from a slump in the 1880s when conditions in Europe improved. The farther west the settlers went, the more dependent they became on the monopolistic railroads to move their goods to market, and the more inclined they were to protest, as in the Populist movement of the 1890s. Wheat farmers blamed local elevator owners (who purchased their crop), railroads and eastern bankers for the low prices. Sales of various types of horse pulled harvesting machines increased dramatically between the Civil war and the end of the century.

Harvesting machine improvements included automatic rakers, which eliminated the manual raker, allowing operation by a single man, and combination harvester and binders. To modernize traditional agriculture reformers founded the Grange movement, in 1867. The Granges focused initially on social activities to counter the isolation most farm families experienced.

Women's participation was actively encouraged. Spurred by the Panic of 1873, the Grange soon grew to 20,000 chapters and 1.5 mln. members. The Granges set up their own marketing systems, stores, processing plants, factories and cooperatives. Most went bankrupt. The movement also enjoyed some political success during the 1870s.

A few Midwestern states passed "Granger Laws", limiting railroad and warehouse fees. Federal land grants helped each state create an agricultural college and a network of extension agents who demonstrated modern techniques to farmers. Wheat and cotton farmers in the 1890s supported the Populist movement, but failed in their demands for free silver and inflation. Instead the 1896 election committed the nation to the gold standard and a program of sustained industrialization.

Farmers in the Midwest and East gave verbal support to the Populists. They focused on the nearby urban markets, rather than on highly fluctuating European markets for weaving cotton.

Oil & Minerals & Mining

In the 1850s, an advance in lighting was the use of kerosene lamps with glass chimneys, which produced a good quality light at a relatively affordable price.

Kerosene lighting effectively extended the day and made it easier to read at night. An industry developed to produce coal oil, as kerosene was then called. Kerosene was also being distilled from Pennsylvania crude oil by Samuel Kier.

George Bissell paid a visit Dartmouth College, which he had attended, and saw a sample of "rock oil" from Pennsylvania. Suspecting that the oil may have potential as an illuminate and lubricant, he organized an investor group.

In 1853 Bissell's group, which became the Pennsylvania Rock Oil Co., hired Yale chemistry professor Benjamin Silliman, Jr. to perform an analysis of "rock oil". Silliman's report of April 1864 stated that "rock oil" could yield excellent illuminating oil. However, there was no economical means for producing sufficient commercial quantities of oil. Bissell had a chance insight when he saw a picture of oil derricks used to produce an oil based patent medicine obtained as a by-product of a brine well.

Following a shareholder disagreement, Bissell and fellow investor Jonathan Eveleth investor split with Pennsylvania Rock Oil Co. and formed Seneca Oil in 1858. Edwin Drake, a shareholder, was hired by the company to drill for oil. The site chosen to drill the well was on Oil Creek near Titusville, PA, where water well was producing oil. Drake chose to use brine well drilling technology based on the technique used in China since ancient times that reached the West in the late 1820s, except that Drake used iron cable, an iron well casing and a steam engine. The Drake Well hit oil at a depth of 69.55 feet on August 27, 1858, starting a drilling boom in the region.

Among the numerous refineries that were started were several along a new rail link to Cleveland, Ohio, where John D. Rockefeller and his partner Maurice Clark owned a grocery produce shipping business. Rockefeller and Clark also got in the refining business, and in 1865 the partners decided to hold a private auction between the two, with Rockefeller being the successful bidder. The refining industry was intensely competitive, and by 1869 there was three times the capacity needed, a situation which lasted many years, with the number of refineries reaching 6000.

In 1870 John D. Rockefeller, his brother William Rockefeller, Henry Flagler, Oliver Burr Jennings and silent partner Stephen V. Harkness formed Standard Oil. John D. Rockefeller was the master planner and organizer of the systematic plan to form combinations with or acquire competitors and enter all phases of the oil industry from production to transportation, refining and distribution, a concept called vertical integration. Standard Oil sought every possible advantage over its competitors.

One method was using Standard's high shipping volume to secure discounts and drawbacks (payments from railroads for transporting competitors products) from railroads.

By 1879, Standard oil controlled 90% of U.S. refining capacity. Producers in the Pennsylvania oil region tried to counter Standard Oil's transportation arrangements buy building the first long distance pipeline, the 110 mile long Tidewater Pipeline to Williamsport, Pennsylvania, which was on the Reading Railroad. Standard Oil fought back by building four pipelines of its own. Standard continued to monopolize the oil industry in the U.S. until it was broken up by the 1911 Supreme Court case Standard Oil Co. of New Jersey v. USA. Efficient gas mantles and electric lighting were eroding the illuminating oil market beginning in the 1880s. However, a previously low value by-product of refining was gasoline, which more than offset the role of kerosene in the early 20th century.

Coal was found in abundance in the Appalachian Mountains from Pennsylvania south to Kentucky.

Large iron ore mines opened in the Lake Superior region of the upper Midwest. Steel mills thrived in places where these coal and iron ore could be brought together to produce steel. Large copper and silver mines opened, followed by lead mines and cement factories.

Finance & Money & Banking

During the period, a series of recessions happened. The recession of 1869 resulted from a stock market panic, which lowered stock prices 20% and briefly cut wheat prices in half. It was one of the shortest and mildest recessions in American economic history.

Panic of 1873 created one of the worst and longest depressions in American history, seriously affecting every aspect of the economy and bringing the railroad expansion to a halt. The New York Stock Exchange closed for ten days. Of the country's 364 railroads, 89 went bankrupt, 18,000 businesses failed between 1873 and 1875, unemployment reached 14% by 1876, during a time, which became known in Britain as the Long Depression. Politically, the Democrats took control of Congress in 1874; the election of 1876 was deadlocked.

The end of the Gilded Age coincided with the Panic of 1893, a deep depression that lasted until 1897. Wheat & cotton farmers in the West & South were especially hard hit; moved toward radicalism.

President Grover Cleveland was forced to ask the Wall Street bankers help keep the Treasury liquid. Agrarian spokesmen William Jennings Bryan called for an inflationary policy of using cheap silver to effectively replace expensive gold. Bryan lost in a major political realignment in favour of the conservative pro-gold Republicans in the election of 1896.

Water Supply & Sewers

Europe had a substantial amount of water supply and sewer infrastructure installed by the mid 1870s. In 1880, only 0.3% of urban households had filtered water, with this figure rising to 1.5% in 1890 and 6.3% in 1900.

Labour Unions

The American labour movement began with the first significant labour union, the Knights of Labour in 1869. The Knights collapsed in the 1880s and were displaced by strong international unions that banded together as the American Federation of Labour under Samuel Gompers.

Rejecting socialism, the AFL unions negotiated with owners for higher wages and better working conditions. Union growth was slow until 1900, and then grew to a peak during World War I.

Political Developments

Concern over railroads' unfair practices, such as freight rates favouring certain shippers, led to the Interstate Commerce Act of 1887, which created the nation's first regulatory agency, the Interstate Commerce Commission. The period from 1890 to 1910 was one of rapid economic growth of above 4%, in part due to rapid population growth. However, a sharp break in the growth rate to around 2.8% occurred from 1910 to 1929. Economists are uncertain what combination of supply and demand factors caused the break, but productivity growth was strong, enabling the labour cost per unit of output to decline from 1910 to 1929.

The growth rate in hours worked fell 57% compared to the decline in the growth rate of output of 27%. It is generally accepted that the new technologies and more efficient business methods permanently shifted the supply and demand relationship for labour, with labour being in surplus (except during both world wars when the economy was engaged in war-time production and millions of men served in the armed forces). The technologies that became widespread after 1910, such as electrification, internal powered transportation and mass production, was capital saving. Total non-residential fixed business fell after 1910 due to the fall of investment in structures.

Industry & Commerce & Agriculture

Two of the most transformative technologies of the century were widely introduced during the early decades: electrification, powered by high pressure boilers and steam turbines and automobiles & trucks powered by the internal combustion engine. Standardization was urged by Dept. of Commerce for consumer goods such as bedspreads and screws.

A simplified standardization program was issued during World War I. Electrification was one of the most important drivers of economic growth in the early 20th century. The revolutionary design of electric powered factories caused the period of the highest productivity growth in manufacturing. There was large growth in the electric utility industry and the productivity growth of electric utilities was high as well. At the turn of the 20th century electricity was used primarily for lighting and most electric companies did not provide daytime service. Electric motors that were used in daytime, such as the DC motors that powered street railways, helped balance the load, and many street railways generated their own electricity and operated as electric utilities.

The AC motor, developed in the 1890s, was ideal for industrial and commercial power and greatly increased the demand for electricity, particular during daytime.



Electrification in the U.S. started in industry around 1900, and by 1930 about 80% of power used in industry was electric. Electric utilities with central generating stations using steam turbines greatly lowered the cost of power, with businesses and houses in cities becoming electrified.

In 1900, only 3% of households had electricity, increasing to 30% by 1930.

By 1940, almost all urban households had electricity. Households slowly adopted electrical appliances such as irons, cooking appliances and washing machines. Household mechanical refrigerators were introduced in 1919 but were in only about 8% of households by 1930, mainly because of their high cost. The electrical power industry had high productivity growth.

Many large central power stations, equipped with high pressure boilers and steam turbine generators began being built after 1913. These central stations were designed for efficient handling of coal from the layout of the rail yards to the conveyor systems. They were also much more fuel efficient, lowering the amount of fuel per kilowatt-hour of electricity to a small fraction of what it had been.

In 1900, it took 7 lbs coal to generate 1 kw hour. In 1960, it took 0.9 lb/kw hr.

Rapid economic growth in the early decades of the 20th century was largely due to productivity growth in manufacturing. Factory electrification revolutionized manufacturing. Unit drive, which means using a single electric motor for powering a single machine, eliminated line shafts previously used to transmit power from a small number of steam engines or hydraulic turbines.

Line shafts created constraints on building arrangement that impeded the efficient flow of materials because they presented traffic barriers and required multi-story buildings for economy. It was not uncommon for large manufacturing sites to have many miles of line shafts. Electric motors were much more economical to operate than steam engines in terms of energy efficiency and operator attention. Electric motors were also lower in capital cost. Frederick W. Taylor was the best-known pioneer in the field of scientific management in the late 19th century.

Carefully timing and plotting the functions of various workers and then devising new, more efficient ways for them to do their jobs. Ford Motor Co. used techniques of scientific management although Henry Ford claimed not to know of the Taylor's system. Ford Motor used every practical means to reduce the effort and movement of workers in order to reduce the time involved in making, moving and assembling parts into automobiles.

Ford used electric powered factories and in 1913 Ford introduced the assembly line, a step in the process that became known as mass-production. The price of a Ford Model T fell from \$900 in 1908-9 to \$360 in 1916, despite the fact that wages doubled to \$5 per day in 1914. Production grew from 13,840 in 1909 to 132,702 in 1916.

Productivity for this period, measured in output of Model T's per worker, rose 150%.

Taking his cue from developments during the progressive era, Ford offered a very generous wage – \$5 a day – to his workers, arguing that a mass production enterprise could not survive if average workers could not buy the goods. However, the wage increase did not extend to women, and Ford expanded the company's Sociological Department to monitor his workers and ensure that they did not spend their newfound bounty on "vice and cheap thrills". Gasoline powered tractors were introduced. The Fordson began mass production in 1917.

Electric street railways developed into a major mode of transportation, and electric inter-urban service connected many cities in the Northeast and Midwest. Electric street railways also carried freight, which was important before trucks became widely introduced. The widespread adoption of the automobile and motor bus halted the expansion of the electric street railways during the 1920s.

Electrochemicals are chemicals and metals produced by an electrolytic process. Important examples include aluminium made by the Hall-Héroult process and chlorine and caustic (sodium and potassium compounds). Chlorine & caustic had been produced by chemical processes but producing aluminium this way was prohibitively expensive. A large plant using Hall-Héroult process was opened in Pittsburgh, USA in 1888 and others opened around the world.

Falling electricity prices in the early 20th century greatly lowered the cost of making electrochemicals.

There was high demand for aluminium for aircraft during World War I and afterward for commercial aviation. Some other electrochemicals are chromium, manganese and tungsten. Chlorine began being used for treating household water to kill microorganisms.

At the beginning of the 20th century, the railroad network had over-expanded with many miles of unprofitable routes. In 1906, Congress gave the Interstate Commerce Commission the power to regulate freight rates and the industry was unable to increase revenue enough to cover rising costs.

By 1916, the peak year of track mileage, one-sixth of the nation's railroad trackage was in bankruptcy. The railroads proved inadequate to the increased freight volume created by World War I.

There were major traffic jams in the system and critical supplies were experiencing delays. In December 1917, the railroads were taken over by the government and put under control of the USA Railroad Administration (USRA). The USRA ordered 1,930 new standardized steam locomotives and over 100,000 railcars. The USRA's control over the railroads ended in March 1920.

By the dawn of the 20th century, automobiles had begun to replace horse-drawn carriages.

Numerous companies were building cars, but car manufacturing was challenging.

Consequently, prices were high and production was low. Mass production techniques of the mid 1910s brought down the cost of automobiles and sales grew dramatically. By 1919 automobile registrations were 6.6 mln.; truck registrations were 898,000. Replacing horses with cars and trucks eliminated enormous quantities of horse manure and urine from city streets, greatly reducing the labour for street cleaning and also improving sanitation and living conditions. Reducing the number of horses for transportation freed up between one-sixth and one-quarter of all farmland.

In 1900, there were only 200 miles of paved roads outside of cities in the U.S. By the late 1920s, automobiles were becoming common, but there were few highways connecting cities.

The Federal road-building program ended in 1818, leaving states to build roads until the Federal Road act of 1916. A national highway system was agreed on in 1926, at which time there were 23.1 mln. cars and 3.5 mln. trucks. In 1926, when an interstate program began, there were 23.1 mln. cars and 3.5 mln. trucks. The system was nearly complete when the U. S. entered World War II in December, 1941.

Water Supply & Sewers

At the turn of the century, approximately one-third of urban households had running water; however, most of it was untreated and carried disease causing microorganisms. The widespread building of water treatment plants and piping of water to and sewage from urban households occurred in the early decades of the century.

The number of urban households supplied with running filtered water increased from 6.3% in 1900 to 25% in 1910 and 42% in 1925. In 1908, the Jersey City Water Works in New Jersey was the first to sterilize water using sodium hypochlorite (chlorine bleach). Chlorination of drinking water became common in urban water supplies by the 1930s and contributed to a sharp reduction in many diseases such as hepatitis A, typhoid fever, cholera and dysentery. Tractors appeared on farms and farmers began using automobiles and trucks to haul produce. Combined harvester-threshers reduced labour cost 85% compared to using binders and stationary threshers.

Communications

Before 1900, telephones were used primarily by businesses. The number of telephones per 100 households was approximately 2 in 1900, but the number steadily grew until it peaked at 45 in 1929, then declined to 33 in 1933. Automatic telephone switching, which was introduced in 1892, eliminated the need for telephone operators to manually connect local calls on a switchboard.

By 1929, 31.9% of the Bell system was automatic. Radio communications using Morse code were introduced in the first decade of the 20th century. Their main use was for communicating with ships. Ship radio became more widely used after the sinking of the RMS Titanic in 1912.

Radio technology advanced rapidly. The triode vacuum tube made it possible to build amplifiers for broadcasting and for receivers. Radio circuit design advanced, allowing better signals with less noise.

By the early 1920s, radios began being mass-produced and commercial broadcast stations were set up around the country.

Finance & Money & Banking

A major economic downturn in 1906 ended the expansion from the late 1890s. This was followed by the Panic of 1907. The Panic of 1907 was a factor in the establishment of the Federal Reserve Bank in 1913. The mild inflation of the 1890s, attributed to the rising gold supply from mining, continued until World War I, at which time inflation rose sharply with wartime shortages including labour shortages. Following the war, the rate of inflation fell, but prices remained above the pre-war level. The U.S. economy prospered during World War I, partly due to sales of war goods to Europe.

The stock market had its best year in history in 1916. The U.S. gold reserves doubled between 1913 and 1918, causing the price level to rise. Interest rates had been held low to minimize interest on war bonds, but after the final war bonds were sold in 1919, the Federal Reserve raised the discount rate from 4% to 6%. Interest rates rose and the money supply contracted.

The economy entered the Depression of 1920-21, which was a sharp decline financially. By 1923, the economy had returned to full employment. A debt fuelled boom developed following the war. Jerome (1934) gives an unattributed quote about finance conditions that allowed the great industrial expansion of the post WW I period. Probably never before in this country had such a volume of funds been available at such low rates for such a long period.

There was also a real estate and housing bubble in the 1920s, especially in Florida, which burst in 1925.

Alvin Hansen stated that housing construction during the 1920s decade exceeded population growth by 25%. Debt reached unsustainable levels. Speculation in stocks drove prices up to unrepresented valuation levels. The stock market crashed in late October 1929.

Political Developments

The Pure Food and Drug Act of 1906 was the first of a series of legislation that led to the establishment of the Food and Drug Administration (FDA).

Another such act passed the same year was the Federal Meat Inspection Act. The new laws helped the large packers, and hurt small operations that lacked economy of scale or quality controls.

The 16th Amendment to the USA Constitution, which allowed the Federal Government to tax all income, was adopted in 1913. The Emergency Quota Act (1921) established a quota system on immigrants by country of origin.

The maximum number of annual immigrants from a country limited to 3% of the number of that national background living in the U.S. according to the 1910 USA Census. The Immigration Act of 1924 reduced the quota from 3% to 2% and added additional restrictions on certain nationalities.

In the early years of American history, most political leaders were reluctant to involve the federal government too heavily in the private sector, except in the area of transportation.

In general, they accepted the concept of *laissez-faire*, a doctrine opposing government interference in the economy except to maintain law and order. This attitude started to change during the latter part of the 19th century, when small business, farm, and labour movements began asking the government to intercede on their behalf. By the start of the 20th century, a middle class had developed that was leery of both the business elite and the somewhat radical political movements of farmers and labourers in the Midwest and West. Known as Progressives, these people favoured government regulation of business practices to, in their minds, ensure competition and free enterprise.

Congress enacted a law regulating railroads in 1887 (the Interstate Commerce Act), and one preventing large firms from controlling a single industry in 1890 (the Sherman Antitrust Act).

These laws were not rigorously enforced, however, until the years between 1900 and 1920, when Republican President Theodore Roosevelt (1901-1909), Democrat President Woodrow Wilson (1913-1921), and others sympathetic to the views of the Progressives came to power.

Many of today's U.S. regulatory agencies were created during these years, including the Interstate Commerce Commission and the Federal Trade Commission. Ida M. Tarbell wrote a series of articles against the Standard Oil monopoly. The series helped pave the way for the breakup of the monopoly. Muckrakers were journalists who encouraged readers to demand more regulation of business. Upton Sinclair's *The Jungle* (1906) showed America the horrors of the Chicago Union Stock Yards, a giant complex of meat processing that developed in the 1870s. The federal government responded to Sinclair's book with the new regulatory Food and Drug Administration.

When Democrat Woodrow Wilson was elected President with a Democrat controlled Congress in 1912 he implemented a series of progressive policies. In 1913, the 16th Amendment was ratified, and the income tax was instituted in the USA. Wilson resolved the longstanding debates over tariffs and antitrust, and created the Federal Reserve, a complex business-government partnership that to this day dominates the financial world. The World War involved a massive mobilization of money, taxes; banking resources to pay for the American war effort and, through government-to-government loans, most of the Allied war effort as well.

Roaring 20s: 1920-1929

Under Republican President Warren G. Harding, who called for normalcy and an end to high wartime taxes, Secretary of the Treasury Andrew Mellon raised the tariff, cut other taxes, and used the large surplus to reduce the federal debt by about a third from 1920 to 1930. Secretary of Commerce Herbert Hoover worked to introduce efficiency, by regulating business practices.

This period of prosperity, along with the culture of the time, was known as the Roaring 20s.

The rapid growth of the automobile industry stimulated industries such as oil, glass, and road-building. Tourism soared and consumers with cars had a much wider radius for their shopping. Small cities prospered, and large cities had their best decade ever, with a boom in construction of offices, factories and homes. The new electric power industry transformed both business and everyday life.

Telephones and electricity spread to the countryside, but farmers never recovered from the wartime bubble in land prices. Millions migrated to nearby cities. However, in October 1929, the Stock market crashed and banks began to fail in the Wall Street Crash of 1929.

The early decades of the 20th century were remarkable for the improvements of the quality of life in the U.S. The quality of housing improved, with houses offering better protection against cold.

Floor space per occupant increased. Sanitation was greatly improved by the building of water supply and sewage systems, plus the treatment of drinking water by filtration and chlorination.

The change over to internal combustion took horses off the streets and eliminated horse manure and urine and the flies they attracted. Federal regulation of food products and processing, including government inspection of meat processing plants helped lower the incidence of food related illness and death. Infant mortality, which had been declining dramatically in the last quarter of the 19th century, continued to decline. The workweek, which averaged 53 hours in 1900, continued to decline.

The burden of household chores lessened considerably. Hauling water and firewood into the home every day was no longer necessary for an increasing number of households.

Electric light was far less expensive and higher quality than kerosene lamp light. Electric light also eliminated smoke and fumes and reduced the fire hazard. Despite the Great Depression and World War II, the middle decades of the 20th century were among the highest for productivity growth.

The research developed through informal cooperation between U.S. industry and academia grew rapidly and by the late 1930s exceeded the size of that taking place in Britain (although the quality of U.S. research was not yet on par with British and German research at the time). Productivity growth in manufacturing slowed from the electrification era, but remained moderate.

Automation of factories became widespread during the middle decades as industry invested in newly developed instruments and controls that allowed fewer workers to operate vast factories.

Great Depression: 1929-1941

"Broke, baby sick, and car trouble!" Dorothea Lange's photo of Missouri migrants living in a truck in California. Many displaced people moved to California to look for work during the Depression. John Steinbeck depicted the situation in *The Grapes of Wrath*. Following the stock market crash, the worldwide economy plunged into the Great Depression. The U.S. money supply began to contract by one-third. The protectionist Smoot-Hawley Tariff Act incited retaliation by Canada, Britain, Germany and other trading partners. Congress, in 1932, worried about the rapidly growing deficit and national debt, and raised income tax rates. Economists generally agree that these measures deepened an already crisis. By 1932, the unemployment rate was 25%. Conditions were worse in heavy industry, lumbering, export agriculture (cotton, wheat, tobacco), and mining. Conditions were not quite as bad in white-collar sectors and in light manufacturing.

Franklin Delano Roosevelt was elected President in 1932 without a specific program. He relied on a highly eclectic group of advisors who patched together many programs, known as the New Deal.

Government spending increased from 8.0% of GNP under Hoover in 1932 to 10.2% of GNP in 1936. Roosevelt balanced the "regular" budget the emergency budget was funded by debt, which increased from 33.6% of GNP in 1932 to 40.9% in 1936. Deficit spending had been recommended by some economists, most notably John Maynard Keynes in Britain. Roosevelt met Keynes but did not pay attention to his recommendations. After a meeting with Keynes, who kept drawing diagrams, Roosevelt remarked that "He must be a mathematician rather than a political economist".

Banking Crisis

In 1929-33, the economy was destabilized by bank failures. The initial reasons were substantial losses in investment banking, followed by bank runs.

Bank runs occurred when a large number of customers lost confidence in their deposits (not insured) and rushed to withdraw their deposits. Runs destabilized many banks to the point where they faced bankruptcy. Between 1929 and 1933, 40% of all banks (9,490 out of 23,697 banks) went bankrupt. Much of the Great Depression's economic damage was caused directly by bank runs.

Hoover had already considered a bank holiday to prevent further bank runs, but rejected the idea because he was afraid to trip a panic. Roosevelt acted as soon as he took office; he closed all the banks in the country and kept them all closed until he could pass new legislation.

On March 9, Roosevelt sent to Congress the Emergency Banking Act, drafted in large part by Hoover's top advisors. The act was passed and signed into law the same day. It provided for a system of reopening sound banks under Treasury supervision, with federal loans available if needed.

Three-quarters of the banks in the Federal Reserve System reopened within the next three days. Billions of dollars in hoarded currency and gold flowed back into them within a month, thus stabilizing the banking system. By the end of 1933, 4,004 small local banks were permanently closed and merged into larger banks. Their deposits totalled \$3.6 bln.; depositors lost a total of \$540 mln., and eventually received on average 85 cents on the dollar of their deposits.

It is a common myth that they received nothing back. The Glass-Steagall Act limited commercial bank securities activities and affiliations between commercial banks and securities firms to regulate speculations. It also established the Federal Deposit Insurance Corporation (FDIC), which insured deposits for up to \$250,000, ended the risk of runs on banks.

Unemployment reached 25 % in the worst days of 1932-33, but it was unevenly distributed. Job losses were less severe among women than men, among workers in nondurable industries (such as food and clothing), in services and sales, and in government jobs. The least skilled inner city men had much higher unemployment rates, as did young people who had a hard time getting their first job, and men over the age of 45 who if they lost their job would seldom find another one because employers had their choice of younger men.

Millions were hired in the Great Depression, but men with weaker credentials were never hired, and fell into a long-term unemployment trap.

The migration that brought millions of farmers and townspeople to the bigger cities in the 1920s suddenly reversed itself, as unemployment made the cities unattractive, and the network of kinfolk and more ample food supplies made it wise for many to go back.

City governments in 1930-31 tried to meet the depression by expanding public works projects, as president Herbert Hoover strongly encouraged. However tax revenues were plunging, and the cities as well as private relief agencies were totally overwhelmed by 1931 men were unable to provide significant additional relief. They fell back on the cheapest possible relief, soup kitchens, which provided free meals for anyone who showed up. After 1933, new sales taxes and infusions of federal money helped relieve the fiscal distress of the cities, but the budgets did not fully recover until 1941.

The federal programs launched by Hoover and greatly expanded by president Roosevelt's New Deal used massive construction projects to try to jump start the economy and solve the unemployment crisis. The extent to which the spending for relief and public works provided a sufficient stimulus to revive the U.S. economy, or whether it harmed the economy, is debated. If one defines economic health entirely by the gross domestic product, the U.S. had gotten back on track by 1934, and made a full recovery by 1936.

But as Roosevelt said, one third of the nation was ill-fed, ill-housed and ill-clothed. GNP was 34% higher in 1936 than 1932, and 58% higher in 1940 on the eve of war.

The economy grew 58% from 1932 to 1940 in 8 years of peacetime, and then grew another 56% from 1940 to 1945 in 5 years of wartime. The unemployment rate fell from 25.2% in 1932 to 13.9% in 1940 when the draft started. During the war, the economy operated under so many different conditions that comparison is impossible with peacetime.

Such as massive spending, price controls, bond campaigns, controls over raw materials, prohibitions on new housing and new automobiles, rationing, guaranteed cost-plus profits, subsidized wages, and the draft of 12 mln. soldiers.

In 1995, economist Robert Whaples stated that measuring the effect of the New Deal remains a thorny issue for economists because it is so difficult to measure the effects it had on the country.

A survey of academic specialists by Whaples showed that 49% of those economists surveyed felt that the New Deal lengthened and deepened the depression, while 51% disagreed.

The same survey also showed that only 5% of professional historians and 27% of professional economists felt the same way.

However, economist Eric Rauchway of the University of California stated "very few people disapprove of most of the New Deal reforms", which include Social Security, the Securities and Exchange Commission, the Federal Deposit Insurance Corp., and Fannie Mae.

Regardless, unemployment peaked in 1932 at 25% and was reduced to 13.9% by 1940.

As Broadus Mitchell summarized, "Most indexes worsened until the summer of 1932, which may be called the low point of the depression economically and psychologically". Economic indicators show the American economy declined until February 1933. After Roosevelt took office, there began a steady, sharp upward recovery that persisted until the brief Recession of 1937-1938 after which they continued their upward climb.

New Deal Impact

The studies find that public works and relief spending had state income multipliers of around one, increased consumption activity, attracted internal migration, reduced crime rates, and lowered several types of mortality. The farm programs typically aided large farm owners but eliminated opportunities for share croppers, tenants, and farm workers. The Home Owners' Loan Corporation's purchases and refinancing of troubled mortgages staved off drops in housing prices and home ownership rates at relatively low ex post cost to taxpayers. The Reconstruction Finance Corporation's loans to banks and railroads appear to have had little positive impact, although the banks were aided when the RFC took ownership stakes.

Wartime Output & Controls: 1940-1945

Unemployment dropped to 2%, relief programs largely ended, and the industrial economy grew rapidly to new heights as millions of people moved to new jobs in war centres, and 16 mln. men and 300,000 women were drafted or volunteered for military service. All economic sectors grew during the war. Railroads strained to move it all to market, going from an output of 13.6 bln. loaded car miles in 1939 to 23.3 in 1943.

The War Production Board coordinated the nation's productive capabilities so that military priorities would be met. Converted consumer-products plants filled many military orders. Automakers built tanks and aircraft, making the USA the "arsenal of democracy".

In an effort to prevent rising national income and scarce consumer products from causing inflation, the newly created Office of Price Administration rationed and set prices for consumer items ranging from sugar to meat, clothing and gasoline, and otherwise tried to restrain price increases.

6 mln. women took jobs in manufacturing and production; most were newly created temporary jobs in munitions. Some were replacing men away in the military. These working women were symbolized by the fictional character of Rosie the Riveter. After the war many women returned to household work as men returned from military service.

The nation turned to the suburbs, as a pent-up demand for new housing was finally unleashed.

By 1940, nearly 100% of urban homes had electricity, 80% had indoor flush toilets, 73% had gas heating or cooking, 58% central heating, 56% had mechanical refrigerators.

The period from the end of World War II to the early 1970s was a golden era of economic growth. \$200 billion in war bonds matured, and the G.I. Bill financed a well-educated work force.

The middle class swelled, as did GDP and productivity. This growth was distributed fairly evenly across the economic classes, which some attribute to the strength of labour unions.

In this period – labour union membership peaked historically in the U.S. during the 1950s, in the midst of this massive economic growth. Much of the growth came from the movement of low-income farm workers into better paying jobs in the towns and cities – a process largely completed by 1960. Congress created the Council of Economic Advisors, to promote high employment, high profits and low inflation. The Eisenhower administration (1953-1961) supported an activist contracyclical approach that helped to establish Keynesianism as a bipartisan economic policy for the nation.

Especially important in formulating the CEA response to the recession – accelerating public works programs, easing credit, and reducing taxes – were Arthur F. Burns and Neil H. Jacoby. "I am now a Keynesian in economics", proclaimed Republican President Richard Nixon in 1969.

Although this period brought economic expansion to the country as a whole, it was not recession proof. The recessions of 1945, 1949, 1953, 1958, and 1960 saw a drastic decline in GDP.

The "Baby Boom" saw a dramatic increase in fertility in the period 1942-1957; it was caused by delayed marriages and childbearing during depression years, a surge in prosperity, a demand for suburban single-family homes (as opposed to inner city apartments) and new optimism about the future. The boom crested about 1957, then slowly declined.

Ammonia from plants built during World War II to make explosives became available for making fertilizers, leading to a permanent decline in real fertilizer prices. The early 1950s was the peak period for tractor sales in the U.S. as the few remaining horses and mules were phased out.

The horsepower of farm machinery underwent a large expansion. A successful cotton picking machine was introduced in 1949. The machine could do the work of 50 men picking by hand.

Research on plant breeding produced varieties of grain crops that could produce high yields with heavy fertilizer input. This resulted in the Green revolution, beginning in the 1940s.

By the centuries end yields of corn (maize) rose by a factor of over four. Wheat and soybean yields also rose significantly. The New Deal era farm programs were continued into the 1940s and 1950s, with the goal of supporting the prices received by farmers.

Typical programs involved farm loans, commodity subsidies, and price supports.

The rapid decline in the farm population led to a smaller voice in Congress. So the well-organized Farm Bureau and other lobbyists worked in the 1970s to appeal to urban Congressman through food stamp programs for the poor. By 2000, the food stamp program was the largest component of the farm bill. In 2010, the Tea Party movement brought in many Republicans committed to cutting all federal subsidies, including that agriculture. Meanwhile, urban Democrats strongly opposed reductions, pointing to the severe hardships caused by the 2008-10 economic recession.

The Agricultural Act of 2014 saw many rural Republican Congressman voting against the program despite its support from farmers; it passed with urban support.

Air transport was a major beneficiary of the war. The USA was the leading producer of combat aircraft during World War II and had a large surplus of machine tools and manufacturing facilities for airplanes at the end of the war. There were experienced airplane manufacturing and maintenance personnel. Additionally, radar had been developed just before the war. The aircraft industry had the highest productivity growth of any major industry, growing by 8.9% per year from 1929-1966.

Housing

Very little housing had been built during the Great Depression and World War, except for emergency quarters near war industries. Overcrowded and inadequate apartments were the common condition. Some suburbs had developed around large cities where there was rail transportation to the jobs downtown. However, the real growth in suburbia depended on the availability of automobiles, highways, and inexpensive housing. The population had grown, and the stock of family savings had accumulated the money for down payments, automobiles and appliances. The product was a great housing boom. Whereas an average of 316,000 new housing non-farm units had been constructed from the 1930s through 1945, there were 1,450,000 units built annually from 1946 through 1955.

The G.I. Bill guaranteed low cost loans for veterans, with very low down payments, and low interest rates. With 16 mln. eligible veterans, the opportunity to buy a house was suddenly at hand. In 1947 alone, 540,000 veterans bought one; their average price was \$7300.

The construction industry kept prices low by standardization – for example standardizing sizes for kitchen cabinets, refrigerators and stoves, allowed for mass production of kitchen furnishings.

Developers purchased empty land just outside the city, installed tract houses based on a handful of designs, and provided streets and utilities, or local public officials race to build schools.

The most famous development was Levittown, in Long Island just east of New York City.

It offered a new house for \$1000 down, and \$70 a month; it featured three bedrooms, fireplace, gas range and gas furnace, and a landscaped lot of 75 by 100 feet, all for a total price of \$10,000. Veterans could get one with a much lower down payment. Construction of the Interstate Highway System began in 1956.

Computer Technology

Mainframe business computer systems were introduced in the 1950s following the manufacture of transistors. Mainframe computers were in widespread use by the 1960s. These computers handled a variety of accounting, billing payroll applications. One highly significant application was the Sabre airline reservations system, which first went into operation in 1960.

With Sabre reservations could be placed remotely using teleprinters and all functions were done automatically, including ticket printing. This eliminated manually handling file cards.

Federal taxes on incomes, profits and payrolls had risen to high levels during World War II and had been cut back only slowly; the highest rates for individuals reached the 90% level. Congress cut tax rates in 1964. President Lyndon B. Johnson (1963-69) dreamed of creating a "Great Society", and began many new social programs to that end, such as Medicaid and Medicare.

Military & Space Spending

After the Cold War began in 1947, especially after the Korean War began in 1950, the government adopted a strategy in NSC 68 military spending. Economists examined how much this "military Keynesianism" stimulated the economy. President Eisenhower feared that excessive military spending would damage the economy, so he downsized the Army after Korea and shifted priorities to missiles and nuclear weapons (which were much less expensive than army divisions).

He promoted the Interstate Highway system as necessary for national defence, and made space exploration a priority. His successor John F Kennedy made a manned mission to the moon a national priority. Much of the new spending went to California and the West, a continuation of wartime spending. An even greater impact came in the South, where it stimulated a modernization of the economy away from cotton towards manufacturing and high technology.

There were new, large technologically sophisticated installations at the Atomic Energy Commission's Savannah River Site in South Carolina; the Redstone Arsenal at Huntsville in Alabama; nuclear research facilities at Oak Ridge, Tennessee; and space facilities at Cape Canaveral, Florida, at the Lyndon B. Johnson Space Centre in Houston; at the John C. Stennis Space Centre in Mississippi.

The Defence Department financed some of private industry's research and development throughout these decades, most notably ARPANET (which would become the Internet).

Number of countries having a banking crisis in each year since 1800. This is based on *This Time is Different: Eight Centuries of Financial Folly*, which covers only 70 countries.

The general upward trend might be attributed to many factors. One of these is a gradual increase in the percent of people who receive money for their labour.

Post Industrial (Service) Economy

Manufacturing employment and nominal value added shares of the economy have been in a steady decline since World War II. In the late 1960s, manufacturing's share of both employment and nominal value added was about 26%, falling to about 11% and 12% respectively by the end of the century. Per-capita steel consumption in the U.S. peaked in 1977, then fell by half before staging a modest recovery to levels well below the peak.

The decline in the relative size of manufacturing coincided with a rise in the size of the service sector. Technological innovations of the final third of the 20th century were significant, but were not as powerful as those of the first two-thirds of the century.

Manufacturing productivity growth continued at a somewhat slower rate than in earlier decades, but overall productivity was dragged down by the relative increase in size of the government and service sectors. The post-war boom ended with a number of events in the early 1970s: the collapse of the Bretton Woods system in 1971, the growing influx of imported manufacturing goods, such as automobiles and electronics, the 1973 oil crisis, productivity growth fell to a low level after 1973 and remained low until the 1990s, the 1973-1974 stock market crash, and the ensuing displacement of Keynesian economics by monetarist economics, especially by the free-market Chicago School of Economics, led by economist Milton Friedman. At the same time, the consensus among experts moved against New-Deal-style regulation, in favour of deregulation.

In the late 1960s, it was apparent to some that this juggernaut of economic growth was slowing down, and it began to become visibly apparent in the early 1970s.

The USA grew increasingly dependent on oil importation from OPEC after peaking production in 1970, resulting in oil supply shocks in 1973 and 1979. Stagflation gripped the nation, and the government experimented with wage and price controls under President Nixon.

The Bretton Woods Agreement collapsed in 1971-1972, and President Nixon closed the gold window at the Federal Reserve, taking the USA entirely off the gold standard.

President Gerald Ford introduced the slogan, "Whip Inflation Now" (WIN).

In 1974, productivity shrunk by 1.5%, though this soon recovered. In 1976, Jimmy Carter won the Presidency. Carter would later take much of the blame for the even more turbulent economic times to come, though some say circumstances were outside his control. Inflation continued to climb skyward.

Productivity growth was small, when not negative. Interest rates remained high, with the prime reaching 20% in January 1981; Art Buchwald quipped that 1980 would go down in history as the year when it was cheaper to borrow money from the Mafia than the local bank.

Unemployment dropped mostly steadily from 1975 to 1979, although it then began to rise sharply. This period saw the increased rise of the environmental and consumer movements, and the government established new regulations and regulatory agencies such as the Occupational Safety and Health Administration, the Consumer Product Safety Commission, the Nuclear Regulatory Commission, and others. Deregulation gained momentum in the mid-1970s, spurred by slow productivity growth and increasing operation & capital costs in several key sectors. It was not until 1978 that the first meaningful deregulation legislation, the Airline Deregulation Act, was cleared by Congress.

Transportation deregulation accelerated in 1980, with the deregulation of railroads and trucking. Deregulation of interstate buses followed in 1982.

In addition to transportation deregulation, savings & loan associations and banks were partially deregulated with the Depository Institutions Deregulation and Monetary Control Act in 1980.

On a broader front, the economy initially recovered at a brisk pace from the 1973-75 recessions. Incoming president Jimmy Carter instituted a large fiscal stimulus package in 1977 in order to boost the economy. However, inflation began a steep rise beginning in late 1978, and rose by double digits following the 1979 energy crisis. In order to combat inflation, Carter appointed Paul Volcker to the Federal Reserve, who raised interest rates & caused a sharp recession.

In March 1980, Carter introduced his own policies for reducing inflation, and the Federal Reserve brought down interest rates to cooperate with the initiatives. During the 1980 recession, manufacturing shed 1.1 mln. jobs, while service industries remained intact. Employment in automotive manufacturing suffered, experiencing a 33% reduction by the end of the recession. Collectively these factors contributed to the election of Ronald Reagan in 1980.

The Federal Reserve once again began to raise interest rates in 1981, which plunged the economy back into recession. Unemployment rose to a peak of 10.8% in December 1982, a post-war high. In 1981, Ronald Reagan introduced Reaganomics. That is, fiscally expansive economic policies, cutting marginal federal income tax rates by 25%. Inflation dropped dramatically from 13.5% annually in 1980 to just 3% annually in 1983 due to a short recession and the Federal Reserve Chairman Paul Volcker's tighter control of the money supply and interest rates.

Real GDP began to grow after contracting in 1980 and 1982. The unemployment rate continued to rise to a peak of 10.8% by late 1982, but dropped well under 6% unemployment at the end of Reagan's presidency in January 1989. 20 mln. jobs were created under Reagan's presidency – which were made up of 82 % high-paying and long-term jobs. From 1982 to 1987 the Dow Jones Industrial Average gained over 1900 points from 776 in 1982 to 2722 in 1987 – about a 350% increase.

An economic boom took place from 1983 until a recession began in 1990. Between 1983 and 1989 the number of people below the poverty line decreased by 3.8 mln.

The boom saw the increasing popularity of electronic appliances like computers, cell phones, music players and video games. Credit cards were a symbol of the boom.

The Reagan tax cuts seemed to work and Americans were able to shrug off the crash of 1987 by the beginning of 1988. The growth ended by 1990 after seven years of stock market growth and prosperity for the upper and middle class. The federal debt spawned by his policies tripled (from \$930 bln. in 1981 to \$2.6 trln. in 1988), reaching record levels.

Though debt increased under every president in the latter half of the 20th century, it declined as a percentage of GDP under all Presidents after 1950 and prior to Reagan.

In addition to the fiscal deficits, the U.S. started to have large trade deficits. Also it was during his second term that the Tax Reform Act of 1986 was passed. Vice President George H. W. Bush was elected to succeed Reagan in 1988. The early Bush Presidency's economic policies were sometimes seen as a continuation of Reagan's policies, but in the early 1990s, Bush went back on a promise and increased taxes in a compromise with Congressional Democrats. He ended his presidency on a moderate note, signing regulatory bills such as the Americans with Disabilities Act, and negotiating the North American Free Trade Agreement.

In 1992, Bush and third party candidate Ross Perot lost to Democrat Bill Clinton. The advent of deindustrialization in the late 1960s and early 1970s saw income inequality increase dramatically to levels never seen before. However, at the same time, most orthodox economists, and most policy makers, pointed to the fact that consumers could buy so many goods, even with the inflation of the 1970s, as evidence that the general shift away from manufacturing and into services was creating widespread prosperity. In 1968, the U.S. Gini coefficient was 0.386.

In 2005, the American Gini coefficient had reached 0.469. Critics of economic policies favoured by Republican and Democratic administrations since the 1960s.

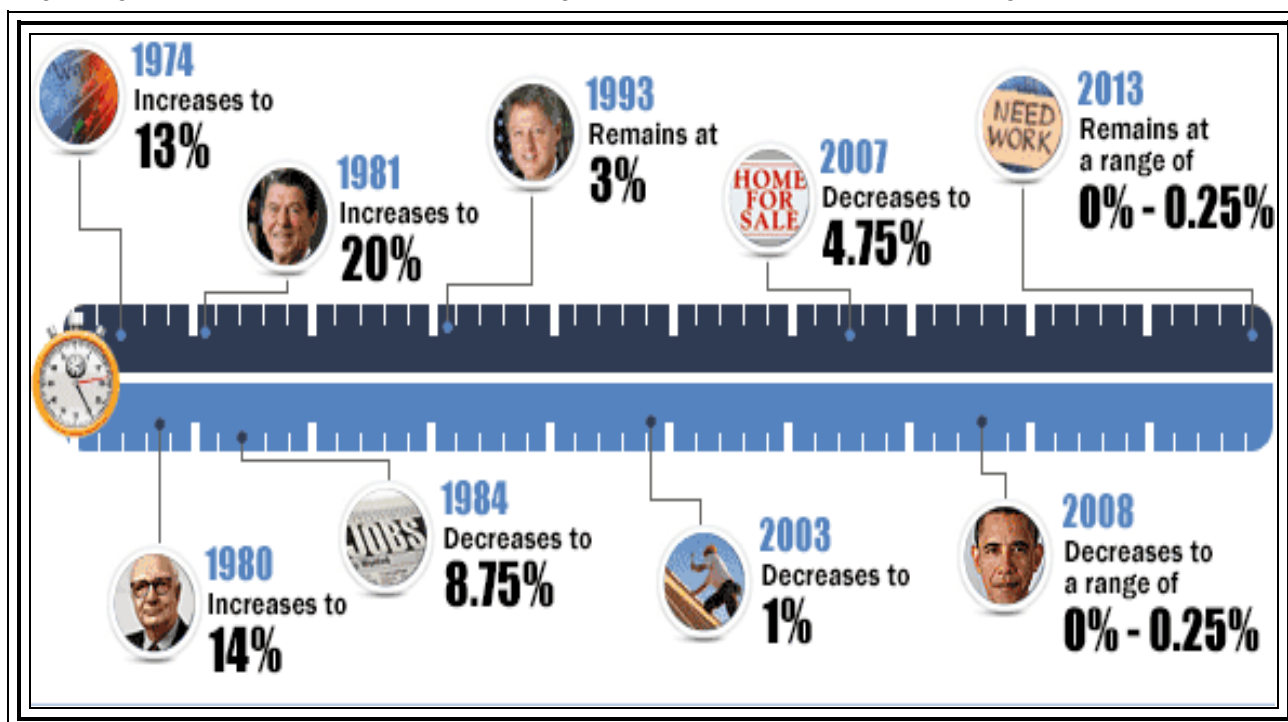
Particularly those expanding "free trade" and "open markets" say that these policies, though benefiting trading as well as the cost of products in the U.S., could have taken their own on the prosperity of the America middle-class. However, in this period, consumers were buying as never before with so many products and goods at such low costs and in high quantities. Critics however argued that this consumer behaviour was giving a false reading of the health of the economy, because it was being paid for by taking on rapidly increasing levels of indebtedness, thus covering up the stagnating wages and earnings of most of the workforce.

The Rise of Globalization: 1990s – late 2000

This graph shows three major stock indices since 1975. Notice the meteoric rise of the stock market in the 1990s, followed by the collapse of the dot-com bubble in 2000 on the tech-heavy NASDAQ.

During the 1990s, government debt increased by 75%, GDP rose by 69%, and the stock market as measured by the S&P 500 grew more than threefold.

From 1994 to 2000 real output increased, inflation was manageable and unemployment dropped to below 5%, resulting in a soaring stock market known as the dot-com boom. The second half of the 1990s was characterized by well-publicized initial public offerings of high-tech and "dot-com" companies. By 2000, however, it was evident a bubble in stock valuations had occurred, such that beginning in March 2000, the market would give back some 50% to 75% of the growth of the 1990s.



Timeline: The Federal Funds Rates

The economy worsened in 2001 with output increasing only 0.3% and unemployment and business failures rising substantially, and triggering a recession that is often blamed on the September 11 attacks. An additional factor in the fall of the US markets and in investor confidence included numerous corporate scandals. From 2001-07, the red-hot housing market across the USA fuelled a false sense of security regarding the strength of the U.S. economy.

In 2008, a series of related economic disasters hit the American and European financial systems. The bursting of a worldwide bubble in housing set the recession in motion. The end of housing bubbles in California, Florida and Arizona led to the collapse of housing prices and the shrinkage of construction sector. Millions of mortgages (averaging about \$200,000 each) had been bundled into securities called collateralized debt obligations that were resold worldwide.

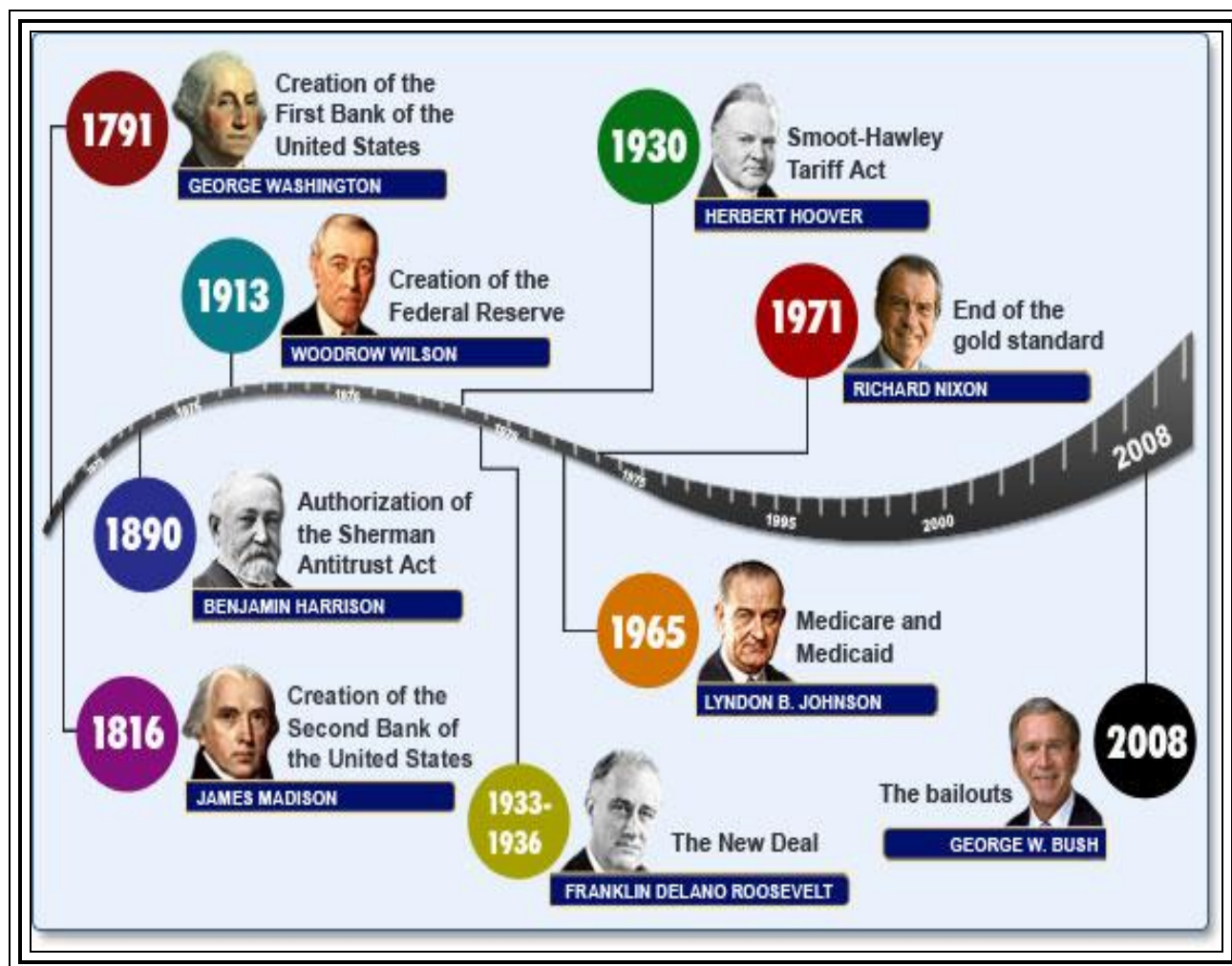
Many banks and hedge funds had borrowed hundreds of billions of dollars to buy these securities, which were now "toxic" because their value was unknown and no one wanted to buy them.

A series of the largest banks in the U.S. and Europe collapsed; some went bankrupt, such as Lehman Brothers with \$690 bn. in assets; others such as the leading insurance company AIG, the leading bank Citigroup, and the two largest mortgage companies were bailed out by the government.

Congress voted \$700 bn. in bailout money, and the Treasury and Federal Reserve committed trillions of dollars to shoring up the financial system, but the measures did not reverse the declines.

Banks drastically tightened their lending policies, despite infusions of federal money.

The government for the first time took major ownership positions in the largest banks. The stock market plunged 40%, wiping out tens of trillions of dollars in wealth; housing prices fell 20% nationwide wiping out trillions more.



The main developments in the USA

By late 2008, distress was spreading beyond the financial and housing sectors, especially as the "Big Three" of the automobile industry (General Motors, Ford and Chrysler) were on the verge of bankruptcy, and the retail sector showed major weaknesses. Critics of the \$700 bln. Troubled Assets Relief Program (TARP) expressed anger that much of the TARP money that has been distributed to banks is seemingly unaccounted for, with banks being secretive on the issue. President Barack Obama signed the American Recovery and Reinvestment Act of 2009 in February 2009; the bill provides \$787 bln. in stimulus through a combination of spending and tax cuts.

The plan is largely based on the Keynesian theory that government spending should offset the fall in private spending during an economic downturn; otherwise, the fall in private spending may perpetuate itself and productive resources, such as the labour hours of the unemployed, will be wasted.

Critics claim that government spending cannot offset a fall in private spending because government must borrow money from the private sector in order to add money to it.

However, most economists do not think such "crowding out" is an issue when interest rates are near zero and the economy is stagnant. Opponents of the stimulus also point to problems of possible future inflation and government debt caused by such a large expenditure.

In the U.S., jobs paying between \$14 and \$21 per hour made up about 60% those lost during the recession, but such mid-wage jobs have comprised only about 27% of jobs gained during the recovery through mid-2012. In contrast, lower-paying jobs constituted about 58% of the jobs regained.



US economy shows new signs of health

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