

DOCUMENT RESUME

ED 083 101

SO 006 329

TITLE China. Grade Eleven. [Resource Unit III.] Project Social Studies.
INSTITUTION Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO HS-045
PUB DATE 68
NOTE 247p.

EDRS PRICE MF-\$0.65 HC-\$9.87

DESCRIPTORS *Area Studies; *Asian Studies; Communism; Comparative Analysis; Course Content; *Cross Cultural Studies; Curriculum Guides; Educational Objectives; Foreign Relations; Grade 11; History; *Nonwestern Civilization; Resource Units; *Social Studies Units; Teaching Methods; Units of Study (Subject Fields)

IDENTIFIERS China; Project Social Studies

ABSTRACT

This unit on China is one of four resource units for an eleventh grade area studies course. The unit contains an introduction, a section on Chinese history, and one on Chinese foreign relations. Each section is preceded by a list of objectives, as to generalizations, skills, and attitudes. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. Different policies followed by communists in China and in the Soviet Union are compared. The United States' policies toward China are examined in the light of the split between these two communist powers. A teachers' guide for the entire course is SO 006 320. (Author/KSM)

ED 083101

Grade Eleven
Unit: China

SOON
NO

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Sp 006 329

RESOURCE UNIT

These materials were developed by the Project Social Studies
Center of the University of Minnesota under a special grant
from the U. S. Office of Education. (Project No. HS-045)

1968

1728
C1

30001
20

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRD
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

RESOURCE UNIT

These materials were developed by the Project Social Studies
Center of the University of Minnesota under a special grant
from the U. S. Office of Education. (Project No. HS-045)

1968



FILMED FROM BEST AVAILABLE COPY

OBJECTIVES FOR SECTION ON INTRODUCTION

GENERALIZATIONS

1. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
2. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.
3. There are many sources or bases of national power in dealing with other countries.
 - a. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.
 - b. Industrial capacity is an important component of national power.
 - c. Differences in population and resources may be reflected in differences in national power.
4. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)
5. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

SKILLS

1. Attacks problems in a rational
 - a. Sets up hypotheses.
 - b. Sets up ways of testing hypotheses.
 - c. Considers the relevance of science disciplines, and the questions asked and the methods used in the relevant disciplines to analyze the problem.
 - d. Considers possible hypotheses and alternative courses of action.
2. Gathers information effectively
 - a. Interprets cartoons.
3. Uses effective geographic skills
 - a. Compares areas with known areas.
4. Evaluates sources of information
 - a. Detects inconsistencies.
5. Organizes and analyzes information into conclusions.

OBJECTIVES FOR SECTION ON INTRODUCTION

REALIZATIONS

view a foreign culture as a set of images created for them by commun- react to these images rather than the world and real people.

A country's size provides more disadvantages depends upon the conditions face at a particular time, resources, and upon their level of tech-

sources or bases of national power in other countries.

Capacity is an important factor in the development of national power but not the most even the dominant one.

Capacity is an important component of national power.

Differences in population and resources may be explained in differences in national power.

Development in a community of interdependent countries. Developments in one part of the world affect other parts.

Development, in part, a product of the internal- external perceptions, and the experiences of making the decision.

SKILLS

1. Attacks problems in a rational manner.
 - a. Sets up hypotheses.
 - b. Sets up ways of testing hypotheses.
 - c. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
 - d. Considers possible hypotheses and/or alternative courses of action.
2. Gathers information effectively.
 - a. Interprets cartoons.
3. Uses effective geographic skills.
 - a. Compares areas with known areas.
4. Evaluates sources of information.
 - a. Detects inconsistencies.
5. Organizes and analyzes information and draws conclusions.

- a. Applies previously-learned concepts and generalizations to new data.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences.
2. Feels a sense of responsibility for keeping informed about current problems.

OUTLINE OF CONTENT

IVES

OUT SOCIAL DATA.

I. What Red China does affects the life of every American.

Cartoons.

OUT SOCIAL DATA.

Inconsistencies.

Previously-learned
Generalizations

How a foreign culture
images and pictures
them by communicators;
these images rather
real world and real

with known areas.

Previously-learned concepts
relations.

sources or bases of
in dealing with
s.

A. China is larger than the United States; although it is smaller than the U.S.S.R., it has the largest population of any country in the world. It also extends further north and south than does the United States.

TEACHING PROCEDURES

MATERIALS

1. Prepare a bulletin board showing the importance of Red China in world affairs.

2. Project some of the cartoons found in Isaacs' Images of Asia and have pupils identify views (implicit and explicit) which are indicated by the cartoons. Have them compare their list with samples of statements under the different classifications arrived at by Isaacs on the basis of his interview study of American leaders. Have each pupil check the views with which he agrees. Afterwards discuss: How consistent are these different views? How might each of the views affect people's attitudes toward foreign policy decisions in our relations with China?

Isaacs, Images of

3. Have pupils examine wall map of the world. Ask: How does Red China compare in size with the U. S.? With Western Europe? with the Soviet Union? Have pupils check their initial impressions by having a student trace these three areas on pieces of acetate from an equal-area map of the world. He should prepare a map overlay for projection with the overhead projector. (In the interests of time, the teacher could prepare such an overlay, could use one prepared by a student in another class, or could project a map showing

Wall map of world
Equal-area map of
Wheeler, et
Geog. of th
Winfield, C

TEACHING PROCEDURES

MATERIALS

Bulletin board showing the importance of Red China in
rs.

of the cartoons found in Isaacs' Images of Asia and
identify views (implicit and explicit) which are
y the cartoons. Have them compare their list with
statements under the different classifications
by Isaacs on the basis of his interview study of
aders. Have each pupil check the views with which
Afterwards discuss: How consistent are these
views? How might each of the views affect people's
oward foreign policy decisions in our relations

Isaacs, Images of Asia.

examine wall map of the world. Ask: How does
compare in size with the U. S.? With Western Europe?
viet Union? Have pupils check their initial im-
y having a student trace these three areas on
etate from an equal-area map of the world. He
are a map overlay for projection with the over-
tor. (In the interests of time, the teacher
re such an overlay, could use one prepared by
n another class, or could project a map showing

Wall map of world.
Equal-area map of world. (See
Wheeler, et. al., Regional
Geog. of the World, p. 361, or
Winfield, China, p. 20).

G. Difference in ... resources ... may be reflected in differences in national power.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

S. Applies previously-learned concepts and generalizations.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

G. There are many sources or bases of national power in dealing with other countries.

G. Differences in population ... may be reflected in differences in national power.

these three areas transposed upon one another from a geography textbook.)

Or instead a pupil might prepare a graph comparing the area of China with that of the U. S., Western Europe, and the U.S.S.R. Ask: Why might China's size help make it an important world power? Would it necessarily do so?

Almanac.

4. Have pupils note the northernmost points in China and the U. S. and the southernmost points in China and in the U. S. Ask: What difference do you think it makes that China extends both further north and further south than the U. S.?

Wall map of world

5. Have a pupil make a graph to compare the total population of China, the U. S., the U.S.S.R., and India. (Or use the graph prepared for the unit on the Soviet Union.) Quote estimates on how fast the Chinese population is growing. (e.g., It is estimated that if China continues to grow at its present rate, in one decade it will add to its population a number equal to the total population of the U. S. at the present time.) Remind pupils that they discussed the possible advantages and disadvantages of a large population when studying the U.S.S.R. Discuss: What problems is this growth rate likely to make for China? for the world as a whole? Does the U. S. need to be concerned about a country just because it has such a large population? Why or why not?

be transposed upon one another from a geography

pupil might prepare a graph comparing the area that of the U. S., Western Europe, and the

Almanac.

Why might China's size help make it an
and power? Would it necessarily do so?

note the northernmost points in China and the
southernmost points in China and in the
What difference do you think it makes that
both further north and further south than

Wall map of world.

make a graph to compare the total population
U. S., the U.S.S.R., and India. (Or use the
for the unit on the Soviet Union.) Quote
how fast the Chinese population is growing.
estimated that if China continues to grow at
rate, in one decade it will add to its population
1 to the total population of the U. S. at the
) Remind pupils that they discussed the
antages and disadvantages of a large population
the U.S.S.R. Discuss: What problems is this
likely to make for China? for the world as a
the U. S. need to be concerned about a country
it has such a large population? Why or why

- G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.
- S. Sets up ways of testing hypotheses.

- G. There are many sources or bases of power in dealing with other countries.
- G. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

- B. The Communists have greatly increased strength and have exploded atomic bombs though they do not have a large supply and probably will take a few years to develop a system which will threaten the U. S. Their success in exploding bombs gives them additional power in Asian countries. It also arouses concern in the U. S.

on is, in part, a
of the internalized
the perceptions, and
stances of the persons
e decision.

ays of testing hypotheses.

many sources or bases
in dealing with other

capacity is an important
the development of national
not the only one or
dominant one.

B. The Communists have greatly increased Chinese military strength and have exploded atomic bombs. Even though they do not have a large supply of atomic bombs and probably will take a few years to build a delivery system which will threaten the U. S., their success in exploding bombs gives them additional leverage over Asian countries. It also arouses concern about the

6. Read aloud a quotation about the way in which the Chinese used sheer numbers of soldiers to try to overpower Americans and South Koreans during the Korean War. Again discuss advantages and disadvantages of a large population for military purposes. Perhaps quote Karol on Mao Tse-tung's views about the importance of manpower in case of war.

Karol, China, The
p. 35.

7. Have pupils read various comments by Chinese leaders which imply that China could withstand an atomic war better than some other countries since its population is so large. Discuss: Do you agree or disagree with this conclusion? Why? Suppose that this conclusion is not correct? Would it matter at all then if the Chinese leaders believe it were true? Why or why not? Can you think of any reason why Chinese leaders might make such a statement even if they did not believe it to be true?

"Selected Reading

Do not analyze the possible ability of China to withstand nuclear attack in any detail at this time, since such analysis requires some study of land use, industrial patterns, and population patterns. Rather, tell the class that it will return to such an analysis later in the unit after it has found out more about China's geography. At this time, however, list possible factors which should be studied in order to analyze the validity of such statements.

8. Read aloud a quotation or have pupils read articles or statements about measures taken by the Communists to improve China's military strength.

Lewis, Communist
Change (part
Swisher, China (part
Use Readers' Guide
recent articles
For pictures, see
Ribound, The
pp. 72-73.

Show the class pictures of young people being trained and even children marching.

quotation about the way in which the Chinese
bers of soldiers to try to overpower Americans
ans during the Korean War. Again discuss
disadvantages of a large population for
ses. Perhaps quote Karol on Mao Tse-tung's
e importance of manpower in case of war.

Karol, China, The Other Communism,
p. 35.

ad various comments by Chinese leaders which
na could withstand an atomic war better than
tries since its population is so large.
ou agree or disagree with this conclusion? Why?
his conclusion is not correct? Would it matter at
Chinese leaders believe it were true? Why or
you think of any reason why Chinese leaders
h a statement even if they did not believe it

"Selected Readings on China."

e the possible ability of China to withstand
k in any detail at this time, since such analysis
study of land use, industrial patterns, and pop-
rns. Rather, tell the class that it will return
alysis later in the unit after it has found out
ina's geography. At this time, however, list
ors which should be studied in order to analyze
of such statements.

quotation or have pupils read articles or state-
asures taken by the Communists to improve China's
ngth.

s pictures of young people being trained and even
hing.

Lewis, Communist China: Crisis, and
Change (pamphlet), pp. 36-38.

Swisher, China (pamphlet), p. 90.

Use Readers' Guide to locate more
recent articles.

For pictures, see:

Ribound, Three Banners of China,
pp. 72-73.

future, since Chinese Communists take militant attitude toward war and show of the atomic bomb than do Soviet Comm

- G. There are many sources or bases of power in dealing with other countries.
- G. Industrial capacity is an important component of national power.
- S. Sets up hypotheses.

C. China's economic growth during the 1950s that in the U. S. and India and even today during its early plans. Its growth has been rapid but still offers a challenge because of its propaganda effect in underdeveloped countries.

future, since Chinese Communists take a much more militant attitude toward war and show much less fear of the atomic bomb than do Soviet Communist leaders.

ny sources or bases
dealing with other

capacity is an important
national power.

theses.

C. China's economic growth during the 1950's surpassed that in the U. S. and India and even the Soviet Union during its early plans. Its growth has slowed down but still offers a challenge because of its possible propaganda effect in underdeveloped countries.

Swisher, China (p
Karol, The Other C
p. 314.

9. Tell pupils about the explosion of the first Chinese atomic bomb. Then have pupils read differing interpretations of what this explosion meant for the U. S. Have pupils also read MacNamera's later statement which revised the early U. S. position. Discuss: How important do you think this achievement was for U. S. security now and in the future? Why do you think many observers thought it dangerous to have China explode a small bomb when the Soviet Union already had many nuclear bombs with far-superior means of delivering them to targets in the U. S.? (Discuss in terms of what pupils have learned about Soviet-Chinese relationships and differences in attitude toward war.)

"Selected Readings"

Have a pupil investigate and report on nuclear developments since the first explosion.

10. Project a graph comparing economic growth in China during the 1950's with economic growth in U.S.S.R., in India and U. S. during this same period. Discuss: Do we need to worry about the rate of economic growth in China? Why or why not? Tell the class that China has not published figures on economic output and growth since the late 1950's. Why might this be so?

Swisher, China (pamphlet), pp. 68; 91.
Karol, The Other Communism,
p. 314.

"Selected Readings on China."

out the explosion of the first Chinese atomic
ve pupils read differing interpretations of what
meant for the U. S. Have pupils also read
ter statement which revised the early U. S.
cuss: How important do you think this achievement
security now and in the future? Why do you think
thought it dangerous to have China explode a
n the Soviet Union already had many nuclear bombs.
rior means of delivering them to targets in the
ss in terms of what pupils have learned about
e relationships and differences in attitude toward

investigate and report on nuclear developments since
losion.

ph comparing economic growth in China during the
conomic growth in U.S.S.R., in India and U. S.
ame period. Discuss: Do we need to worry about
conomic growth in China? Why or why not? Tell the
na has not published figures on economic output
nce the late 1950's. Why might this be so?

G. The world is a community of inter-dependent countries. (Important happenings in one part of the world affect other parts.)

D. The U. S. and Red China have a number policy differences which threaten peace. Citizens need to consider all aspects of life before choosing among policy alternatives.

S. Considers possible hypotheses and/or alternative courses of action.

A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Detects inconsistencies.

a community of inter-
countries. (Important
in one part of the world
parts.)

D. The U. S. and Red China have a number of serious
policy differences which threaten peace. U. S.
citizens need to consider all aspects of Chinese
life before choosing among policy alternatives.

ossible hypotheses
ernative courses of

ABOUT SOCIAL DATA
TO READ AND STUDY
THE SOCIAL SCIENCES.

onsistencies.

11. Remind pupils of what they have learned already about the conflict between China and the U.S.S.R. Point out that they will study this conflict in more detail during this unit. They should try to decide whether or not they wish to change their minds about how the U. S. government might best act, given this controversy.

12. Have pupils read recent newspaper and magazine articles about important internal affairs in China or about Chinese policy conflicts with the U. S. or other countries. Discuss these articles in terms of their possible implications for the U. S.

13. After identifying some of the chief issues between China and the U. S., have pupils try to identify possible courses of action which might be taken on these issues and possible consequences of each course of action. Suggest that they try to keep these alternatives in mind and add others as they study the unit. They will come back to them at the end of the unit.

14. Give pupils the 1967 Foreign Policy Association opinion poll on possible policies to follow in our dealings with China. Have them check the supporting statements from the list provided with the poll. After the class has compiled the results of the poll in class, discuss the extent of agreement or disagreement among class members. Then ask: How consistent were members of this class in selecting supporting statements for each policy? For which policy were they least consistent? most consistent? Why might this be so?

Great Decisions, 19

what they have learned already about the conflict with the U.S.S.R. Point out that they will study in more detail during this unit. They should try to decide or not they wish to change their minds about what the government might best act, given this controversy.

Assign recent newspaper and magazine articles about international affairs in China or about Chinese policy toward the U. S. or other countries. Discuss these articles and discuss the implications for the U. S.

Assign some of the chief issues between China and the U. S. Students try to identify possible courses of action taken on these issues and possible consequences of action. Suggest that they try to keep these issues in mind and add others as they study the unit. They report to them at the end of the unit.

1967 Foreign Policy Association opinion poll on U. S. policy to follow in our dealings with China. Have them write their own statements from the list provided with the poll. If the class has compiled the results of the poll in the past, discuss the extent of agreement or disagreement among class members. Ask: How consistent were members of this class in writing statements for each policy? For which policy were they most consistent? Why might this be so?

Great Decisions, 1967.

- S. Considers the relevance of each of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

- A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

- A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

- A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

15. Go over the list of questions which pupils raised about China at the end of the unit on the Soviet Union. Do they wish to add any questions for study? (The teacher may wish to suggest some too.) Discuss: What kinds of help should we be able to get from the different social science disciplines?

Use questions or some kind of pupil unit to present an overview of the unit. The pupil unit should include pupils' questions, possible individual and small-group activities, and an annotated bibliography. Let pupils suggest other activities, and then indicate their choices on a sheet of paper. Make assignments the next day. (Perhaps have pupils select activities for only Parts II and III now. They could select others at the beginning of Part IV.)

16. Have volunteers begin to collect news items about other affairs in China. Some might focus upon political affairs, some on economic affairs, and some on changes in the social system. They should be prepared to add to the class discussion at appropriate points in the unit.

17. Arrange a browsing period, with books about China displayed on tables and bookcases. Let pupils look for books they think they might like and begin reading them. Then if they find they would prefer a different book, they can return the book and look for another instead.

- S. Sets up hypotheses by applying previously-learned concepts and generalizations.
- S. Tests hypotheses against data.
- G. Rivers flow from higher elevations to lower elevations.
- G. A river which moves rapidly carries with it much sediment and frequently cuts deep valleys; it tends to cut relatively straight paths rather than meandering patterns.
- G. A river which moves slowly across a plain drops gravel and sand that has moved from higher areas; it also tends to twist and turn back on itself in many loops--to develop the ox-bow river pattern.
- G. Temperature is affected by the distance from the equator, the distance from warm water bodies, air pressure systems, prevailing winds, and physical features which block winds.
- G. Places in the interior of continents tend to have greater extremes of temperature than places along the coast.
- G. Rainfall is affected by the distance from bodies of water, air pressure systems, wind directions, temperature and physical features which block winds carrying moisture.

II. Man uses his physical environment in terms of values, perceptions, and level of technology.

A. Geographical limitations restrict China's productive land to the eastern one-third under present technological levels.

1. The highest part of China is in its interior.

2. The principal components of China's land mass are:

a. A vast land mass.

1) Winter: The rapid and prolonged cooling through radiation brings about the formation of an intense and persistent high pressure atmosphere in the regions of the interior and Eastern Siberia.

2) Summer: When the direct rays of the sun cross the equator and reach the tropics, heat absorption exceeds radiation and brings about exceptionally low pressure in the interior western China. In the summer time air masses bring moisture from the coast of eastern China.

3) China's dry winter season is due to the fact that the summer rainy season is due to a stronger monsoon system evident in the south.

b. The West-Pacific Ocean Location

1) The Southwest Pacific waters bring moisture to China's coast.

II. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. Geographical limitations restrict China's potentially productive land to the eastern one-third of her area, under present technological levels.

1. The highest part of China is in its center.

2. The principal components of China's climate include:

a. A vast land mass.

1) Winter: The rapid and prolonged heat loss through radiation brings about the development of an intense and persistent high pressure atmosphere in the regions of Outer Mongolia and Eastern Siberia.

2) Summer: When the direct rays of the sun cross the equator and reach further north, heat absorption exceeds radiation. Rising air brings about exceptionally low pressures in interior western China. Inrushing warm, maritime air masses bring moisture to large areas of eastern China.

3) China's dry winter season is considerably longer than the summer rainy season, in contrast to the stronger monsoon system evident in India.

b. The West-Pacific Ocean Location.

1) The Southwest Pacific waters supply most of China's moisture.

1. Give each student a copy of an outline map of China, showing only the rivers of China, no other physical features and no political features. Have each pupil work alone or have each two pupils work in groups to prepare a list of all of the things they think they can tell about China by looking at this map. (They might develop a key and draw on lines to show where they think China's mountains are located, where lowlands are, etc.) Give the class about ten or fifteen minutes to hypothesize in this fashion.

See map in Shabad
Map, p. 10.

Now project a transparency of the same map and hold a general class discussion. Ask: What were you able to predict about China by using this map? Have a class secretary write the hypotheses on the chalkboard as they are listed. Another secretary should keep a list on a sheet of notepad paper. Encourage pupils to set up a variety of hypotheses. (As they make their predictions, have them explain their reasons.) At this point accept all hypotheses, without any negative comments or reactions and without any expressions of approval, except for presenting an interesting suggestion. Have pupils hypothesize about such things as:

- a. Where are the mountains and mountain divides?
- b. Where are the lowlands and plains?
- c. What kind of temperatures would you expect to find in the different parts of China?
- d. What kind of precipitation pattern would you expect to find in different parts of China?

As necessary in order to stimulate more ideas, point to certain rivers such as those which start close together but flow in different directions or those which rise close to the ocean but flow away from the ocean or those which tend to take on a braided effect with many loops, etc. (probably indicating that rivers are flowing through an alluvial plain), or those (in the west) which seem to stop abruptly, rather than flowing into some other body of water (perhaps indicating something about the climate), etc.

at a copy of an outline map of China, showing only China, no other physical features and no political boundaries. Have each pupil work alone or have each two pupils prepare a list of all of the things they think about China by looking at this map. (They might draw on lines to show where they think China's mountains are located, where lowlands are, etc.) Give the class fifteen minutes to hypothesize in this fashion.

See map in Shabad, China's Changing Map, p. 10.

transparency of the same map and hold a general discussion. Ask: What were you able to predict about this map? Have a class secretary write the hypotheses on a chalkboard as they are listed. Another secretary list on a sheet of notepaper. Encourage a variety of hypotheses. (As they make their hypotheses, have them explain their reasons.) At this point give expressions of approval, except for presenting suggestions, without any negative comments or reactions. Have pupils hypothesize about such

the mountains and mountain divides?

the lowlands and plains?

of temperatures would you expect to find in the different parts of China?

of precipitation pattern would you expect to find at different parts of China?

In order to stimulate more ideas, point to certain rivers which start close together but flow in different directions, those which rise close to the ocean but flow away from it, or those which tend to take on a braided effect with many channels. (probably indicating that rivers are flowing through a basin), or those (in the west) which seem to stop abruptly, flowing into some other body of water (perhaps indicating a delta), etc.

- 2) In winter, low-pressure centers in the North Pacific and northern Australia reinforce the outward movement of the Mongolian cold waves.
- 3) Clockwise winds crowd north Pacific high pressure region. During the summer, they send moisture-laden air into China from the Southwest Pacific and the South China Sea.

c. A wide latitudinal range.

- 1) Northernmost China is cold to cool for most of the year.
- 2) Southernmost China has tropical or subtropical weather conditions.

d. Four mountain blocks are significant to China.

- 1) Himalaya and Tibetan High Plateau (Himalaya blocks entrance of much moisture to N. W. China from the South.)
- 2) The Tianshan Shas.
(The Great Snowy mountains, bordering the eastern Tibetan Plateau, creates a barrier to Pacific moisture further west.)
- 3) The Ch'in Ling system (Center mountain block).
 - a) Protects south from Mongolian cold waves.
 - b) Forms a climatic barrier between north and south China (Rain shadow effect).
- 4) South-east hill and mountain complex.
(Area receives much orographic rainfall. This region is the wettest in mainland China.)

After pupils have set up a number of hypotheses, have them check relief maps and maps of temperature and precipitation to test their hypotheses. Preferably, give them individual maps for each two students. After a short time, hold a brief discussion in which pupils go over their list of hypotheses, deciding which ones to accept, reject, or modify.

Be sure that pupils identify on their maps the high and low pressure systems in summer and winter. Ask: How do these pressure systems affect China's weather in summer? in winter? Have a pupil volunteer at this time to investigate monsoons and their effect upon China. (He should not report until pupils have completed activity #3.)

For a good relief
The Pattern
p. 158. Or
of China by

See Shabad, China
p. 14, for a
planation of

ave set up a number of hypotheses, have them
aps and maps of temperature and precipitation
hypotheses. Preferably, give them individual
two students. After a short time, hold a
on in which pupils go over their list of hy-
ling which ones to accept, reject, or modify.

pils identify on their maps the high and low
ns in summer and winter. Ask: How do these
ns affect China's weather in summer? in winter?
olunteer at this time to investigate monsoons
ct upon China. (He should not report until
pleted activity #3.)

For a good relief map, see Ginsberg,
The Pattern of Asia, 1958, ed.,
p. 158. Or Map of Physiography
of China by A. K. Lobeck.

See Shabad, China's Changing Map,
p. 14, for a good short ex-
planation of monsoon effects.

S. Sets up hypotheses.

S. Sets up hypotheses by applying previously-learned generalizations.

S. Tests hypotheses against data.

G. Soil in a particular region is affected by the type of basic rock in the region; the climate; the vegetation; erosion; wind; glaciers; and rivers which move soil; as well as by how man treats the soil.

G. Nature changes the character of the earth through biotic and physical processes.

G. Vegetation is affected by temperature, rainfall, and soil.

3. China has an infinite complexity of

a. China's soils can be divided in southern groups.

1) North China's soils tend to be developed under grassland and forest. These soils tend to be rich in nutrients.

2) The soils in South China tend to be developed under abundant forest vegetation. They tend to be rich in humus.

3) The most important soil of North China is the calcareous alluvium developed on the plain of the North China lowlands.

4) The alluvial soils of South China are generally rich in humus and non-calcareous.

b. Wet rice cultivation has developed in the southern part of China soils which are ideal for rice.

theses.

theses by applying
learned generalizations.

theses against data.

particular region is
the type of basic rock
n; the climate; the
erosion; wind; glaciers;
which move soil; as
ow man treats the soil.

es the character of the
n biotic and physical

s affected by temperature,
a soil.

3. China has an infinite complexity of soils.

a. China's soils can be divided into northern and southern groups.

- 1) North China's soils tend to be podocals, developed under grassland and limited rainfall. These soils tend to be rich in lime and plant nutrients.
- 2) The soils in South China tend to be pedalfers. They developed under abundant rainfall and forest vegetation. They tend to be leached and poor in humus.
- 3) The most important soil of North China is the Calcatrous alluvium developed on the flood plain of the North China lowland.
- 4) The alluvial soils of South China are leached and non-calcareous.

b. Wet rice cultivation has developed rich paddy soils which are ideal for rice cultivation.

2. Discuss: What effect is the topography of China likely to have upon the use of rivers for navigation? (Have pupils set up hypotheses for checking later.)

3. Have pupils work in couples to set up hypotheses about vegetation zones and soil patterns in China. Hold a brief class discussion in which pupils present their reasons for their hypotheses and develop a class list of hypotheses.

Now have pupils check vegetation and soils maps. They should decide whether or not to reject, accept, or modify the hypotheses on their list. They should also discuss possible factors which might explain discrepancies between their hypotheses about soils and the actual map of soil patterns. (Be sure to review here, as necessary, what pupils learned about types of soils in their study of the U.S.S.R.) Ask for a volunteer to check the class' guesses about other possible factors affecting soils. He should not make his report until after the class has done activity #5.

4. Now have the volunteer report on monsoons in China.

- S. Draws inferences from a comparison of different map patterns of the same area.
 - S. Sets up hypotheses by applying previously-learned concepts and generalizations.
 - G. Population is distributed unevenly over the earth's surface; many of the land areas are unevenly populated.
 - G. A number of factors--climate, surface features, natural resources, accessibility and history--affect settlement patterns.
 - G. Moist areas tend to have a higher population density than dry areas. However, population distribution reflects man's values and his technology as well as physical features of an area.
 - G. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow; they need water and dryness at different times during their period of growth.
- B. There is an intense population pressure.
 - 1. About 75% of China's population is engaged in agricultural activities. 90% of China's population lives in farm villages and small towns.
 - 2. Only from 1/4 to 1/3 of China is hilly or mountainous enough, and possessed of good enough slopes to be considered suitable for agriculture under present technology. This creates an intense population pressure on agricultural land.

ferences from a comparison
at map patterns of the

otheses by applying
learned concepts and
tions.

is distributed unevenly
arth's surface; many of
reas are unevenly pop-

2 factors--climate, sur-
ces, natural resources,
ity and history--affect
patterns.

s tend to have a higher
density than dry areas.
population distribution
an's values and his tech-
well as physical features

crops need differing a-
rainfall and differing
es and number of frost-
in order to grow; they
and dryness at different
ng their period of growth.

B. There is an intense population pressure upon the land.

1. About 75% of China's population is engaged in agricultural activities. 90% of China's population lives in farm villages and small market towns.
2. Only from 1/4 to 1/3 of China is humid enough, warm enough, and possessed of good enough soils and gentle enough slopes to be considered of value to agriculture under present technological levels. This creates an intense population pressure on agricultural land.

5. Now have pupils work individually or in couples to set up hypotheses about population distribution and agricultural land use. Perhaps have each decide where he would try to farm if he had his option. (He might place an X on the map to indicate this choice. And he should also indicate what kind of farming he would do.)

Again have pupils look at the map transparency, and hold a brief class session in which pupils develop a class list of hypotheses to be tested.

Now have pupils check population density maps to test their hypotheses about population and land use maps to check their hypotheses about agriculture. Hold a brief, general discussion, in which pupils accept, reject, or modify their hypotheses.

Now have a pupil report on factors other than climate and vegetation which affect soils and upon the fertility of the loess soils.

Land use map of
p. 173.)
map (Cres
Million,

pils work individually or in couples to set up hypothesis about population distribution and agricultural land use. Pupils have each decide where he would try to farm if given a certain option. (He might place an X on the map to indicate the location. And he should also indicate what kind of farming he would do.)

pupils look at the map transparency, and hold a class session in which pupils develop a class list of factors to be tested.

pupils check population density maps to test their hypotheses about population and land use maps to check their hypotheses about agriculture. Hold a brief, general discussion, in which pupils accept, reject, or modify their hypotheses.

pupil report on factors other than climate and soil which affect soils and upon the fertility of the land.

Land use map of China. (Ginsburg, p. 173.) Or land usability map (Cressey, Land of 500 Million, p. 102, pp. 122-123.)

- G. Soil in a particular region is affected by the type of basic rock in the region, the climate, the vegetation, erosion, wind, glaciers, and rivers which move soil, as well as by how man treats the soil.

- G. Nature changes the character of the earth through biotic and physical processes.

- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

- G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

- G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

6. Have each pupil decide whether or not he wishes to keep his farm where he originally marked it or whether, in the light of his new knowledge, he would move it or raise something else. On the backs of their maps they should indicate why they are moving it if they choose to do so. If class members had originally chosen farm sites in areas which are not used as widely by the Chinese or if they chose to raise farm crops not raised in this section by the Chinese, discuss the following questions: (a) Why do you think your choice of the best farmland seems to disagree with that of the Chinese? Because of the physical features? because of farming techniques? because of crops desired?, etc. (Many pupils are likely to chose to farm in the drier, more level lands where they can raise wheat and use farm machinery. Or they may chose to raise primarily other foodstuffs rather than rice in the wet areas of South-eastern China. In the discussion, try to help pupils understand the use of the environment in terms of cultural values, perceptions, and level of technology. If pupils begin to use statements which imply geographic determinism--e.g. The Chinese grow certain crops in certain places because of the physical features of the area--you might have them identify areas in the U.S. of somewhat similar physical features (climate and relief) and have them check to find out whether or not American farmers grow similar crops there.)

- G. Population distribution reflects man's values and his technology as well as physical features of an area.
 - G. Given cultural assumptions in which a large proportion of the population is engaged in intensive agriculture, the population distribution will be related to the distribution of usable land.
 - G. A country with a large population and a limited amount of fertile land will have extremely high population densities on the fertile land.
 - G. Overpopulation represents a lack of balance between available income and population. The concept is relative and is defined by the value patterns and expectations of a particular culture. The starvation of a large proportion of the society amounts to absolute overpopulation.
- 3. The North China Plain has a population of 1200 per square mile; while the Yangtze River Valley has a population as high as 3,600 per square mile. Most people consider China overpopulated at its present level of development.

distribution reflects
and his technology as
local features of an area.

al assumptions in which
portion of the population
in intensive agriculture,
on distribution will be
the distribution of

th a large population
d amount of fertile land
tremely high population
the fertile land.

3. The North China Plain has a population of 800 to 1200 per square mile; while the Yangtze Delta has a population as high as 3,600 per square mile. Most people consider China overpopulated, given its present level of development.

on represents a lack of
een available income and
The concept is relative
ned by the value patterns
tions of a particular
e starvation of a large
of the society amounts
overpopulation.

7. Have the students compare land use and soil maps with a population distribution map of China. Ask: What would cause the similarity between the soil map, particularly the alluvial and loess soils, and population distribution? What would this population distribution tend to show about the progress of industrialization in China? Give the class figures on the proportion of the population working on farms.

Cressey, Asia's Land
p. 43. Goode's
Cressey, Land Of The
p. 849.

Show land use and population maps of U.S. Have students note the correlation of population and land use is less. Ask why. Ask students to note and speculate about similarities in correlations between population and mountains and deserts in both countries.

Land use and popula

8. Have pupils check a population density map of China once more. Ask: How high are population densities in the rich agricultural areas of China? Have a pupil check population densities for places like New York City, rural areas of New York, his own rural or urban area and his state as a whole.
9. Discuss: At what point does a country become overpopulated? Is Western Europe overpopulated? the United States? China? Try to get pupils to arrive at a generalization about overpopulation. Be sure that they understand that overpopulation is relative but that it does have absolute limits. (e.g. Overpopulated if people are starving.)

nts compare land use and soil maps with a pop-
ulation map of China. Ask: What would cause
between the soil map, particularly the alluvial
s, and population distribution? What would this
tribution tend to show about the progress of
ion in China? Give the class figures on the
the population working on farms.

and population maps of U.S. Have students note
n of population and land use is less. Ask why.
o note and speculate about similarities in
etween population and mountains and deserts in

ask a population density map of China once more.
are population densities in the rich agricultural
? Have a pupil check population densities for
New York City, rural areas of New York, his own
area and his state as a whole.

What point does a country become overpopulated?
Europe overpopulated? the United States? China?
pills to arrive at a generalization about over-
Be sure that they understand that overpopulation
at that it does have absolute limits. (e.g. Over-
people are starving.)

Cressey, Asia's Lands And Peoples,
p. 43. Goode's Atlas.
Cressey, Land Of The 500 Million,
p. 849.

Land use and population maps of U.S.

G. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.

S. Draws inferences from charts.

G. Changes in the birth and death rates and in the ratio between sexes can have important effects upon a society.

G. A country in which the proportion of the population in the age group from 18 to 30 increases, is likely to show an increasing rate of population growth, other factors remaining the same.

4. China's rate of population increase is more difficult to raise living level factors will affect the future growth.

a. Estimates place China's present population at over 650 million. Given an annual growth rate of 2%, by 2000 A.D., China's population will be over 1.5 billion or one-half of the present population.

b. The rate of population increase is constant if the birth and death rates and immigration and emigration remain the same.

1) The Chinese birth rate has remained constant while the death rate has dropped.

1930's -- birth rate 40/1000
annual rate of increase 1.5%

1960's -- birth rate 37/1000
annual rate of increase 1.2%

Traditionally China's infant mortality has been high. Only 60% of the children born reached 10 years of age. This knowledge is particularly effective in reducing infant mortality.

2) China now has a young population with a median age of 18 years. The expansion of the population will cause a rise in the birth rate and a rapid rise in population.

4. China's rate of population increase makes it much more difficult to raise living levels; a number of factors will affect the future growth rate.
 - a. Estimates place China's present population total at over 650 million. Given an annual increase of 2%, by 2000 A.D., China's population will be well over 1.5 billion or one-half of the world's present population.

- b. The rate of population increase will remain constant if the birth and death rates of a population remain the same and there is not immigration or emigration.

- 1) The Chinese birth rate has tended to remain constant while the death rate has tended to drop.

1930's -- birth rate 40/1000 death rate 30/1000
annual rate of increase -- 10/1000

1960's -- birth rate 37/1000 death rate 17/1000
annual rate of increase -- 20/1000

Traditionally China's infant mortality rate has been high. Only 60% of the children have reached 10 years of age. However, medical knowledge is particularly effective in reducing infant mortality.

- 2) China now has a young population: 41% are under 18 years of age. The expanding young population will cause a rise in total births, and a rapid rise in population.

in population occurs
birth rate plus immigra-
tion greater than the death
rate minus emigration.

Differences from charts.

the birth and death
rates in the ratio between
them have important effects
on population growth.

In which the proportion
of population in the age group
under 15 increases, is likely
to have an increasing rate of pop-
ulation growth, other factors
being the same.

10. Have class figure out present rate of population increase in China. One student should look up statistics. At present rate of increase, what will China's population be in 1970? in 1980? in 2000?

11. Ask: What factors would we have to study to try to decide whether or not China's rate of population increase is likely to slow down?

Have a class member construct male and female population pyramids for 1930, 1953, 1960 in China. This student should explain the concept of the population pyramid to the class and point out trends. (e.g. lower infant mortality, rise in population of young adults, rise in birth rate.)

The class should attempt to project the trend and construct probable population pyramids for 1976. Discuss: If this trend continues, what will be the probable result for China's people?

figure out present rate of population increase in student should look up statistics. At present case, what will China's population be in 1970? 2000?

factors would we have to study to try to decide what China's rate of population increase is likely

member construct male and female population 1930, 1953, 1960 in China. This student should concept of the population pyramid to the class trends. (e.g. lower infant mortality, rise of young adults, rise in birth rate.)

ould attempt to project the trend and construct population pyramids for 1976. Discuss: If this ques, what will be the probable result for China's

3) Males are in a majority in China
an estimated ratio of 107:100 to

G. Industrialization and scientific developments which accompany it, usually brings on eventual drop in the birth rate; however, the death rate usually drops first, resulting in an initial increase in the rate of population growth.

c. Traditionally, industrialization brings an increase in population growth but a decline.

S. Considers alternative courses of action.

C. Given China's physical geography, it is difficult for its rate of increase in production to keep up with the increase

G. In an agricultural economy the rate of food production must increase as rapidly as the population if a given level of living is to be maintained.

3) Males are in a majority in China's population, an estimated ratio of 107:100 to 124:100.

c. Traditionally, industrialization has brought about an increase in population growth before there is a decline.

ation and scientific develop-
accompany it, usually
ventual drop in the birth
er, the death rate usually
, resulting in an initial
the rate of population

Alternative courses of action.

C. Given China's physical geography, it will be very difficult for its rate of increase in food production to keep up with the increase in population.

cultural economy the rate
duction must increase as
the population if a given
ving is to be maintained.

12. One student should present a report on the traditional model of population reaction to industrialization. (Reduction in infant mortality, reduction in death rate, expanded young adult population, rise in total births, rapid increase in population, rise in standards of living, cultural change, drop in birth rate.) Ask: At what stage in this cycle is present-day China?

Winfield, China, T
People, pp. 3

Discuss: If this model is accurate, and China is in the first stage of this model, at what rate will food production have to rise to maintain constant levels of living for China's population? What might happen to interfere with the working out of this model in China? (e.g. decline in birth rate as result of birth control before drastic decline in death rate; migration, etc.) If the model does work out in practice, what implications would you see for Chinese foreign policy?

13. Discuss: Given China's rate of population increase and its present population pressure on the land, what do you think China's leaders might do to try to relieve the problem and raise living levels? (Ask for possible courses of action related to agricultural policies, industrialization, etc.)

Now suggest that the class needs to examine the potential for some of the suggestions. Therefore the class will now study such questions as: What is the potential for increasing agricultural production? for industrialization?

should present a report on the traditional model in reaction to industrialization. (Reduction in fertility, reduction in death rate, expanded young population, rise in total births, rapid increase in rise in standards of living, cultural change, birth rate.) Ask: At what stage in this cycle is China?

Winfield, China, The Land And The People, pp. 334-359.

If this model is accurate, and China is in the first stage of this model, at what rate will food production have to increase to maintain constant levels of living for China's population? What might happen to interfere with the working out of this model in China? (e.g. decline in birth rate as result of birth control before drastic decline in death rate; migration.) If the model does work out in practice, what would you see for Chinese foreign policy?

Given China's rate of population increase and its population pressure on the land, what do you think the government might do to try to relieve the problem and maintain living levels? (Ask for possible courses of action such as agricultural policies, industrialization, etc.)

That the class needs to examine the potential of the suggestions. Therefore the class will now pose questions as: What is the potential for increasing food production? for industrialization?

- G. The topography of a region may present limitations given a specific level of technology.
 - G. Climate may set up limits upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.
 - S. Considers alternative courses of action.
 - G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.
- 1. Only $1/4$ to $1/3$ of China's land is agricultural purposes, given the progress of technology and science.
 - a. 60% of China's land surface is over 1000 feet elevation.
 - b. Much of the land under that altitude is steep slopes.
 - c. Much of the soil in South China is fertile while much of the North is very poor.
 - 2. China's landscape has reflected the drive of her people.
 - a. In the past the surface of arable land was fragmented into tiny fields which were the result of population pressure on the distribution of land among sons upon the death of the father. The custom of boundary strips for these fields was as was the custom of local cemeteries.

...y of a region may
...ations given a
...el of technology.

...set up limits upon
...ties given a specific
...nology, but man has
...vercome many of the
...tations.

...ternative courses of

...griculture in a region
...man's cultural values,
...and technology as well
...ate, soils, and top-

1. Only $1/4$ to $1/3$ of China's land is usable for agricultural purposes, given the present levels of technology and science.
 - a. 60% of China's land surface is over 6,500 feet elevation.
 - b. Much of the land under that altitude is in steep slopes.
 - c. Much of the soil in South China is badly leached, while much of the North is very arid.

2. China's landscape has reflected the agricultural drive of her people.

- a. In the past the surface of arable land has been fragmented into tiny fields which reflect the population pressure on the distribution of land among sons upon the death of the father. The boundary strips for these fields were wasteful, as was the custom of local cemetery plots.

14. Ask: From what you have learned about China's physical geography, how much of China's land do you think is now usable for agriculture? Now project a pie chart to show the amount of land over 6,500 feet elevation. Ask: Why wouldn't this land be useful for farming? Project a pie chart to show the estimated proportion of China's land which is useful for farming at the present time.

Make pie graphs show of land in China in elevation and the proportion which is suitable at the present

15. Ask: What might scientists and technicians do to try to increase the area which can be farmed? How might they try to increase food production in China? Let pupils make suggestions. (They are likely to suggest such things as expanding areas of production by irrigation projects, the development of new kinds of seeds, etc. They are also likely to suggest that agricultural experts might work to increase productivity per acre in present farming areas.)

If pupils suggest that productivity per acre might be increased, tell the class that it will need to study in somewhat more detail some of the present farming techniques, land use, and level of productivity. (Put off the study of irrigation projects and other types of scientific developments until later.)

16. Have a student present a report on wet rice culture. He should point out the factors involved: irrigation, terracing, retaining walls, multiple cropping, intercropping, transplantation, and intensive fertilization.

Winfield, China, pp
Ginsburg, Pattern o

What have you learned about China's physical geography? How much of China's land do you think is now used for agriculture? Now project a pie chart to show the proportion of land over 6,500 feet elevation. Ask: Why is this land not useful for farming? Project a pie chart to show the estimated proportion of China's land that is useful for farming at the present time.

Make pie graphs showing the proportion of land in China over 6,500 feet in elevation and an estimate of the proportion of land in China which is suitable for farming at the present time.

What might scientists and technicians do to try to increase the area which can be farmed? How might they try to increase food production in China? Let pupils make suggestions. (They are likely to suggest such things as terracing, areas of production by irrigation projects, the use of new kinds of seeds, etc. They are also likely to suggest that agricultural experts might work to increase productivity per acre in present farming areas.)

Suggest that productivity per acre might be increased. Assign the class that it will need to study in some detail some of the present farming techniques, land use, and level of productivity. (Put off the study of irrigation projects and other types of scientific developments until later.)

Assign students to present a report on wet rice culture. He should list out the factors involved: irrigation, terracing, multiple cropping, intercropping, transplants, and intensive fertilization.

Winfield, China, pp. 46-62.
Ginsburg, Pattern of Asia, pp. 92-96.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Tests hypotheses against data.

b. Little land is used for animal

1) Hill slopes are used to graze goats and sheep.

2) Pigs and fowl, which utilize small plots, also raised.

c. Lack of farm implements reduces productivity, which it is possible for one

1) In North China, using dry farming techniques, cultivates 12 acres, even if no irrigation be available.

2) In South China, using wet rice cultivation, cultivates 3 acres or less.

hypotheses.

his physical environ-
terms of his cultural
perceptions, and level
ology.

hypotheses against data.

b. Little land is used for animal husbandry.

1) Hill slopes are used to graze plow animals,
goats and sheep.

2) Pigs and fowl, which utilize waste products, are
also raised.

c. Lack of farm implements reduces the amount of land
which it is possible for one man to cultivate.

1) In North China, using dry farming, one man
cultivates 12 acres, even though more land may
be available.

2) In South China, using wet farming, one man cul-
tivates 3 acres or less.

Discuss: Given a large family-centered population and wet rice cultivation, how would you lay out farms in a given area? Draw a map on the chalkboard or ditto maps for students showing a river and surrounding farmland. Ask the students to draw in the fields of paddies, homes, etc., in an ideal manner. (Encourage them to think of various possible patterns as well as their ideal patterns. What do they see as the advantages and disadvantages of each?)

Map on chalkboard or d

Now have pupils compare their hypothetical maps with the photograph of land use shown in Ginsburg. If there are differences, as there will be, ask for reasons, which should prove to be basically cultural. (e.g. village rather than isolated farmsteads, small land holdings, etc.)

Photo in Ginsburg, Pat
p. 169.

Ask students to consider Chinese wet rice culture and land use pattern. Where would livestock be pastured? What kind of livestock would probably be raised? What types of farm implements would be used? In this type of agricultural situation, how much land do you think one man could cultivate? Why? Have one or more pupils check geography books on China to test these hypotheses.

Geography books on Chi

Given a large family-centered population and wet
land, how would you lay out farms in a given area?
Draw the chalkboard or ditto maps for students
to show the river and surrounding farmland. Ask the students
to draw the fields of paddies, homes, etc., in an ideal
pattern. Encourage them to think of various possible patterns
and draw their ideal patterns. What do they see as the
advantages and disadvantages of each?)

Students compare their hypothetical maps with the photo-
graph of land use shown in Ginsburg. If there are differences,
ask for reasons, which should prove to be
natural. (e.g. village rather than isolated farm-
land holdings, etc.)

Students to consider Chinese wet rice culture and land use.
Where would livestock be pastured? What kind of live-
stock probably be raised? What types of farm implements
used? In this type of agricultural situation, how
do you think one man could cultivate? Why? Have one
student check geography books on China to test these

Map on chalkboard or dittoed maps.

Photo in Ginsburg, Pattern of Asia,
p. 169.

Geography books on China.

d. In North China, mechanization might be used. It is questionable whether mechanization is used in wet rice culture in South China.

S. Compares areas.

e. In China, the amount of cultivated land is estimated at 0.43 acres.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Both man and nature change the character of the earth.

S. Man changes the character of the earth. (Irrigation makes it possible to grow crops on land which otherwise would be too dry.)

G. Man changes the character of the earth. (Terracing makes it possible to grow crops on areas which otherwise would be too steep.)

3. Given China's intensive agriculture, the man hour is low. As compared to the United States, for example, we find this comparison per acre:

	China
Cotton	$5\frac{1}{4}$
Corn and Maize	14
Winter wheat	23

4. Given China's situation, her farming is near an optimum.

a. China's soil fertility has been maintained by long and continued use of organic fertilizers.

b. A significant proportion of China's cultivated land is irrigated:
69% of rice land is irrigated
15% of wheat land is irrigated

d. In North China, mechanization might increase yield. It is questionable whether mechanization could be used in wet rice culture in South China.

e. In China, the amount of cultivated land per person is estimated at 0.43 acres.

3. Given China's intensive agriculture, productivity per man hour is low. As compared to the United States, for example, we find this comparison on man-hour input per acre:

	China	U.S.
Cotton	5 $\frac{1}{4}$	1
Corn and Maize	14	1
Winter wheat	23	1

4. Given China's situation, her farming methods may be near an optimum.

a. China's soil fertility has been maintained through long and continued use of organic fertilizer.

b. A significant proportion of China's land is irrigated.

69% of rice land is irrigated.

15% of wheat land is irrigated.

17. Show maps and pictures of land use in North China and Manchuria. Have pupils note the difference in land use patterns, agricultural methods, and crops raised. Ask: Given the use of hand tools only, how much land do you think one man could cultivate? In which areas (North or South) would advanced farming technology (machinery) be more useful? Again, have a pupil check geography textbooks on China to test the class' hypotheses.

See map, Cressey, As Peoples, p. 19

18. Put population figures (650 million people) and figures on amount of land in cultivation (300 million acres--1956) on board. Ask students to figure out the amount of cultivated land per person. At the beginning of this activity, have a student look up comparable statistics for U.S. Put these on the board and have pupils compare the figures. (U.S. acreage will be about 4 or 5 times as much.) Also compare the average amount of cultivated land in China to some familiar area such as a proportion of a football field.
19. Put a chart on chalkboard comparing productivity per man hour in China and in U.S. Have the class summarize some of the reasons for the difference.

Show pictures of peasants working the fields to help pupils understand the intensive farming methods used. Also show pictures of terraced hills and irrigation techniques used to illustrate the way in which farmers have put forth tremendous physical effort in order to make as effective use of the little land they have available as possible.

Have several pupils use geography textbooks on China to find out the answers to the following questions: How many crops do farmers in the wetter parts of southern China raise? How is this possible? How many crops (of wet rice and other grains) are raised in the drier areas of the rice-raising region? How do farmers try to make the greatest use possible of their land for several types of crops in the northern areas of China where the growing season is short?

pictures of land use in North China and Manchuria. Note the difference in land use patterns, agricultural crops raised. Ask: Given the use of hand tools only, do you think one man could cultivate? In which areas would advanced farming technology (machinery) be used? Again, have a pupil check geography textbooks on China and compare with class' hypotheses.

See map, Cressey, Asia's Lands and Peoples, p. 191.

on figures (650 million people) and figures on amount of land cultivation (300 million acres--1956) on board. Ask pupils to figure out the amount of cultivated land per person. In the course of this activity, have a student look up comparable figures for U.S. Put these on the board and have pupils compare (U.S. acreage will be about 4 or 5 times as much.) Have the class compare the average amount of cultivated land in China to some area such as a proportion of a football field.

on chalkboard comparing productivity per man hour in China and U.S. Have the class summarize some of the reasons for the difference.

pictures of peasants working the fields to help pupils understand intensive farming methods used. Also show pictures of terraces and irrigation techniques used to illustrate the way farmers have put forth tremendous physical effort in order to make effective use of the little land they have available as

Have pupils use geography textbooks on China to find out the answers to the following questions: How many crops do farmers in different parts of southern China raise? How is this possible? How are crops (of wet rice and other grains) raised in the drier parts of the rice-raising region? How do farmers try to make the most possible of their land for several types of crops in different areas of China where the growing season is short?

- c. Irrigation tends to replenish the addition of silt.
 - d. A significant proportion of China is terraced. This terracing retards erosion.
 - e. The Chinese farmer uses multiple cropping where possible.
 - 1) In Southern China three paddy crops are raised annually.
 - 2) In drier areas one paddy crop is raised by 1 or 2 dry crops.
 - 3) In Northern China, where the growing season is short, interplanting of crops is common.
 - f. While productivity per man hour is low, the Chinese farmer produces a high yield of food, the same as in the U.S.
 - g. While there is some livestock raising in China and Manchuria, food yield is low. Grain is used for human consumption rather than animal feed, and natural grass is particularly scarce in the winter.
 - 1) While much of China's land is covered with natural grass of South China type, the content and is poor livestock feed. The grass of northwest China is better.
 - 2) Animal production might be increased by the production of a different type of animal more suitable for grazing.
- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

- c. Irrigation tends to replenish the soil through the addition of silt.
- d. A significant proportion of China's land is terraced. This terracing retards erosion.
- e. The Chinese farmer uses multiple cropping where possible.
 - 1) In Southern China three paddy crops are raised.
 - 2) In drier areas one paddy crop is raised, followed by 1 or 2 dry crops.
 - 3) In Northern China, where the growing season is short, interplanting of crops is practiced.
- f. While productivity per man hour in China is low, the Chinese farmer produces a high yield per acre, about the same as in the U.S.
- g. While there is some livestock production in North China and Manchuria, food yields per animal are low. Grain is used for human consumption rather than animal feed, and natural feed is scarce, particularly in the winter.
 - 1) While much of China's land is under grass, the natural grass of South China is high in silica content and is poor livestock feed, while the grass of northwest China is short and un dependable.
 - 2) Animal production might be increased by the introduction of a different type of grass which is more suitable for grazing.

his physical environ-
terms of his cultural
perceptions, and level
ology.

Project or put on the chalkboard a chart which compares productivity per acre for some of the same crops. Ask: How can you explain the difference between the two charts? Review some of the means used to get high productivity per acre.

20. Have a pupil give a report on the reasons for low livestock production in China. Then discuss: Is the low production due to the physical geography of the country? to cultural developments? or to both?

- 3) The Chinese culture has traditionally rejected the use of dairy products.
- h. While fish is a popular and valuable source of protein, the Chinese fishing industry is only partially developed.
 - 1) It is estimated that the Chinese coastal waters could produce 10 million metric tons of fish per year. In 1955 the Chinese catch was 2.4 million metric tons.
 - 2) To optimize the catch, the Chinese must modernize and expand their fishing fleet.
 - 3) In South China, particularly near lakes, pond-culture of fish is extensive.
 - 4) While demand for fish is extensive throughout China, refrigerated transport is limited. Because of the lack of refrigerated transportation facilities, most fish are consumed locally.
5. Because of the high population pressure, the few cash crops, and the lack of transportation, most food is consumed locally.
 - a. The Chinese farmer must cultivate and adjust his diet to crops that yield maximum calories upon a minimum land area--primarily.
 - 1) Cereals--85% to 90% of Chinese diet.

21. Have a pupil give a report on the fish industry in China. Afterwards, discuss reasons why more fish are not caught and eaten in China.

22. Ask: What kind of food do you think the average Chinese peasant would eat? Why? Would the peasant in North China have the same diet as the peasant in South China? Why or why not? What factors would we have to consider before we can answer these questions? (Discuss both kinds of crops raised in different parts of China and the transportation system.)

Transportation map
of 500 Million
(railways) p
waterways) p
ibility by la
Chang-Tu Hu, China
and airlines
Shabad, China's C
85 (transport

give a report on the fish industry in China. Afterwards,
ans why more fish are not caught and eaten in China.

and of food do you think the average Chinese peasant
Why? Would the peasant in North China have the same
peasant in South China? Why or why not? What factors
e to consider before we can answer these questions?
kinds of crops raised in different parts of China
portation system.)

Transportation maps in Cressey, Land
of 500 Million People, p. 157
(railways) p. 87 (navigable
waterways) pp. 352-353 (access-
ibility by land, by sea).

Chang-Tu Hu, China, p. 52 (railroads
and airlines).

Shabad, China's Changing Map, pp. 84-
85 (transportation lines of China).

2) Starchy tubers (sweet potato) of Chinese diet.

3) Pigs and Fowl--animals that

G. The topography of a region may present limitations given a specific level of technology.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Both man and nature change the character of the earth.

6. Almost every part of China that level is subject to floods. Not floods have been recorded in the

a. Most floods in China are due or the breaking of dikes. Many North flow between dikes high of the countryside. Flood waves often extend to the horizon a many months.

- 2) Starchy tubers (sweet potatoes, etc.) 5% to 10% of Chinese diet.
- 3) Pigs and Fowl--animals that use water for food.

ography of a region may
limitations given a
level of technology.

his physical environ-
ments of his cultural
perceptions, and level
ology.

may set up limitations
s activities given a
level of technology,
has learned to over-
of the earlier limi-

and nature change the
of the earth.

6. Almost every part of China that is approximately level is subject to floods. Not less than 1,621 floods have been recorded in the last 2,000 years.
 - a. Most floods in China are due to excessive runoff or the breaking of dikes. Many rivers in the North flow between dikes higher than the level of the countryside. Flood waters in this area often extend to the horizon and may persist for many months.

Project several transportation maps of China. Ask: If a food shortage occurs in one area, is it possible to get food to that area in time to be of help if food is available elsewhere?

23. Have a pupil report on Hersey's A Single Pebble. He should describe: (1) the difficulties of taking a boat up the river through the rapids, (2) the ways developed by the Chinese to overcome the rapids, (3) the ways in which the American engineer thought the difficulties could be overcome by different technology. Be sure to indicate the period in which the story is set. Ask pupils to return to hypotheses set up in activity #2 and check them against this data. Show picture of similar ways of taking some boats up the river in very recent years, under the Communist regime.

Hersey, A Single Pebble

Fessler, et. al., C

Then discuss: If a famine took place in the upper region of this river, how easy could it have been under this kind of technology to get food there from elsewhere? How might it be done today?

24. Now point out that pupils have been talking about typical diets. Ask: What kinds of catastrophe might have brought famine to China--or at least greatly reduced diets? (Bring out the possibilities of drought and floods.)

See map of flooded
Land of the 50

Fessler, et. al., C

Have a pupil give a report on "Floods in Chinese History." Discuss: To what degree are these floods man-made? Why have they been more likely to lead to famine than have serious floods in the U.S.? (Bring out such factors as already-low levels of production, poor transportation, etc.)

veral transportation maps of China. Ask: If a food occurs in one area, is it possible to get food to that area to be of help if food is available elsewhere?

will report on Hersey's A Single Pebble. He should discuss (1) the difficulties of taking a boat up the river through the rapids, (2) the ways developed by the Chinese to overcome the rapids, (3) the ways in which the American engineer could overcome the difficulties by different techniques. Be sure to indicate the period in which the story is set. Ask pupils to return to hypotheses set up in activity #2 and test them against this data. Show picture of similar ways of carrying some boats up the river in very recent years, under Communist regime.

Hersey, A Single Pebble.

Ask: If a famine took place in the upper region of this country, how easy could it have been under this kind of technology to get food there from elsewhere? How might it be done today?

Fessler, et. al., China.

Ask that pupils have been talking about typical diets. What kinds of catastrophe might have brought famine to the country at least greatly reduced diets? (Bring out the possibilities of drought and floods.)

See map of flooded areas, Cressey, Land of the 500 Million, p. 14.

Fessler, et. al., China.

Ask pupils to give a report on "Floods in Chinese History." Discuss: How many are these floods man-made? Why have they been more frequent here than in the U.S.? What factors lead to famine than have serious floods in the U.S.? (Bring out such factors as already-low levels of production, poor transportation, etc.)

- b. Floods destroy growing crops; delays may prevent the next planting.
 - c. Floods are very destructive of life; people were killed by drowning on the 1888 flood.
 - d. In 1954 floods inundated no less than 100 square miles along the central Yalu and Hwai rivers.
7. Famines may result from severe droughts and from floods.
8. Various proposals have been made and are being carried out in an attempt to increase food production in China.
- a. While it is difficult to find more land, some possibilities may be open.
 - 1) Because of the demands of high population density, some marginal land has
- G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.
- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
- S. Considers alternative courses of action.
- S. Sets up hypotheses.

- b. Floods destroy growing crops; delayed drainage may prevent the next planting.
- c. Floods are very destructive of life. Two million people were killed by drowning or starvation in the 1888 flood.
- d. In 1954 floods inundated no less than 41,665 square miles along the central Yangtze and lower Hwai rivers.

7. Famines may result from severe drought as well as from floods.

8. Various proposals have been made and even carried out in an attempt to increase food production in China.

a. While it is difficult to find more useable land, some possibilities may be open.

1) Because of the demands of high production per acre, some marginal land has been neglected.

set up limitations
activities given a
level of technology,
learned to overcome
earlier limitations.

physical environ-
ments of his cultural
perceptions, and level
of technology.

physical environ-
ments of his cultural
perceptions, and level
of technology.

alternative courses of

hypotheses.

25. Have another pupil give a report on Famines in China. He should compare numbers killed with total population of some city or area in U.S. He should also point out reason for each famine he describes. Discuss: How might these periodic famines affect attitudes of Chinese toward the world in which they live? toward the government in cases of famines caused by floods?

Stavrianos, Readings
pp. 714-718 (From
White and Jacoby, 1954
pp. 166-176,
"Selected Readings on

26. Discuss: Given the situation of an expanding population and a limited amount of arable land which is being cultivated intensively, what would you do if you were a leader in China's government to increase food production? Have pupils add various possibilities to the list they made in activity #15. Encourage (through questions) suggestions such as following: (a) increase productivity or bring new land into production through new machines, seeds, fertilizer, insect control, etc., (b) Increase productivity or bring new land into production through better farming methods such as soil conservation, irrigation, mechanization, raising livestock or fish in areas that are not now being used, etc.

all give a report on Famines in China. He
numbers killed with total population of some
U.S. He should also point out reason for each
bes. Discuss: How might these periodic famines
of Chinese toward the world in which they live?
ment in cases of famines caused by floods?

Stavrianos, Readings in World History,
pp. 714-718 (From next book.)
White and Jacoby, Flounder Out of China,
pp. 166-176.
"Selected Readings on China."

the situation of an expanding population and a
of arable land which is being cultivated intensively,
so if you were a leader in China's government to
roduction? Have pupils add various possibilities
made in activity #15. Encourage (through questions)
as following: (a) increase productivity or bring
roduction through new machines, seeds, fertilizer,
etc., (b) Increase productivity or bring new land
through better farming methods such as soil conser-
on, mechanization, raising livestock or fish in
not now being used, etc.

- 2) It would be possible to use some slopes for fruit, nut, or vine
- 3) It might be possible to open up increase productivity through if
- 4) It might be possible to use land been wasted in boundary strips plots.

b. Insect controls, disease control, strains and commercial fertilizers the yield per acre.

c. Mechanization and improved tools production and even open up new lands

d. Improved transportation facilities easier to move fish and other food where they are produced to areas where needed; or an improved fishing fleet possible greater catches of fish.

S. Tests hypotheses against data.

S. Generalizes from data.

e. The Communist government has attempted agricultural production per acre as farm land into production.

1) The Communist government has reduced by removing large land holders.

2) The government has collectivized may make possible the use of the strips which were wasted land as plots which have wasted almost arable land.

- 2) It would be possible to use some land on steep slopes for fruit, nut, or vine crops.
- 3) It might be possible to open up new lands or increase productivity through irrigation.
- 4) It might be possible to use lands which have been wasted in boundary strips and cemetery plots.

- b. Insect controls, disease control, better seed strains and commercial fertilizers might increase the yield per acre.
- c. Mechanization and improved tools might raise production and even open up new lands to cultivation.
- d. Improved transportation facilities might make it easier to move fish and other food from areas where they are produced to areas where they are needed; or an improved fishing fleet might make possible greater catches of fish.

- e. The Communist government has attempted to raise agricultural production per acre and to put more farm land into production.

- 1) The Communist government has redistributed land by removing large land holders.
- 2) The government has collectivized farms. This may make possible the use of the old boundary strips which were wasted land and the cemetery plots which have wasted almost 3% of the arable land.

ses against data.

com data.

27. Divide the class into a number of research teams. Each team should investigate one of the above possibilities for increasing food production in China. Give pupils two or three days to work. Then have each team give a report on the probable effectiveness of its method for increasing productivity per acre of land or increasing land in use. Have a volunteer serve as class secretary to record results of these reports and possible objections which pupils raise to some of the conclusions.

See bibliography for materials--will include:
The Pattern of Asia
China; Winfield, China
Asia's Lands and People
500 Million; Wheeler
Regional Geography
Shabad, China's Change
The Two China's; Koenig
The World Today; Spence
East by South; Wilder
the World Today; Spence
Side of the River.

ss into a number of research teams. Each team should
e of the above possibilities for increasing food pro-
na. Give pupils two or three days to work. Then
give a report on the probable effectiveness of its
reasing productivity per acre of land or increasing
Have a volunteer serve as class secretary to record
se reports and possible objections which pupils raise
conclusions.

See bibliography for list of research
materials--will include Ginsburg,
The Pattern of Asia. Chang-Tu Hu,
China; Winfield, China; Cressey,
Asia's Lands and Peoples, and Land of
500 Million; Wheeler, et. al.,
Regional Geography of The World;
Shabad, China's Changing Map; Bell,
The Two China's; Kohn and Drummond,
The World Today; Spencer, Asia,
East by South; Wilcox, Economies of
the World Today; Snow, The Other
Side of the River.

- 3) The government has introduced large-scale machinery and developed general mechanization.
 - a) Mechanization depends upon industrial development.
In 1955 there were 100 mechanized farms.
In 1956 in Manchuria there were 19 tractor stations or one tractor for 52,000 acres as compared with 1 tractor for each 19 acres of cultivated land in U.S.
 - b) Tractors and modern implements have made it possible to use grass lands in less humid Mongolian fringolands. There is a great deal of danger of erosion in these areas, however. Lack of rainfall makes these areas marginal.
- 4) The government has done much to increase irrigated areas. The government claims that 17.2 million acres have been brought under cultivation during the first five year plan to provide China with a total of 75 million acres of irrigated land or one-fourth of her crop land of 500 million acres in 1956.
 - a) Much of this irrigation was derived from wells, which may mean that this irrigation is very limited. Some 900,000 wells were sunk in three northern Chinese provinces in 1956 (Ho-pei, Hon-nan, Shan-tung).
 - b) There are plans for building a major canal to join the Han River with the Huang-Ho near Chenz-cheu. This would provide Han River water to irrigate the Huang and Huai River plains.

"China's Agriculture," Focus #8,
1960; Gourau, P., "Notes on
China's Unused Uplands, Pacific
Affairs; Spencer, Joseph, "Agriculture
and Population in Relation to Economic
Planning," Annals, A.A.P.S.S.

See Readers Guide for current articles.

See map of irrigated areas, Cressey,
p. 91.

- c) While irrigation is of great value, it is not a panacea. It may ruin fertile lands by concentrating alkaline salts in surface layers. There must be adequate drainage to drain away added water under the surface, and the water table must be more than 100 cm below the surface, and initial content of soluble minerals in the soil must be low.
- d) Most acres of North China which have no water would be helpful have a nearby source of supply.

S. Considers alternative courses of action.

S. Checks on the completeness of data.

D. China's natural resources are sufficient for industrialization, but the Chinese face difficulties in developing them.

Note:

It is very important that the teacher re-examine the content of this part of the unit as new information becomes available. China's industrial development is in constant change, and the content below must be revised before it is taught if it is not revised.

The source material listed will also become obsolete as new material appears, and appropriate substitutions must be substituted as it becomes available.

S. Applies previously-learned concepts and generalizations.

1. China needs trained manpower, mineral resources, a better transportation system, better technology, and greater investment if it is to industrialize.

- c) While irrigation is of great value, it is not a panacea. It may ruin the soil in dry lands by concentrating alkalis in the surface layers. There must be enough slope to drain away added water underground. The water table must be more than 4' below the surface, and initial content of harmful minerals in the soil must be low.
- d) Most acres of North China where additional water would be helpful have no feasible source of supply.

D. China's natural resources are sufficient for considerable industrialization, but the Chinese face great difficulties in developing them.

Note:

It is very important that the teacher revise the content of this part of the unit as new information becomes available. China's industrial development is under constant change, and the content below may be obsolete before it is taught if it is not revised.

The source material listed will also become out of date as new material appears, and appropriate new material must be substituted as it becomes available.

1. China needs trained manpower, minerals, power resources, better transportation system, better technology, and greater investment if it is to industrialize greatly.

ternative courses

e completeness of

viously-learned concepts
izations.

28. The class has discussed Chinese agricultural potential, and found that it is limited. At this point, it would be appropriate to attempt to develop several alternate approaches to Chinese economic development.

Ask the class: "If China can not realize her projected economic development through the development of agriculture, what other methods are open to her?" Review and add to earlier suggestions made in activity #15. The class will probably arrive at such methods as expansion, industrialization, etc. List all of these methods for checking during the remainder of the unit. In all probability, the class will agree that the most appropriate method to discuss at this time will be industrialization.

Point out the difficulties of getting accurate, up-to-date figures on mineral resources and output.

29. Ask: What factors do you think are needed within a country if it is to industrialize? Ask follow-up questions if necessary to try to get pupils to suggest mineral and power resources, trained

G. At any specific time the total economic output is affected by the quality and quantity of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Sets up hypotheses

S. Tests hypotheses against data.

G. Economic output is affected by the quality of labor or labor skills as well as by the quantity of labor.

a. China has a large population, but have an excess of trained industrial workers.

1) China has 83 million people who live in rural areas. With the present effort of industrialization, she could perhaps draw 10 million from rural areas and increase the food output.

Specific time the total
output is affected by
and quantity of
resources (land or
sources, labor, and
tools), by the level
of technology, and by the
structure of the organiza-

hypotheses.

hypotheses against data.

Output is affected by
of labor or labor
as well as by the
of labor.

a. China has a large population, but she does not
have an excess of trained industrial workers.

1) China has 83 million people who live in urban
areas. With the present effort toward mechan-
ization, she could perhaps draw another 180
million from rural areas and still maintain
the food output.

workers, transportation and communication facilities, capital goods, management, and markets for trade. (This should be a review of ideas learned in earlier units and courses). Discuss: Do you think that China has these necessary factors? Let pupils set up hypotheses, but help them see the need for further research.

30. Set up two groups of students to do research. One should be assigned to draw a map showing the distribution of mineral resources. The other should draw a map showing transportation, including water transport, railroads, highways and aircraft. These maps should be done on an 8" x 10" sheet of paper in india ink or pencil, so that they can be made into transparencies and shown on an overhead projector. Each group should also do research on the background, the present status and the development of the topic it is studying. It should present this data to the class. The first group should also consider the particular resources they are studying in relation to the all-over development of China's industry.

31. Review Chinese population figures with the class. Have one class member look up the population of China's largest urban centers.

Ask: Can you think of any place else that the Chinese could get industrial workers? (Try to ask questions aimed at getting pupils to suggest that as agriculture is mechanized, more people will be free to work in industry.) Also ask: Suppose many Chinese peasants could be released from agriculture and brought to the cities.

S. Draws inferences from graphs.

2) In 1953, China had only 11% labor force in mining and compared to 23% in Japan and States.

S. Tests hypotheses against data.

3) A large percentage of industry engaged in transportation a low industrial output for In 1930, China had 20% of industry engaged in transportation, as in most other industrial nations transportation network would for industry.

S. Uses scatter diagram to test hypotheses.

S. Rejects assumptions of cause-effect relationship in correlations; looks for another factor which may affect both parts of a correlation.

Inferences from graphs.

- 2) In 1953, China had only 11% of her estimated labor force in mining and manufacturing, as compared to 23% in Japan and 30% in the United States.

Hypotheses against data.

Better diagram to test
theses.

Assumptions of cause-
relationship in correla-
tions look for another factor
which may affect both parts of
the relation.

- 3) A large percentage of industrial manpower engaged in transportation tends to indicate a low industrial output for a given nation. In 1930, China had 20% of her manpower engaged in transportation, as compared to 5% in most other industrial nations. A better transportation network would release manpower for industry.

What problems would there be in using them in industry? (Compare with problems faced by the Soviet Union in its early years.)

32. Have a pupil make a graph to compare the percent of the population engaged in mining and manufacturing in China and the U.S. Discuss the implications in class.
33. Present Ginsburg's generalization to the class. (See 3 in outline of content.) Ask the class if they think that it sounds sensible. Present the scatter diagram as a method of checking on hypotheses. Have several members of the class look up figures pertaining to the percentage of manpower engaged in transportation for the U.S., France, England, Portugal, Italy, Chile, Japan and China. Another group should look up the value of manufactured goods for the same countries for the same year. Construct a scatter diagram on the chalkboard, and check correlation.

See Broek, Jan O.
Scope and Sp
Seminar Series
C, E. Merrill
a description
diagram.
See World Almanac
for figures.

When the diagram is complete, ask the class if this correlation allows us to say that there is a cause and effect relationship present. Does a low percentage of industrial manpower engaged in transportation cause a country to produce a large quantity of manufactured goods? (If necessary, point out that correlation does not prove cause and effect relationships. Use examples to prove this point.)

ms would there be in using them in industry? (Compare
ms faced by the Soviet Union in its early years.)

l make a graph to compare the percent of the pop-
aged in mining and manufacturing in China and the
ss the implications in class.

nsburg's generalization to the class. (See 3 in out-
tent.) Ask the class if they think that it sounds
Present the scatter diagram as a method of checking on
Have several members of the class look up figures
to the percentage of manpower engaged in trans-
for the U.S., France, England, Portugal, Italy, Chile,
China. Another group should look up the value of
ed goods for the same countries for the same year.
a scatter diagram on the chalkboard, and check correla-

Diagram is complete, ask the class if this correlation
to say that there is a cause and effect relationship
Does a low percentage of industrial manpower engaged
rtation cause a country to produce a large quantity
tured goods?(If necessary, point out that correlation
rove cause and effect relationships. Use examples to
point.)

See Broek, Jan O.M., Geography, its
Scope and Spirit, Social Science
Seminar Series, Columbus, Ohio.
C. E. Merrill Books, p. 61, for
a description of the scatter
diagram.
See World Almanac and Book of Facts,
for figures.

G. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

b. China has the mineral base for industrialization. Recent discovery of mineral potential for industrialization is much better than it seemed only

(Note: Because the Communists are putting much effort into mining in recent years, the picture of China's mineral resources is changing too rapidly here. It is necessary to use the latest articles and books possible in order to get up-to-date figures on mineral resources.)

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.

G. The significance of location depends upon cultural developments both within and outside of a country.

c. China has a high water power potential (about 2/3 of the U.S. potential, and 3.3% of the world's potential).

1) Most of the potential lies in the South and West where the population is sparse and high rainfall.

2) Most of the potential is in the North where ice formation restricts development.

se their physical environ-
terms of their cultural
perceptions, and level
ology.

- b. China has the mineral base for considerable industrialization. Recent discoveries have made its mineral potential for industrialization appear much better than it seemed only a few years ago.

(Note: Because the Communist government has been putting much effort into mineral explorations in recent years, the picture of China's mineral resources is changing too rapidly to present data here. It is necessary to use the most recent articles and books possible in order to obtain up-to-date figures on mineral resources.)

hypotheses.

hypotheses against data.

industry is obtained
use of coal, oil, natural
er, wind, and nuclear

ificance of location
upon cultural develop-
th within and outside
ntry.

- c. China has a high water power potential, (300 million kilowatts), 2/3 of the United State's potential, and 3.3% of the world's potential.

- 1) Most of the potential lies in remote, sparsely populated, and underdeveloped mountain areas in the South and West where there are swift rivers and high rainfall.
- 2) Most of the potential is in the South. Silt and ice formation restrict development in the North China.

34. Ask the class: What is a "natural resource"? By this point, the class probably has the cultural definition well in mind, but it would be a good idea to reinforce it. This could be done, if necessary, by asking when, in history, bauxite became a "natural resource."

The group doing research on minerals should present its map, using the overhead projector. It should point out the distribution of minerals. The teacher should see that any important content that the group does not cover in its report is brought out in the discussion following the report. Be sure to discuss the location of minerals in relationship to area of dense population. The distribution map should be posted on the bulletin board. The committee should be sure to check recent articles and books for findings which may contradict earlier accounts of limited resources. Discuss: To what extent do you think that China has the mineral resource base to become a highly industrialized nation?

See recent editions of books and use them to locate new references.

35. Project a physical map of China showing her river systems. Ask the class to estimate China's water power potential from the evidence of the map. Ask them to locate the best possible locations for power dams. Would South or North China be better for water power? Why? (Ask questions about the map designed to bring out factors of ice formation and slope of land forms.)

Overhead projector
Transparency of a physical map of China showing river systems.
Or large physical map

Also discuss: Why do you think that China has not developed its water power potential to a greater degree. (If necessary, ask the class to note possible sites for dams in relationship to industrial areas. How far are they away from such centers? Also ask: Given China's other resources, is it important for China to develop water power to any great extent? Why or why not? (How else is electricity made? Does China have the resources needed to produce electricity in this fashion?)

: What is a "natural resource"? By this point, probably has the cultural definition well in mind, be a good idea to reinforce it. This could be necessary, by asking when, in history, bauxite became a resource."

ing research on minerals should present its map, overhead projector. It should point out the distribution of minerals. The teacher should see that any important that the group does not cover in its report that in the discussion following the report. Be sure the location of minerals in relationship to area of production. The distribution map should be posted on the board. The committee should be sure to check recent books for findings which may contradict earlier limited resources. Discuss: To what extent do you think that China has the mineral resource base to become an industrialized nation?

physical map of China showing her river systems. Ask them to estimate China's water power potential from the map. Ask them to locate the best possible sites for power dams. Would South or North China be better for power? Why? (Ask questions about the map designed to determine factors of ice formation and slope of land forms.)

: Why do you think that China has not developed its water power potential to a greater degree. (If necessary, ask them to note possible sites for dams in relationship to population centers. How far are they away from such centers? Given China's other resources, is it important for China to develop water power to any great extent? Why or why not? How else is electricity made? Does China have the resources needed to produce electricity in this fashion?)

See recent editions of geography textbooks and use the Readers' Guide to locate new references.

Overhead projector.
Transparency of a physical map of China showing major river systems.
Or large physical map of China.

G. Output can be increased by technological progress.

S. Sets up hypotheses.

S. Tests hypotheses against data.

a) The government plans to build 4 dams to control the Huang River. These, when completed, will produce 110 billion kilowatt-hours of electricity per year.

b) A great deal of development was achieved in China under the Japanese.

3) A nation with a plentiful supply of coal finds that thermal electricity is more economical than hydro-electricity.

d. Inadequate transportation has seriously retarded the development of modern China.

1) China has developed a transportation system that is based heavily upon animal and human labor; such transportation is expensive, inefficient and slow.

a) "Coolie" transportation was very inefficient. The sedan chair carrier earned a few dollars per day, and he traveled slowly over short distances. It is estimated that the cost of this sort of transportation cost from 10 to 20 cents per mile as compared to 2 cents per mile by railroad. This type of transportation restricted the radius of the market as well as the variety of market goods available at any one place.

b) Relative Costs of Transportation

- a) The government plans to build 46 dams to help control the Huang River. These dams, when completed, will produce 110 billion KWH of electricity per year.
- b) A great deal of development was done in Manchuria under the Japanese.
- 3) A nation with a plentiful supply of coal often finds that thermal electricity is less expensive than hydro-electricity.

increased by
progress.

seses.

ses against

d. Inadequate transportation has seriously retarded the development of modern China.

- 1) China has developed a transportation network that is based heavily upon animal and "coolie" labor; such transportation is expensive, inefficient and slow.
 - a) "Coolie" transportation was very expensive. The sedan chair carrier earned about 75 cents per day, and he traveled slowly and for short distances. It is estimated that this sort of transportation cost from 25 to 30 cents per mile as compared to 2 to 3 cents per mile by railroad. This type of transportation restricted the radius of trade as well as the variety of market goods at any one place.
 - b) Relative Costs of Transportation in China - 1937.

36. Show pictures to illustrate animal and coolie labor. Tell the class that this network of transportation has existed for several centuries. Say: After all, why wouldn't this system work well under modern conditions? China has a large population and labor is very inexpensive. Hopefully, the class will arrive at the idea that such labor is very inefficient, slow, and expensive in comparison with modern transportation methods. If not, ask pupils how such labor would compare on these three criteria. Let them set up hypotheses. Then project a table showing comparative costs for different kinds of transportation.

See Ginsburg, The Pattern
for a table on com

See Winfield, Gerald F.
Land and the People
for a discussion of
transportation.

to illustrate animal and coolie labor. Tell the network of transportation has existed for centuries. Say: After all, why wouldn't this system exist under modern conditions? China has a large population and labor is very inexpensive. Hopefully, the class will accept the idea that such labor is very inefficient, especially in comparison with modern transportation. Do not ask pupils how such labor would compare on modern criteria. Let them set up hypotheses. Then show how comparative costs for different kinds of

See Ginsburg, The Pattern of Asia, for a table on comparative costs.

See Winfield, Gerald F., China, The Land and the People, pp. 100-103 for a discussion of traditional transportation.

River Steamer	100	Handcr
Railroad	112	Pack A
River Junks	175	"Cooli

S. Draws inferences from a comparison of different map patterns of the same area.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

G. Output is affected by the quality as well as the quantity of natural resources, and the quality is affected by access as well as by richness.

G. The significance of location depends upon cultural developments both within and outside of a country.

2) In 1954, China had only 96,000 highways. Most of these highways were dirt roads, though the main routes were paved. The highways are used primarily for official purposes.

a) China has only a few tens of thousands of motor vehicles, mostly trucks.

b) China produces little petroleum, which is expensive and scarce.

3) China has only 2 miles of roads per 100 people as compared with 250 in the United States and 50 miles per 100,000 in Western Europe.

a) China's railroads were initiated by foreign interests, and her railroad development lacks a coherent plan of development.

b) The northeast has the best roads in China, as a result of Japanese investment during World War II. Only one-half of China's trackage was paved in 1956.

River Steamer	100	Handcrafts	450
Railroad	112	Pack Animals	425
River Junks	175	"Coolie" carriers	890

ferences from a com-
of different map patterns
the area.

transportation facil-
e possible wider and
kets for goods as
reater and less costly
resources.

s affected by the
s well as the quantity
l resources, and the
s affected by access
s by richness.

ificance of location
on cultural develop-
n within and outside
try.

- 2) In 1954, China had only 96,000 miles of highways. Most of these highways were dirt surfaced, although the main routes were macadamized. These highways are used primarily for strategic and official purposes.
 - a) China has only a few tens of thousands of motor vehicles, mostly trucks for military use.
 - b) China produces little petroleum, and fuel is expensive and scarce.
- 3) China has only 2 miles of railways per 100,000 people as compared with 250 in the United States and 50 miles per 100,000 in Western Europe.
 - a) China's railroads were initiated by foreign interests, and her railroad network shows no coherent plan of development.
 - b) The northeast has the best railroad network in China, as a result of Japanese development during World War II. This area had one-half of China's trackage of 16,800 miles in 1956.

37. The transportation group should present its map, using an overhead projector. The group should point out the distribution of China's transportation facilities in relationship to area of population density and to mineral resources. The teacher should make sure that any important content that is not covered by the group is covered in discussion following the report. Discuss: What effect does the transportation system have upon the use of mineral resources? the distribution of food? How hard will it be to industrialize China to any great extent without such greater development of transportation facilities?

See transportation
Hu, Chang-tu, China
airlines, p.
p. 55.
Shabad, Theodore,
Map, Transportation
China, p. 84.
Crossey, George B.
Million, Navigation
p. 87, railway
accessibility
accessibility

ation group should present its map, using an over-
r. The group should point out the distribution of
portation facilities in relationship to area of
nsity and to mineral resources. The teacher should
t any important content that is not covered by the
red in discussion following the report. Discuss:
oes the transportation system have upon the use of
rces? the distribution of food? How hard will it
ialize China to any great extent without such
opment of transportation facilities?

See transportation maps as follows:
Hu, Chang-tu, China, railroads and
airlines, p. 53, major highways,
p. 55.

Shabad, Theodore, China's Changing
Map, Transportation lines of
China, p. 84.

Crossey, George B., Land of 500
Million, Navigable waterways,
p. 87, railways, p. 157,
accessibility by land, p. 352,
accessibility by sea, p. 353.

c) The railroads in south China are widely spaced. Many areas are located far from the nearest railroad. The Yang-Tzu river parallels the Yang-Tzu river and a large number of lines feed into its system.

d) North-south railroad lines connect northern Siberian and Korean, Vietnam and the Kwang-tung coast.

4) While about 24,200 miles of inland waterways are considered navigable by different types of craft in China, 2/3 of them are usable only by flat bottomed sampans.

5) China is also short of coastal shipping. She has under 500,000 tons of shipping capacity, far below her estimated minimum needs.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. People in most societies of the world depend upon people who live in other communities, regions and countries for goods and services and for markets for their goods.

2. Before 1937, Chinese industrial development was confined to six areas, all of which were inaccessible to foreign intercourse. All were located near the eastern China coast.

a. Liao-ning province in Southern Manchuria

There are iron and steel mills at Anshan, railway shops, shipyards and cement works as well as important chemical plants in the area. An automobile plant capable of producing 30,000 trucks per year was located at Ch'ang-ch'un.

c) The railroads in south China are more widely spaced. Many areas are located 200 miles from the nearest railroad. No railroad parallels the Yang-Tzu river, although a number of lines feed into its river transport system.

d) North-south railroad lines connect the northern Siberian and Korean borders with Vietnam and the Kuang-tung coast.

4) While about 24,200 miles of inland waterways are considered navigable by different sizes and types of craft in China, 2/3 of these waterways are usable only by flat bottomed junks and sampans.

5) China is also short of coastal and deep water shipping. She has under 500,000 tons short of her estimated minimum needs.

2. Before 1937, Chinese industrial development was confined to six areas, all of which were relatively accessible to foreign intercourse. All except one were located near the eastern China coast.

a. Liao-ning province in Southern Manchuria.

There are iron and steel mills at Fu-shun. Large railway shops, shipyards and cement factories as well as important chemical plants are located in the area. An automobile plant capable of producing 30,000 trucks per year was completed in 1956 at Ch'ang-ch'un.

be produced better
than in another be-
te, resources, trans-
es, access to re-
s to markets, people's

eses.

es against data.

societies of the
pon people who live
nities, regions and
goods and services and for
eir goods.

38. The class should be asked: "What factors are necessary for the production of steel. (Physical plant, labor, iron ore, coal and limestone.) Using maps, the class should locate the most rational locations for the production of steel. These locations should be placed on a map. This map should then be checked against a map of Chinese manufacturing centers.

It should be evident from this activity that there are several important factors that the class has not considered. The class should attempt to guess what these factors are. If necessary, project maps

Overhead Projector
Maps of distributed
resources.

For maps of China
centers, see
Shabad, China
p. 54.

Cressey, Land of
industry, p.

Note: These maps
It may be necessary
or a talented student

ould be asked: "What factors are necessary for the steel. (Physical plant, labor, iron ore, coal and Using maps, the class should locate the most rational the production of steel. These locations should be ap. This map should then be checked against a map manufacturing centers.

evident from this activity that there are several im- rs that the class has not considered. The class should ess what these factors are. If necessary, project maps

Overhead Projector.
Maps of distribution of Chinese resources.

For maps of China's industrial centers, see:
Shabad, China's Changing Map,
p. 54.

Cressey, Land of the 500 Million,
industry, p. 150.

Note: These maps are rather complex. It may be necessary for the teacher or a talented student to draw a

S. Draws inferences from a comparison of different map patterns of the same area.

b. The lower Yang-tzu plain contains textile production. Shang-hi is and industrial headquarters of the

c. Northeastern Ho-pei province from Great Wall. K'ai-lan has coal mines and industrial centers. Tiensin, has flour mills and flour milling; it is all for north China.

d. Eastern Shan-tung province has an iron industry along with cotton and flour mills and vegetable oil plants.

e. The Liang-Hu basin has iron and a Han-yang based on the Ta-yeh iron. Wu-Han metropolitan area there are mills and factories preparing tung oil and vegetable oils. In are textile and flour mills and a In 1956, a new iron and steel plant constructed with Soviet aid, at Ta-y

f. The Hai River delta has silk filatures, factories, and factories that produce goods, light bulbs, electric fixtures, sugar refineries and small shipyards is a part of this area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

3. The loss of many of these areas to Japan during the Sino-Japanese War forced a shift of industry to the northwest and southwest.

nces from a comparison
map patterns of the

- b. The lower Yang-tzu plain contains 2/3 of China's textile production. Shang-hi is the commercial and industrial headquarters of the country.
- c. Northeastern Ho-pei province from Peking to the Great Wall. K'ai-lan has coal mines and three industrial centers. Tiensin, has cotton textile mills and flour milling; it is also the chief port for north China.
- d. Eastern Shan-tung province has coal mining and an iron industry along with cotton textile mills, flour mills and vegetable oil plants.
- e. The Liang-Hu basin has iron and steel works at Han-yang based on the Ta-yeh iron mines. In the Wu-Han metropolitan area there are large textile mills and factories preparing tea, eggs, cotton, tung oil and vegetable oils. In Ch'ang-sha there are textile and flour mills and antimony refineries. In 1956, a new iron and steel plant was being constructed with Soviet aid, at Ta-yeh.
- f. The Kai River delta has silk filatures, ceramic factories, and factories that produce rubber goods, light bulbs, electric fixtures, as well as sugar refineries and small shipyards. Hongkong is a part of this area.

s physical environment
his cultural values,
, and level of tech-

3. The loss of many of these areas to Japan during the Sino-Japanese War forced a shift of some of China's industry to the northwest and southwestern provinces.

showing the distribution of transportation, population distribution, and agricultural production. Ask: What possible effects did the historical patterns of population distribution and trade have upon the development of industry?

simpler map based on
and the production
China, pp. 535-540.

Several members of the class should check the literature to find out why the class was in error in their location of steel centers.

Now have pupils examine a map of industrial centers more carefully. Perhaps have a committee prepare a bulletin board display showing such a map. Attach cards describing the different industrial centers by string to their appropriate location on the map. Have pupils compare the map of industrial centers with maps showing minerals, transportation routes, population distribution, and land use. What relationships do they notice?

39. Use a map to point out changes in industrial locations after the Sino-Japanese War and after the revolution.

tribution of transportation, population and agricultural production. Ask: What factors did the historical patterns of population and trade have upon the development of industry?

Members of the class should check the literature to see if the class was in error in their location of

They should examine a map of industrial centers more closely. Perhaps have a committee prepare a bulletin showing such a map. Attach cards describing industrial centers by string to their appropriate location on the map. Have pupils compare the map of industrial centers with maps showing minerals, transportation routes, population, and land use. What relationships do they

simpler map based on the maps above and the production tables in Hu, China, pp. 535-540.

Point out changes in industrial locations after the War and after the revolution.

- G. A number of factors--climate, surface features, natural resources, accessibility and history--affect settlement patterns.
- a. Chungking developed small steel and iron plants.
- b. Southwest Ssu-ch'uan province and Yunnan produced sugar, salt, paper, silk and cotton textiles, using coal and water as power sources. After 1953, a large area was built at T'ai-yuan, along with a large electric plant.
4. After the war and the revolution, an agreement provided Soviet aid for the construction of two new iron and steel plants in China.
- a. The plant at Ta-yeh in the Jiangsu province.
- b. A plant at Pao-t'ou in Inner Mongolia based on local iron and coal resources.
- S. Sets up hypotheses.
5. The Chinese cultural background did not favor the development of industry or industrialization.
- a. The method of science did not develop and did not enter the Chinese picture until after 1949 from the Occident.
- b. Social prestige did not allow the Chinese to do any sort of manual engineering.
- c. Because of social bias, investment in industry was more acceptable than investment in trade.

factors--climate,
factors, natural re-
possibility and
ect settlement

- a. Chungking developed small steel and cement plants.
 - b. South west Ssu-ch'uan province around Lo-shan produced sugar, salt, paper, silk, matches, pottery, and cotton textiles, using coal and hydroelectricity as power sources. After 1953, a heavy industrial area was built at T'ai-yuan, along with a thermo-electric plant.
4. After the war and the revolution, a Sino-Soviet agreement provided Soviet aid for the development of two new iron and steel plants in China.
- a. The plant at Wa-yeh in the Kiang-Hu Basin.
 - b. A plant at Pao-t'ou in Inner Mongolia, which is based on local iron and coal resources.
5. The Chinese cultural background did not encourage the development of industry or industrial workers.
- a. The method of science did not develop in China; it did not enter the Chinese picture until imported from the Occident.
 - b. Social prestige did not allow the upper class Chinese to do any sort of manual labor such as engineering.
 - c. Because of social bias, investment in land was more acceptable than investment in industry or trade.

theses.

40. Ask: Why do you think that the Chinese government made little effort to industrialize before 1911? The class will probably develop several hypotheses. Do not analyze them at this time. These hypotheses should be listed and checked later in the unit. Tell pupils that the study of the history of China should help them check their hypotheses.

The teacher might
Yang, C.K., Chinese
The Family and

Hu, Chang-tu, China
Its Society,

Chang, Ferry, China
Force

think that the Chinese government made little
ialize before 1911? The class will probably
ypotheses. Do not analyze them at this time.
should be listed and checked later in the unit.
the study of the history of China should help
ypotheses.

The teacher might use:
Yang, C.K., Chinese Communist Society.
The Family and the Village

Hu, Chang-tu, China, Its People,
Its Society, Its Culture

Chang, Ferry, China, Development By
Force

G. Capital formation through saving is a major means of increasing an economy's economic output over time, because it increases productive capacity.

G. Savings are required for investment in capital formation.

S. Sets up hypotheses.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

6. In all probability, China's greatest industrial capital to increase this their own efforts, the Chinese must save the value of each year's production and must develop resources which will increase in future years.

E. The great size of China has had advantages; these are being changed somewhat by technological developments.

nation through
major means of
an economy's
output over time,
increases pro-
ductivity.

required for
in capital

theses.

not a country's size
re advantages or dis-
depends upon the prob-
lems face at a partic-
ular time, and
level of technology.

6. In all probability, China's greatest lack was and is industrial capital. To increase this capital, through their own efforts, the Chinese must save some of the value of each year's production and must invest it in developing resources which will increase productivity in future years.

E. The great size of China has had advantages and disadvantages; these are being changed somewhat by technological developments.

41. Ask the class to consider what they have learned so far and what they have learned in past units and courses about economic growth. What are some factors which they have not considered so far which would affect the rate of growth? How could capital accumulation be financed? What chances do they see for financing it through increased agricultural production of savings brought about by reduced consumption of present agricultural production?

Have each pupil prepare a written summary of how he views China's potential for industrialization. Read aloud several of these papers. Tell the class that they should keep their ideas in mind to check as they study the rest of the unit.

42. Review with pupils the generalizations they developed during their study of the U.S.S.R. about the possible advantages and disadvantages of size to a country under different levels of technology. Ask: Does the data you have studied about China tend to support or contradict these generalizations? (Deal with size in relationship to potential resources and varied climate,

S. Revises generalizations, if necessary, in the light of new data.

S. Sets up hypotheses.

1. Great size might make possible a mineral base for agricultural and ment.

2. Great size combined with the fact further north and south than does more likely that China will have and thus a base for more agricult the U.S.

a. The range of latitude gives C from humid sub-tropical to sub

b. The distance of interior parts ocean gives the interior a cold winters and hot summers.

3. Great size might make it easier support a large population, altho is not so important as the size o man can use productively.

a. China's population density per as compared to 49 for the U.S.

b. China's population density per cultivated land is 1625 as com figure of 219.

4. The large size makes possible def

5. The large size also creates probl and transportation within the cou prior to modern technological dev

generalizations, if
in the light of

hypotheses.

1. Great size might make possible a large soil and mineral base for agricultural and industrial development.
2. Great size combined with the fact that China extends further north and south than does the U.S. makes it more likely that China will have a more varied climate and thus a base for more agricultural crops than does the U.S.
 - a. The range of latitude gives China a climate ranging from humid sub-tropical to subarctic.
 - b. The distance of interior parts of China from the ocean gives the interior a continental climate of cold winters and hot summers.
3. Great size might make it easier for a country to support a large population, although size itself is not so important as the size of the area which man can use productively.
 - a. China's population density per square mile is 179 as compared to 49 for the U.S.
 - b. China's population density per square mile of cultivated land is 1625 as compared to U. S. figure of 219.
4. The large size makes possible defense by retreat.
5. The large size also creates problems of communication and transportation within the country, especially prior to modern technological developments.

to ease of developing transportation, to potential for supporting a large population, to potential "defense by retreat" in times of foreign invasion, etc.) Some of these generalizations need to be tested against historical data. Therefore, ask pupils to keep them in mind as they study Chinese history. They should consider the following questions (among others) as they study Chinese history: What kinds of problems do you think China's large size may have led to during its history? Do you think they would be as important today as in the past? Why or why not? What advantages has China's size provided it in the past? Do you think these advantages are as likely to occur today as in the past? Why or why not?

OBJECTIVES FOR SECTION ON
CHINA'S HISTORY

GENERALIZATIONS

1. Although culture is always changing, certain parts or elements may persist over long periods of time.
 - a. Culture may change by a process of diffusion.
 - b. Culture may change as a result of innovation from within a society.
 - c. Persistence of cultural traits may result from a reluctance to change or from lack of conditions which further change.
 - 1) Some values are conducive to change; some make change difficult.
 - 2) Family structure may make change difficult.
 - d. Attempts to introduce change may fail if those trying to bring about the change do not try to make changes congruent with existing structures.
 - 1) Frequently, change introduced is accepted for a time, with traditional values and generalizations. Later, as society discovers that they fully in the dominant culture (or as they develop security, they react by developing movements to reject the foreign and restore their old cultural values).
 - e. Changes in one aspect of a culture have effects upon other aspects; changes in technology (whether they are technological innovation, in ideology, or whatever) affect the whole of the cultural system.
2. A given culture is an integrated system of fundamental postulates or values.
3. Ideologies are important for their influence on the political system.
4. An institution is an interrelated system and the attached meanings are variable; institutions are consummated by change and consequently by changes in relationships.

OBJECTIVES FOR SECTION ON
CHINA'S HISTORY

REALIZATIONS

Culture is always changing, certain elements may persist over long time.

may change by a process of evolution.

may change as a result of evolution from within a society.

Resistance of cultural traits may result from a reluctance to change or lack of conditions which favor change.

Traditional values are conducive to change; new values make change difficult.

Political structure may make change difficult.

Efforts to introduce change may fail if those who attempt to bring about the change do not try to bring about changes congruent with existing structures.

1) Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between old and new generalizations. Later, as members of the society discover that they cannot participate fully in the dominant culture (or dominating society), or as they develop feelings of insecurity, they react by developing nationalistic movements to reject the foreign culture and restore their old cultural values.

e. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

2. A given culture is an integrated whole, based on fundamental postulates or values.

3. Ideologies are important for the structure they give to the political system.

4. An institution is an interrelated cluster of roles and the attached meanings are values; changes in institutions are consummated by changes in roles and consequently by changes in relations between these

members and outsiders. Unless these roles relations change, the institution does not change despite changes in the particular people who assume the roles.

5. The existence of culture is dependent upon man's ability to use symbols in communication.
6. The structure of the family varies from society to society.
 - a. All cultures have the nuclear family, even if the ideal combines the nuclear family in some complex extended family system.
7. Methods of mate selection vary over time and from one society to another. They are intimately tied up with the position of women, with attitudes toward property, with the stratification of society, and with other aspects of culture.
8. Families in different societies have different functions and differing emphasis upon similar functions.
 - a. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalities with some common characteristics (modal personalities) different from those in other societies.
10. Every society provides for a different status among its members on the dimension of sex plus additional aspects of difference.
11. Whenever things valued by a society are scarce, there will be differential access to and control of these things by sub-groups in the society. These scarce things may be non-material.
 - a. Control of one or a few scarce things by a group to get control of other scarce things and thus oppress other groups.
 - b. Societies differ in the relative emphasis on ascribed and achieved statuses and the relative emphasis on each.
 - c. Members of a class can move out of their class by various means and this mobility may be upward or downward; the degree of vertical mobility varies from society to society.
 - 1) The more widespread the system of class, the greater the mobility between classes.
 - d. The amount of class conflict is related to the degree of difference among classes and the degree of vertical mobility possible; and to the extent to which propaganda is used to arouse class conflict.

ers. Unless these roles
the institution does not
ages in the particular
the roles.

ulture is dependent
to use symbols in

he family varies from

ve the nuclear family,
al combines the nuclear
e complex extended family

lection vary over time and
o another. They are in-
ith the position of women,
ard property, with the
ociety, and with other

ent societies have different
ering emphasis upon similar

ommon patterns of child
y other situations in any
o develop personalities with
aracteristics (modal person-
ent from those in other

10. Every society provides for a differentiation of status among its members on the dimensions of age and sex plus additional aspects of differentiation.

11. Whenever things valued by a society are scarce, there will be differential access to and control of these varied and scarce things by sub-groups within the society. These scarce things may be material or non-material.

a. Control of one or a few scarce things may enable a group to get control of other scarce and valued things and thus pyramid their control or power.

b. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

c. Members of a class can move out of the class by various means and this mobility may be up or down; the degree of vertical mobility varies from society to society.

1) The more widespread the system of education, the greater the mobility between classes.

d. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to arouse or prevent class conflict.

- e. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.
12. Political power is unevenly distributed in a population.
- a. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are likely to be oligarchies.
13. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.
14. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.
15. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
16. Division of labor and specialization in any mass production system permits reduction of cost per unit purchased.
17. Output can be increased by the development of tools and power to replace manpower.
18. The fundamental difference between is in how and by whom the basic economic over allocation of resources are made in who owns the resources.
- a. In command economies, most of the decisions are made by the government.
- b. Economic systems are usually mixed.
- c. By its taxation policies, government who shall get what proportion of output of the economic system.
19. Living levels in the U. S. are very different to those in most countries.
- a. People's ideas of what constitute a level of living on one hand or other changes as average living standards and differ from one country to another.
20. Political revolutions are usually multiple causes.
21. The world is a community of interests.
- a. In the international system, interests only invite the use of some force.
- b. Wars have an important economic impact on people.

engage in power conflict; one
s to dominate another in order
something from it, such as labor

er is unevenly distributed in

kely that one could find many
tocracies (rule by one) in
vernments; they are likely to
ties.

ey must be effectuated and
that process the whole decision-
fluence process goes on again.

ruitment of bureaucracy may be
been responsible for its def-
s political role.

c system faces scarcity or a
h productive resources to sat-
n wants.

labor and specialization in any mass
system permits reduction of cost per
ed.

increased by the development of
er to replace manpower.

18. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

a. In command economies, most of the basic economic decisions are made by the government.

b. Economic systems are usually mixed.

c. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.

19. Living levels in the U. S. are very high compared to those in most countries.

a. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change and differ from one country to another.

20. Political revolutions are usually the result of multiple causes.

21. The world is a community of interdependent countries.

a. In the international system, inequalities of power only invite the use of some form of coercion.

b. Wars have an important economic impact upon people.

22. There are many sources of national power in dealing with other nations. Military capacity is an important factor but not the only one. Differences in population, resources, and economy may be reflected in differences in national power.
23. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to from other countries, it helps give rise to feelings of nationalism.

SKILLS

1. Sets up hypotheses.
2. Identifies value conflicts.
3. Reads for the main ideas.
4. Evaluates sources of information in terms of bias and competency.
5. Evaluates sources of information in terms of completeness of data.
 - a. Rejects post hoc arguments and whole-part fallacies.
6. Makes and interprets timelines.

7. Has a sense of the passage of time.
 - a. Compares lengths of periods or e
8. Looks for relationships among event country and within a world-wide tim
9. Tests hypotheses against data.
10. Generalizes from data.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND MU AND DESIRES TO READ AND STUDY FURMI SOCIAL SCIENCES.
2. IS COMMITTED TO THE FREE EXAMINATIO ATTITUDES AND DATA. SEARCHES ACTIV POINTS OF VIEW AND INTERPRETATIONS.
3. IS SCEPTICAL OF THE FINALITY OF KNO GENERALIZATIONS AND THEORIES AS TEN SUBJECT TO CHANGE IN THE LIGHT OF N
4. APPRECIATES AND RESPECTS THE CULTUR OF OTHER COUNTRIES, RACES, AND RELI
5. IS SCEPTICAL OF THEORIES OF SINGLE SOCIAL SCIENCES.
6. IS SCEPTICAL OF PANACEAS.

sources of national power in
 er nations. Military capacity
 factor but not the only one.
 population, resources, and
 reflected in differences in

particularly attitudes of
 embers of the imperialist
 se to feelings of frustration;
 th the diffusion of nationalistic
 countries, it helps give rise
 ontries, it helps give rise to
 onalism.

SKILLS

es.

conflicts.

in ideas.

s of information in terms of
 ncy.

s of information in terms of
 ata.

hoc arguments and whole-part

rets timelines.

7. Has a sense of the passage of time.
 - a. Compares lengths of periods or events.
8. Looks for relationships among events within one country and within a world-wide time framework.
9. Tests hypotheses against data.
10. Generalizes from data.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.
2. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
3. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.
4. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.
5. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
6. IS SCEPTICAL OF PANACEAS.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

G. Culture may change by a process of diffusion.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Evaluates sources of information in terms of completeness of data.

S. Makes and interprets timelines.

III. Although culture is always changing, certain elements may persist over long periods

A. Chinese civilization extends back to 2200 B.C. and its system of empire government is more advanced than any government in the history of the world.

1. Chinese civilization began along the Yellow River valley. The people are thought to have developed a number of culture traits from the Middle East. They also developed traits which were to persist for centuries.

ulture is always
ertain parts or
ay persist over
ds of time.

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

AL OF THE FINALITY
GE: CONSIDERS GEN-
NS AND THEORIES AS
ALWAYS SUBJECT TO
THE LIGHT OF NEW

ay change by a process
ion.

ulture is always
ertain parts or
may persist over
ods of time.

sources of information
of completeness of data.

interprets timelines.

A. Chinese civilization extends back thousands of years, and its system of empire government lasted longer than any government in the history of mankind.

1. Chinese civilization began along the Yellow River valley. The people are thought to have borrowed a number of culture traits from people of the Middle East. They also developed certain culture traits which were to persist for many years.

1. Remind pupils that Communists in the U.S.S.R. had to try to overcome some of the people's attitudes but also were able to make use of some of the other attitudes and values. Say: As you study Chinese history, try to find out if the same was true in China.

Have pupils list some of the generalizations they have developed from the study of the history of other countries. Suggest that they keep this list in mind as they study Chinese history in order to decide whether or not they can still accept these generalizations or whether they wish to place limitations upon them.

2. Have a group of students present a symposium on the early river valley civilization at the time of the Shang Dynasty. The pupils should discuss the ideas of anthropologists about possible diffusion from the Middle East and why anthropologists disagree on this point. They should also describe culture traits which persisted for many years, such as the emphasis upon ancestors in religion and philosophy, the development of a written language, and the role of the ruler. In addition, the group should describe some of the beginnings of certain kinds of material culture for which China became famous later.
- *3. Have a pupil or a group of pupils begin a timeline on important events in China. (They should add to it as the unit develops.) This timeline should be placed under timelines for events in Western Europe, U. S., and Russia.

Fairservais, The
Civilization.
Seeger, Pageant of
Chapter 2.
Anthropology Proje
in the Emerge
Series on Bro
Oracle Bones.

Help may be obtain
Widening Worl
Stavrianos, G
Man, p. 594.

* Important activity to include.

that Communists in the U.S.S.R. had to try to
of the people's attitudes but also were able
of some of the other attitudes and values. Say:
Chinese history, try to find out if the same
China.

List some of the generalizations they have developed
of the history of other countries. Suggest that
list in mind as they study Chinese history in
decide whether or not they can still accept these general-
izations. Suggest whether they wish to place limitations upon them.

of students present a symposium on the early river
civilization at the time of the Shang Dynasty. The
group should discuss the ideas of anthropologists about possible
origins in the Middle East and why anthropologists disagree
on them. They should also describe culture traits which
have existed for many years, such as the emphasis upon ancestors in
Confucian philosophy, the development of a written language, and
the ruler. In addition, the group should describe some
findings of certain kinds of material culture for which
evidence is famous later.

or a group of pupils begin a timeline on important
events in China. (They should add to it as the unit develops.)
The timeline should be placed under timelines for events in
China, U. S. and Russia.

Activity to include.

Fairservais, The Origins of Oriental
Civilization.

Seeger, Pageant of Chinese History,
Chapter 2.

Anthropology Projects Case Study
in the Emergence of Civilization
Series on Bronze Vessels and
Oracle Bones.

Help may be obtained in Ewing, Our
Widening World, p. 9, or
Stavrianos, Global History of
Man, p. 594.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Generalizes from data.

S. Has a sense of the passage of time.

S. Compares lengths of periods or events.

2. China went through a long period of ...
This period was marked by the writings
who were to have a long-lasting impact
culture.

S. Reads for the main ideas.

S. Sets up hypotheses.

S. Generalizes from data.

relationships among
the country and
wide time frame-

data.

the passage of

s of periods or

2. China went through a long period of "feudalism."
This period was marked by the writings of philosophers
who were to have a long-lasting impact upon Chinese
culture.

main ideas.

ses.

to data.

Or have pupils make a new parallel timeline to show what was happening in these other places when certain events were taking place in China.

As this unit progresses, have pupils examine the parallel timelines and try to decide how events in other parts of the world may have affected those in China. Do not have the pupil or group give a formal oral report on this timeline.

4. Have a student study the period of "feudalism" in China and prepare a brief dittoed sheet comparing it with the period of feudalism in Western Europe. He should leave a discussion of the philosophers until later but should indicate briefly that these men lived and taught during this period. Have the class read this summary sheet and ask questions of the student to clarify differences between this Chinese feudal period and system and that in Europe. Pupils should examine the class timeline to note the duration of the period in China and compare it with the duration of the period since the first settlement in Jamestown as well as with the period from the decline of Rome to the so-called Renaissance in Western Europe.

- *5. Have pupils read excerpts from Confucius' writings. Have pupils identify the main ideas in their own words. Then discuss: What influence do you think each of these ideas might have had upon Chinese society if it were widely accepted by the Chinese people? (Set up hypotheses to test as the class studies the history of China.)

6. Have each pupil read (from at least one reference) about Confucius and his teachings, about Taoism, and about other pre-Buddhist religions in China (e.g. ancestor cult and animism). Perhaps show pupils filmstrips on Confuciusism and Taoism. Then discuss:

Ewing, Our Widenin
18.

Callis, China, Com
Communist, pp

Seeger, Peasant of
Chapters 5-6.

Schurzmann and S. S.
China Reader,
p. 92.

e.g. Eislen and Fl
Adventure, Vo

Ewing, Our Widenin
18.

Stavrianos, ed. Re
History, pp.

make a new parallel timeline to show what was taking place in these other places when certain events were taking place in China.

As the lesson progresses, have pupils examine the parallel timelines to decide how events in other parts of the world may have been different in China. Do not have the pupil or group give a formal presentation on this timeline.

Have pupils study the period of "feudalism" in China and prepare a summary sheet comparing it with the period of feudalism in Western Europe. He should leave a discussion of the differences until later but should illustrate briefly how life was lived and taught during this period. Have the pupils prepare a summary sheet and ask questions of the student to compare the differences between this Chinese feudal period and systems in Western Europe. Pupils should examine the class timeline to determine the duration of the period in China and compare it with the duration of the period since the first settlement in Jamestown as well as the period from the decline of Rome to the so-called Dark Ages in Western Europe.

Read excerpts from Confucius' writings. Have pupils state the main ideas in their own words. Then discuss: What do you think each of these ideas might have had upon the development of China if it were widely accepted by the Chinese people? Prepare questions to test as the class studies the history of China.

Have pupils read (from at least one reference) about Confucius, about Taoism, and about other pre-Buddhist religions in China (e.g. ancestor cult and animism). Perhaps use filmstrips on Confucianism and Taoism. Then discuss:

Ewing, Our Widening World, pp. 13-18.

Callis, China, Confucian and Communist, pp. 106-114.

Seeger, Pageant of Chinese History, Chapter 5-6.

Schumann and Bell, eds., The China Reader, Imperial China, p. 92.

e.g. Eislen and Filler, eds., Human Adventure, Vol. 2, pp. 71-73.

Ewing, Our Widening World, pp. 16-18.

Stavrianos, ed. Readings in World History, pp. 663-667.

G. Some values are conducive to change;
some make change difficult.

S. Sets up hypotheses.

S. Sets up hypotheses.

G. Political revolutions are usually
the result of multiple causes.

3. Beginning in 221 B.C., China entered
dynastic rule in which the form of
(empire) was able to survive revolutions
(with several periods of division)

are conducive to change;
change difficult.

hypotheses.

hypotheses.

revolutions are usually
of multiple causes.

3. Beginning in 221 B.C., China entered a period of dynastic rule in which the form of government (empire) was able to survive revolt after revolt (with several periods of division) until 1912.

What similarities and differences do you notice among these religions? What similarities and differences do you note between these religions of China and any which you have studied earlier? What effects do you think these religions and philosophies (other than Confucianism) would have upon other aspects of Chinese life?

Fitch, Ways of World
Life, World's Great
Yutang, Chinese Way
89.

Callis, China, Confucianism
pp. 114-120

Dun J. Li, Ageless
Eisen and Filler,

Adventure, pp

Kuo, Giants of China

McNair, ed. China,

Fairbank, U. S. and

Chai and Chai, China

China, Ch. 9.

Hu, et. al., China

Creel, Chinese History

to the Tse-tse

Bell, The Two China

pp. 36-39.

Filmstrip: Confucianism
Life.

7. Have pupils look at maps of early China. Ask: What areas would have been most open to attack prior to airplanes? What effect would the lack of physical barriers in these areas be likely to have upon China? Pupils should check their ideas as they do activity #8.

*8. Divide the class into groups to study the different periods of Chinese history from the Ch'in dynasty to (but not including) the Ching dynasty. Each group should fill in material on how the first

Ewing, Our Widenin
31, 35-37.

ities and differences do you notice among these religions?
ities and differences do you note between these religions
any which you have studied earlier? What effects do you
eligions and philosophies (other than Confucianism) would
er aspects of Chinese life?

Fitch, Ways of Worship in the Orient.
Life, World's Great Religions.

Yutang, Chinese Way of Life, pp. 82-
89.

Callis, China, Confucian and Communist,
pp. 114-120

Dun J. Li, Ageless Chinese, Ch. 2.

Eisen and Filler, eds., Human
Adventure, pp. 69-71 (Taoism).

Kuo, Giants of China, Ch. 3.

McNair, ed. China, pp. 3-7, 18-28.

Fairbank, U. S. and China, Ch. 4.

Chai and Chai, Chungking Society of
China, Ch. 9.

Hu, et. al., China, pp. 110-119.

Creel, Chinese Thought from Confucius
to Mo Tse-tung (for teachers).

Bell, The Two Chinas (pamphlet),
pp. 36-39.

Filmstrip: Confucianism and Taoism,
Life.

Look at maps of early China. Ask: - What areas would
be most open to attack prior to airplanes? What effect
would lack of physical barriers in these areas be likely to
have? Pupils should check their ideas as they do

Class into groups to study the different periods of
history from the Ch'in dynasty to (but not including)
the Han dynasty. Each group should fill in material
on how the first

Ewing, Our Widening World, pp. 19-
31, 35-37.

- G. An institution is an interrelated cluster of roles and the attached meanings and values; changes in institutions are consummated by changes in roles and consequently by changes in relations between these members and outsiders. Unless these role relations change, the institution does not change despite changes in the particular people who assume the roles.
 - G. Ideologies are important for the structure they give to the political system.
 - G. Some values are conducive to change; some make change difficult.
 - G. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are likely to be oligarchies.
 - G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.
 - G. Persistence of cultural traits may result from a reluctance to change or from lack of conditions which further change.
- a. Dynasties rose and fell for many kinds of reasons; however, the did not change.
 - b. Although the government was an autocratic rule, the autocrat was in a number of ways.
 - 1.) The emperor was dependent upon bureaucracy to carry out his emperor could not oversee a scattered officials.
 - 2.) The size of China combined with in transportation and communication recent times made it difficult central government to control remote places or even to get to them in a hurry.
 - 3.) Decrees which violated custom met by passive resistance by officials, local gentry, and to enforce such decrees ran fomenting revolution.
 - 4.) The people thought that the was responsible for building irrigation and flood control for providing relief in times famine; they did not expect in the everyday lives of the to obtain needed labor and

tion is an interrelated
roles and the attached
d values; changes in in-
are consumated by changes
d consequently by changes
s between these members
rs. Unless these role
change, the institution
ange despite changes in
lar people who assume

are important for the
they give to the political

s are conducive to change;
change difficult.

kely that one could find
ne autocracies (rule by
mplex governments; they
to be oligarchies.

olicy must be effectuated
l; in that process the
sion-making and influence
es on again.

e of cultural traits may
n a reluctance to change
ck of conditions which
ange.

- a. Dynasties rose and fell for many of the same kinds of reasons; however, the form of government did not change.
- b. Although the government was an empire marked by autocratic rule, the autocrat was really limited in a number of ways.
 - 1.) The emperor was dependant upon a vast bureaucracy to carry out his orders. The emperor could not oversee all of these scattered officials.
 - 2.) The size of China combined with the difficulties in transportation and communication until recent times made it difficult for the central government to control officials in remote places or even to get new decrees to them in a hurry.
 - 3.) Decrees which violated custom tended to be met by passive resistance by peasants, local officials, local gentry, and guilds; attempts to enforce such decrees ran the risk of fomenting revolution.
 - 4.) The people thought that the central government was responsible for building and maintaining irrigation and flood control projects and for providing relief in times of flood and famine; they did not expect it to interfere in the everyday lives of the people except to obtain needed labor and taxes.

ruler came to power, how other rulers in the dynasty became rulers, any reforms instituted by the first ruler, role of citizens in political systems, achievements made during the dynasty, and reasons for the end of the dynasty. Then have one member of each group copy its information in the appropriate place on a large wall chart or on a smaller chart from which a transparency will be made for projection.

Seeger, Pageant o
Chapters 8-1
Dun J. Li, Ageles
Callis, China, Co
Communist, C

Have the class examine the large or projected chart which compares all of these dynasties. Ask: Do you notice anything in common between how these dynasties began? between how they ended? How did rulers after the first rulers get their power? Do you notice anything in common among the early rulers in each dynasty in terms of kinds of reforms undertaken? A Chinese anthropologist has said that Chinese history is marked by "revolt without revolution." What do you think he meant? Would you agree with him? Why or why not? Was the Chinese Emperor during the different dynasties really an example of one-man rule? (Be sure to bring out the many limitations on his rule.) Were your earlier ideas about the most vulnerable frontiers correct? (See activity #7.)

to power, how other rulers in the dynasty became rulers, systems instituted by the first ruler, role of citizens in systems, achievements made during the dynasty, and the end of the dynasty. Then have one member copy its information in the appropriate place on the chart or on a smaller chart from which a transparency can be made for projection.

Class examine the large or projected chart which compares these dynasties. Ask: Do you notice anything in common between how these dynasties began? between how they ended? How did the first rulers get their power? Do you notice anything in common among the early rulers in each dynasty in terms of reforms undertaken? A Chinese anthropologist has said the history is marked by "revolt without revolution." What do you think he meant? Would you agree with him? Why or why not? Was the Chinese Emperor during the different dynasties really an absolute one-man rule? (Be sure to bring out the many limitations of absolute rule, e.g., the emperor's dependence on the bureaucracy, etc.) Were your earlier ideas about the most vulnerable parts of the system correct? (See activity #7.)

Seeger, Pageant of Chinese History,
Chapters 8-15.
Dun J. Li, Ageless Chinese.
Callis, China, Confucian and
Communist, Chapters 7-8.

5.) Confucian doctrine states that the ruler must be "moral" and should not use force to impose his will; he must have the "mandate to heaven" if he is just, or if he is immoral, or did not take care of his obligations of government. Thus the powerful Confucianism provided a rationale for the

6.) The built-in right of rebellion was seen as a right to overthrow a dynasty, not as a right to overthrow the system of government.

S. Compares lengths of periods.

S. Has a sense of the passage of time.

c. China tried constantly to extend its influence into neighboring areas and to fight off foreign influences.

- 5.) Confucian doctrine states that the ruler must be "moral" and should not resort to force to impose his will; he lost his "mandate to heaven" if he used force, was immoral, or did not take care of those tasks thought to be obligations of the central government. Thus the powerful influence of Confucianism provided a rationale for revolt.
- 6.) The built-in right of rebellion was thought of as a right to overthrow a particular dynasty, not as a right to overthrow the system of government.

lengths of periods.

of the passage

c. China tried constantly to extend its borders and its influence into neighboring areas while fighting off foreign influences.

Have pupils examine the class timeline and compare the length of the total period of dynasties with the period of U. S. government since 1789.

Project maps showing the expansion of China under different dynasties.

Maps on empires of
Callis, China
Communist, p

examine the class timeline and compare the length
period of dynasties with the period of U. S.
since 1789.

showing the expansion of China under different

Maps on empires can be found in
Callis, China, Confucian and
Communist, p. 107.

G. Culture may change by a process of diffusion.

S. Generalizes from data.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

G. Culture may change by a process of diffusion.

G. Culture may change as a result of innovation from within a society.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Persistence of cultural traits may result from a reluctance to change or from a lack of conditions which further change.

d. During the 1st century, Buddhism came to China from India. It never became as important as Confucianism in its influence upon Chinese life, but it gained considerable influence.

e. During the 9th to 17th centuries, China was considered very isolated. It developed a feeling of marked isolation, tried to isolate themselves from the West and demanded sovereignty over those who traded with them.

may change by a process of
n.

izes from data.

RES AND RESPECTS THE CULTURAL
IONS OF OTHER COUNTRIES,
AND RELIGIONS.

may change by a process of
n.

may change as a result of
on from within a society.

or relationships among events
one country and within a world-
ne framework.

hypotheses.

ypotheses against data.

ence of cultural traits may
from a reluctance to change
a lack of conditions which
change.

d. During the 1st century, Buddhism spread to China from India. It never became quite so important as Confucianism in terms of its influence upon Chinese life, but by 800 A.D. it had gained considerable influence in China.

e. During the 9th to 17th centuries, Chinese civilization was considered very advanced. The Chinese developed a feeling of marked superiority. They tried to isolate themselves from such contact with the West and demanded servility from those who traded with them.

- *9. Have pupils read about Buddhism and its spread to China. Perhaps show a filmstrip or film on Buddhism. Then have the class compare Buddhism with Confucianism and Taoism.

Ewing, Our Widenin
35.
Welty, The Asians
and Their De

- *10. Have pupils read different articles or books describing: (a) how Westerners who visited China viewed China from 1200 to 1700, and (b) contributions made by China to the rest of the world during this period. Each student should read one article about one of these topics. Then hold a class discussion on the question: How high did the Western Europeans rate the Chinese culture from 1200 to 1700? Why?

Stavrianos, ed. R
History, pp.
"Selected Reading
Komroff, ed. Trav

Have pupils look at the parallel timeline and consider what they have found out about Chinese culture and European culture at this time. Discuss: If you had been an educated person living in China during this period, how would you have compared our culture with that in Western Europe and Russia? Why?

- *11. Now have pupils read different excerpts describing the attitude of the Chinese toward foreigners during the 16th-18th centuries. Discuss: What effects would this attitude have upon trade and upon Chinese society?

See for example:
Readings in
pp. 686-689
Eisen and Filler
venture; Vol

Schurmann and Sc
inder, Imp
pp. 108-113

read about Buddhism and its spread to China. Perhaps a strip or film on Buddhism. Then have the class compare with Confucianism and Taoism.

Ewing, Our Widening World, pp. 31-35.

Welty, The Asians, Their Heritage and Their Destiny.

read different articles or books describing: (a) how who visited China viewed China from 1200 to 1700, and contributions made by China to the rest of the world during this period. Each student should read one article about one of these periods. Then hold a class discussion on the question: How do the Western Europeans rate the Chinese culture from 1200 to 1700? Why?

Stavrianos, ed. Readings in World History, pp. 671-682.

"Selected Readings on China."

Komroff, ed. Travels of Marco Polo.

look at the parallel timeline and consider what they can learn about Chinese culture and European culture at this period. Discuss: If you had been an educated person living in China during this period, how would you have compared our culture with that of Europe and Russia? Why?

students read different excerpts describing the attitude of Europeans toward foreigners during the 16th-18th centuries. What effects would this attitude have upon trade and European society?

See for example: Stavrianos, ed., Readings in World History, pp. 686-689.

Eisen and Filler, eds., Human Adventure, Vol. 1, pp. 256-257.

Schurmann and Schell, eds., China Reader, Imperial China, pp. 108-113.

S. Sets up hypotheses.

S. Compares lengths of periods or events.

S. Has a sense of the passage of time.

S. Sets up hypotheses.

4. Life in 1700 during the early Manchu the Ching dynasty illustrates the figuration of "Old" China or "tra" prior to the increase in outside. also illustrates the way in which or New Confucianism permeated all and society.

S. Tests hypotheses against data.

S. Generalizes from data.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change; some make change difficult.

G. It is unlikely that one could find many genuine autocracies in complex governments.

hypotheses.

lengths of periods or

se of the passage of

hypotheses.

4. Life in 1700 during the early Manchu period under the Ching dynasty illustrates the cultural configuration of "Old" China or "traditional" China, prior to the increase in outside influences. It also illustrates the way in which Neo-Confucianism or New Confucianism permeated all of Chinese culture and society.

hypotheses against data.

izes from data.

culture is an integrated
based on fundamental
es or values.

ues are conducive to change;
e change difficult.

likely that one could find
uine autocracies in complex
nts.

12. Have pupils look at the parallel timeline and compare the length of Manchu rule in China with the length of U. S. history since independence.

Remind pupils that Manchu rule represented foreign rule to the Chinese. Ask: If you had been the Manchu rulers, how would you have tried to control the Chinese who greatly exceeded the numbers of Manchu? Tell pupils to check their ideas against what the rulers actually did as they study life in 1700.

- *13. Have pupils read an overview of life in 1700, during the early period of Manchu rule. They should try to identify key aspects of the political system, the social system, the economic system, and the cultural values and postulates. They should also try to decide to what degree the political, social, and economic systems were integrated by the basic values and postulates.

Ewing, Our Wideni
57, describe
More on Neo Confu
found in Cree

If there are not enough copies of Ewing's description to go around the class, have some pupils work on this activity, while others are working on individual and small group projects to be presented later in the unit. As those using the Ewings, complete their reading, have them begin to work on individual and small group activities, while the others read the Ewing material.

"Selected Readings on China."

Look at the parallel timeline and compare the length in China with the length of U. S. history since

What Manchu rule represented foreign rule to the

If you had been the Manchu rulers, how would you control the Chinese who greatly exceeded the numbers? All pupils to check their ideas against what they did as they study life in 1700.

Read an overview of life in 1700, during the early Manchu rule. They should try to identify key aspects of the political system, the social system, the economic system, and the basic values and postulates. They should also try to determine to what degree the political, social, and economic systems were influenced by the basic values and postulates.

Not enough copies of Ewing's description to go around? Have some pupils work on this activity, while others are working on individual and small group projects to be presented to the class. As those using the Ewings, complete their reading, they can go on to work on individual and small group activities, while others read the Ewing material.

Ewing, Our Widening World, pp. 39-57, describes life in 1700. More on Neo Confucianism can be found in Creel, Chinese Thought.

- G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.
- G. Political power is unequally distributed in a population.
- G. A given culture is an integrated whole, based on fundamental postulates or values.
- G. Families in different societies have different functions and differing emphases upon similar functions.
- G. The structure of the family varies from society to society.
- G. Whenever things valued by a society are scarce, there will be differential access to and control of these varied and scarce things by sub-groups within the society. These scarce things may be material or non-material.
- G. Control of one or a few scarce things may enable a group to get control of other scarce and valued things and thus pyramid their control or power.
- G. The more widespread the system of education, the greater the mobility between classes.

After all students have read the material on China in 1700, discuss:

- (1) To what extent was political decision-making centralized or shared? What factors affected the decisions of the Manchus to permit many Chinese bureaucrats to continue in office and so share some decision-making? Does the data on the political system support or contradict your earlier hypotheses (#12) about how the Manchus would try to control the Chinese? What role did the ordinary Chinese citizen play in the political system? How did Neo-Confucianism affect the political system?
- (2) What was the role of the family in the social system? Was it more, less, or of about equal importance to the family's role in our society? How did the family structure differ from that in Western Europe, the U.S.S.R., and the U. S.? How was the family affected by Neo-Confucianism?
- (3) How were classes differentiated in this society? To what extent was social mobility between classes possible? How was status in this society acquired? How was the class structure affected by Neo-Confucianism?
- (4) Where would the economic system fit on this triangle diagram for showing different amounts of emphasis upon tradition and reciprocal relationships, upon a market economy, and upon command as a means of resolving basic economic questions of what, how much, and how to produce and how to distribute what is produced? How did the economic system compare with that of the Tsars in Russia? How did the non-agricultural system of production compare with our modern factory system? (What was the difference in how the different factors of production were combined?) How did the system of taxation affect who got what part of the goods and services produced? How was forced labor used in this economic system? How was the economic system affected by Neo-Confucianism?

- G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.
- G. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to arouse or prevent class conflict.
- G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.
- G. Economic systems are usually mixed.
- G. In command economies, most of the basic economic decisions are made by the government.
- G. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.
- G. Division of labor and specialization in any mass production system permit reduction of cost per unit produced.

(5) What was the role of China in international affairs at this time? How did China treat other countries or tribal groups which wished to trade with it?

Have pupils look at the parallel timeline once more. Ask: What was happening in Western Europe in this general period? in Russia? How willing do you think people from these areas would be to accept Chinese demands for any such behavior?

(As pupils discuss these questions, have them make a list of the chief characteristics of Chinese society in 1700 so that they can compare that society with Chinese society in later periods. Perhaps have a student prepare a wall chart showing these characteristics in abbreviated form.)

G. Output can be increased by the development of tools and power to replace manpower.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Generalizes from data.

5. Chinese society developed considerably despite the great size of the country and the strength of nationalistic feelings. This culture was promoted by a common written language, a common philosophy, and by a common family system.

G. The existence of culture is dependent upon man's ability to use symbols in communication.

increased by the
tools and power
power.

relationships among
one country and
all-wide time frame-

data.

5. Chinese society developed considerable cultural unity despite the great size of the country and the lack of nationalistic feelings. This cultural unity was promoted by a common written language, by a common philosophy, and by a common family system.

e of culture is
on man's ability
ls in communication.

*14. Also discuss: How did Neo or new Confucianism differ from the teachings of Confucius himself? What difference did those variations in beliefs make for Chinese society? To what extent was Neo-Confucianism accepted by the different parts of society? Why was China able to develop considerable homogeneity despite its lack of nationalism and its great size?

15. Have a pupil give an illustrated report on the Chinese language. He should point out the difficulty of learning to write the language, the universality of the written language in all of China, and the different variations in dialects within China.

Stavrinos, Readings in
pp. 661-663.

Yutang, Chinese Way of L
54.

Callis, China, Confucian
pp. 31-34.

Fairbank, The U. S. and
44.

How did Neo or new Confucianism differ from the
Confucius himself? What difference did these vari-
ants make for Chinese society? To what extent was
it accepted by the different parts of society? Why
did it develop considerable homogeneity despite its lack
of its great size?

See an illustrated report on the Chinese language.
out the difficulty of learning to write the language,
of the written language in all of China, and the
various dialects within China.

Stavrianos, Readings in World History,
pp. 661-663.

Yutang, Chinese Way of Life, pp. 41-
54.

Callis, China, Confucian and Communist,
pp. 31-34.

Fairbank, The U. S. and China, pp. 41-
44.

- G. Control of one or a few scarce, valued things may enable the group to get control of other scarce and valued things and thus pyramid their control. i.e. achieve power.
- G. Members of a class can move out of the class by various means and this mobility may be up or down; the degree of vertical mobility varies from society to society.
- G. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.
- G. Some values are conducive to change; some make change difficult.
- S. Evaluates sources of information in terms of completeness of data.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.
- S. Generalizes from data.

- G. Families in different societies have different functions and differing emphasis upon similar functions.
- 6. Traditional Chinese society with strong stratification system open or permitted more social mobility than many traditional societies.
- 7. The family system reflected Confucianism and had important effects upon the society as well as upon basic personality.

of one or a few scarce, things may enable the group control of other scarce and things and thus pyramid their i.e. achieve power.

6. Traditional Chinese society was marked by a strong stratification system but was also more open or permitted more social mobility than many traditional societies.

if a class can move out of the various means and this mobility or down; the degree of vertical varies from society to society.

recruitment of bureaucracy and often has been responsible definition of its political

es are conducive to change; change difficult.

sources of information in completeness of data.

RES AND RESPECTS THE CULTURAL
IONS OF OTHER COUNTRIES, RACES,
IONS.

es from data.

in different societies have
t functions and differing emphasis
lar functions.

7. The family system reflected Confucian philosophy and had important effects upon other aspects of society as well as upon basic personality patterns.

16. Remind students of their conclusions about the possibilities of social mobility as a result of civil service examinations. Point out that one member of the class has made a further study of this examination system. As pupils listen to his report, they should try to decide whether or not their original conclusions should be modified or not.

Have a pupil report on the Civil Service examinations, the degree to which these exams made possible vertical mobility, and the way in which the type of exam affected government administration. (e.g. Were the kinds of things emphasized in the exams important for government officials? What effects would studying for these exams have upon people's attitudes to and condition and change?) The pupils should also point out the differences in historical interpretation on the degree of social mobility.

Have the class compare the stratification system in China during the early part of the 19th century with that in Russia during the same period.

17. Have a group of pupils read further on family life in old China.

Stavrianos, ed., Re
History, pp. 6
Menzel, The Chinese
Eisen and Miller,
... .., Vol.
Merrill, ed., China

Yutang, Chinese Wa
pp. 73-81.

...s of their conclusions about the possibilities of
...y as a result of civil service examinations. Point
...member of the class has made a further study of this
...system. As pupils listen to his report, they should
...whether or not their original conclusions should be
...ot.

...report on the Civil Service examinations, the degree
...exams made possible vertical mobility, and the
...the type of exam affected government administration.
...kinds of things emphasized in the exams important
...officials? What effects would studying for these
...a people's attitudes toward education and change?)
...ould also point out the differences in historical
...on the degree of social mobility.

...s compare the stratification system in China during
...t of the 19th century with that in Russia during
...od.

Stavrianos, ed., Readings in World
History, pp. 668-671.
Manzel, The Chinese Civil Service.
Mison and Miller, eds., China in Ad-
vance, Vol. 2, pp. 74-76.
Sobole, ed., China, pp. 7-11.

...of pupils read further on family life in old China.

Yutang, Chinese Way of Life,
pp. 73-81.

- G. Although culture is always changing, certain aspects or elements persist over long periods of time.
- G. The structure of the family varies from society to society.
- G. All cultures have the nuclear family, even if the ideal combines the nuclear family in a more complex extended family system.
- G. Every society provides for a differentiation of status among its members on the dimensions of age and sex plus additional aspects of differentiation.
- G. Methods of mate selection vary over time and from one society to another. They are intimately tied up with the position of women, with attitudes toward property, with the stratification of society, and with other aspects of culture.
- G. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalities with some common characteristics (modal personalities) different from those in other societies.

Then have them present a symposium on family life in different social classes. They should use autobiographical materials as well as other books. They should note changes in different periods as shown by the books they read. Then discuss:

- a. Why was the nuclear family more nearly the norm than the extended family even though the extended family was the ideal form of family?
- b. Regardless of whether or not the traditional Chinese family was an extended family or only a nuclear family, how did the family structure (in terms of role relationships) differ from the typical American family? How did marriage selection differ? If you lived in an extended family, why would the Chinese marriage pattern make sense? How else did Chinese attitudes about families differ from those common in this country?
- c. What effects did the family system (structure and beliefs about family) have upon the development of personality? Or, suppose you had grown up in the Chinese family system? How do you think you would differ in your values? In the kind of person you would be?

O'Brian, et. al.,
Sociology, pp
Dun J. Li, Ageless
365.
Yutang, My Country
Chapter 5, pp
Schurmann and Sche
Reader, Imper
pp. 37-42, or
Fairbank, U. S. an
42, 52-53, 87

them present a symposium on family life in different
ages. They should use autobiographical materials
from other books. They should note changes in different
ages shown by the books they read. Then discuss:

1. Is the nuclear family more nearly the norm than the
extended family even though the extended family was the
norm of family?

2. What are the reasons for the change from the traditional Chinese
extended family to only a nuclear family, and
what is the family structure (in terms of role relationships)
like in the typical American family? How did marriage
patterns differ? If you lived in an extended family, why
would these marriage patterns make sense? How else
do attitudes about families differ from those common
in the U.S. today?

3. How do the family system (structure and beliefs
and values) have upon the development of personality? Or,
if you had grown up in the Chinese family system? How
do you think you would differ in your values? In the kind
of person you would be?

O'Brien, et. al., Readings in General
Sociology, pp. 412-415.

Dun J. Li, Ageless Chinese, pp. 359-
365.

Yutang, My Country and My People,
Chapter 5, pp. 176-182.

Schurmann and Schell, eds., China
Reader, Imperial China,
pp. 37-42, or

Fairbank, U. S. and China, pp. 28-
42, 52-58, 87-94.

- G. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalities with some common characteristics (modal personalities) different from those in other societies.
- G. Some values are conducive to change; some make change difficult.
- G. A given culture is an integrated whole, based on fundamental postulates or values.
- G. Family structure may make change difficult.
- A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

18. Have a mature student read Hsu's Americans and Chinese. He should tell the class what this Chinese anthropologist who now lives in America sees as the basic differences in attitudes and values between Chinese and Americans. How does he account for these differences? What effects does he think these differences have upon other aspects of life in China and in the U. S.?

Hsu, Americans and

19. A student who is interested in art might prepare a bulletin board display of traditional Chinese art. Discuss with the class: Do these examples of art seem to fit in with any of the important religious or philosophical beliefs of the Chinese? Why? Have the student who has prepared the exhibit explain some of the answers he has found to this question during his investigation.

Use school library
art department
library.
Fessler, China,

student read Hsu's Americans and Chinese. He
in class what this Chinese anthropologist who
America sees as the basic differences in attitudes
between Chinese and Americans. How does he account
for these differences? What effects does he think these differ-
ences have on other aspects of life in China and in the U. S.?

Hsu, Americans and Chinese.

Who is interested in art might prepare a bulletin board
with additional Chinese art. Discuss with the class: Do
works of art seem to fit in with any of the important
philosophical beliefs of the Chinese? Why? Have
the student who has prepared the exhibit explain some of the
answers he has found to this question during his investigation.

Use school library resources or
art department in a public
library.

Fessler, China, Chapter 4.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change; some make change difficult.

8. Traditional Chinese society failed to organize a scientific system or to adopt western technology and industrialization. Failure can be traced in part to postulates and values.

S. Tests hypotheses against data.

9. A given culture is an integrated whole based on fundamental postulates or values.

n culture is an in-
ed whole, based on
ental postulates or

alues are conducive to
; some make change difficult.

8. Traditional Chinese society failed to develop an organized scientific system or to keep up with western technology and industrialization. This failure can be traced in part to philosophic ideas and values.

hypotheses against data.

9. A given culture is an integrated whole based on fundamental postulates or values.

Or have the pupil use slides or use an opaque projector to project pictures. He should follow the procedure of asking pupils what relationships they see between this art and the basic values and postulates of the Chinese before he comments on the relationship.

20. Have a pupil who is interested in poetry read selections from Chinese poetry and tell the class about differences and similarities between Chinese and U. S. poetry. How do the differences illustrate the basic differences in attitudes toward society and the world in which we live?
- *21. Discuss: On the basis of what you have studied so far, why do you think China failed to develop an advanced scientific system and an industrial society when it had shown centuries earlier that it could make such important inventions? After pupils have discussed this question for a time, read aloud quotations from authors such as Fairbanks or Hsu which relate to the question. Have pupils try to decide whether or not they agree with these authors.
- *22. Review the social ranking of merchants in traditional Chinese society. Ask: Suppose you had been such a merchant and had made a fortune. What would you be tempted to do? Why? Tell pupils Turner's description of how such people acted. Then discuss: What effect would such behavior on the part of rich merchants have upon the development of industry in China? Why?
- *23. Hold a summarizing discussion on the following question: "It has been stated that all aspects of society are interrelated

Payne, White P
Yutang, My Cou
Hart, Poems of

Fairbanks, The
op. 47-52
Hsu, The Ameri
pp. 370-3
Callis, China,
Communist

See background
China."
"Selected Read

pupil use slides or use an opaque projector to pictures. He should follow the procedure of asking relationships they see between this art and the ideas and postulates of the Chinese before he comments on the relationship.

1. Who is interested in poetry read selections from Chinese poetry and tell the class about differences and similarities between Chinese and U. S. poetry. How do the selections illustrate the basic differences in attitudes toward life and the world in which we live?

2. On the basis of what you have studied so far, why do you think China failed to develop an advanced scientific system and industrial society when it had shown centuries earlier that it could make such important inventions? After pupils have discussed this question for a time, read aloud quotations from authors such as Fairbanks or Hsu which relate to the question and try to decide whether or not they agree with these

3. On the basis of the social ranking of merchants in traditional Chinese society, ask: Suppose you had been such a merchant and had been in a position of power. What would you be tempted to do? Why? Tell the class your answer and compare it with the author's description of how such people acted. Then ask: What effect would such behavior on the part of rich merchants have upon the development of industry in China? Why?

4. Summarizing discussion on the following question: "It is stated that all aspects of society are interrelated

Payne, White Pony.
Yutang, My Country, pp. 241-258.
Hart, Poems of the Hundred Names.

Fairbanks, The U. S. and China,
pp. 47-52.
Hsu, The Americans and the Chinese,
pp. 370-378.
Callis, China, Confucian and Communist, pp. 93-94.

See background papers on "Communist China."
"Selected Readings on China."

G. A given culture is an integrated whole, based on fundamental postulates or values.

- a. Confucianism and later Neo-Confucian central philosophy of Chinese and attitudes toward all aspects of society tended to integrate all social institutions.
- b. The type of family and attitude toward it tended to develop a basic situation rather than individualism in China as a result Chinese tended to look to family and primary groups rather than to money or getting ahead in the world.
- c. The attitude of fitting in with the natural world, rather than attempting to affect the economic system, political development, and scientific development.

G. Culture may change by a process of diffusion.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

B. During the middle of the 19th century, China was much influenced by western contacts. Some of this came as a result of reaction to western technology and industry led to changes in technology and industry led to changes in life. So did changes in ideas about the individual.

are is an integrated
on fundamental postulates

- a. Confucianism and later Neo-Confucianism became the central philosophy of Chinese and affected their attitudes toward all aspects of society and tended to integrate all social institutions.
- b. The type of family and attitude toward family tended to develop a basic situation mindedness rather than individualism in Chinese culture; as a result Chinese tended to look for security from people and primary groups rather than from acquiring money or getting ahead in the world.
- c. The attitude of fitting in with nature of the natural world, rather than conquering it, tended to affect the economic system, technological development, and scientific development.

change by a process

- B. During the middle of the 19th century, China began to be much influenced by western contacts. Some cultural changes came as a result of reaction to western domination and some by way of diffusion of ideas and technology. Changes in technology and industry led to changes in other aspects of life. So did changes in ideas about the role of the individual.

one aspect of a culture
effects upon other aspects;
ramify, whether they
logical, in social organ-
ideology, or whatever
part of the cultural

and held together by people's basic values or attitudes toward life. Do you think that evidence from the traditional Chinese society supports or contradicts this statement?

*24. Have pupils read about the period of growing Western influence and imperialism in China during the 19th century. Discuss: Why was China unable to resist western imperialism? If you had been Chinese, how would you have reacted to Western demands? How did Western civilization influence Chinese civilization?

Seeger, Pagean

pp. 335-3

Bell, The Two

Ewing, Our Wid

Stavrianos, Gl

631.

Armstrong, Chi

Schwartz, Chi

r by people's basic values or attitudes toward
think that evidence from the traditional Chinese
s or contradicts this statement?

ad about the period of growing Western influence
n in China during the 19th century. Discuss: Why
le to resist western imperialism? If you had been
ould you have reacted to Western demands? How did
zation influence Chinese civilization?

Secger, Pageant of Chinese History,
pp. 335-345.

Bell, The Two Chinas, pp. 52-61.

Ewing, Our Widening World, pp. 59-67.

Stavrianos, Global History, pp. 630-
631.

Armstrong, Chinese Dilemma, Ch. 6.

Schwartz, China, Ch. 4.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- G. In the international system, inequalities of power only invite the use of some form of coercion.
- F. Political revolutions are usually the result of multiple causes.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

25. A student might prepare several cartoons showing Chinese and English views of the Opium War.

Seeger, Distant of
pp. 322-328.
Dun J. Li, The Age
pp. 391-400.
Eisen and Miller,
venture, Vol.
Schurmann and Sche
Reader, Imper
142.

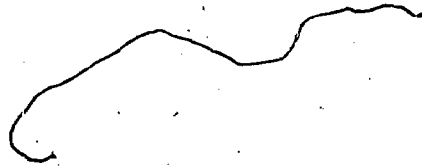
26. Perhaps have a pupil prepare a map showing foreign spheres of influence in China and the loss of certain areas of China in the late 19th century. Now make up a map of the U. S. showing imaginary spheres for equally important areas. Discuss: What would be your reaction to such spheres of influence in the U. S.? If you had been Chinese, how would you have reacted to the actual spheres of influence?

27. Have a good student investigate and report briefly on some of the problems which were facing China internally during the first part of the 19th century. He should discuss such topics as population growth and pressure upon developed resources, the central government's ability to deal with problems of poverty and floods, corruption in the bureaucracy, the rise of war lords, and the weaknesses of emperors.

e.g., Barnett, Con
Perspective,
Schurmann and Sche
Reader, Imper
pp. 6-7.
Fairbank, The U.
pp. 125-126,

Discuss: Suppose western countries had not begun to interfere in Chinese affairs. In the light of what you have learned in the past, what might you have expected to have happen in China before too many years? Why?

ight prepare several cartoons showing Chinese and
ys of the Opium War.



e a pupil prepare a map showing foreign spheres of
n China and the loss of certain areas of China in
th century. Now make up a map of the U. S. showing
pheres for equally important areas. Discuss: What
ur reaction to such spheres of influence in the U. S.?
been Chinese, how would you have reacted to the actual
influence?

student investigate and report briefly on some of the
ich were facing China internally during the first part
century. He should discuss such topics as population
pressure upon developed resources, the central govern-
ity to deal with problems of poverty and floods,
in the bureaucracy, the rise of war lords, and the
of emperors.

ppose western countries had not begun to interfere in
airs. In the light of what you have learned in the past,
you have expected to have happen in China before too
Why?

Seeger, Essays of Chinese History,
pp. 322-328.

Dun J. Li, The Ageless Chinese,
pp. 391-400.

Eisen and Miller, eds., Human Ad-
venture, Vol. 2, pp. 81-84.

Schurmann and Schell, eds., China
Reader, Imperial China, pp. 131-
142.

e.g., Barnett, Communist China in
Perspective, pp. 10-11.

Schurmann and Schell, eds., China
Reader, Imperial China,
pp. 6-7.

Fairbank, The U. S. and China,
pp. 125-126, 131.

- G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture (or dominating society), or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore their old cultural values.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

28. Have pupils read Hung Jen-kan's reform proposals just prior to the Taiping Rebellion. Discuss: How would you think the Americans and other foreigners in China would react to a movement making such suggestions for China? Why? Review what pupils read earlier about the Taiping Rebellion, or have a pupil give a report on this rebellion, adding to what pupils already know about it. Then discuss: Why did the foreign groups in China finally come to the support of the Manchus rather than the reformers? What effects did the rebellion have upon China?

Eisen and Filler,
venture, Vol
(reform propo
Don J. Li, Ageles
406.
Eisen and Filler,
venture, Vol

Have pupils read Scarth's account of punishment in China in the late 1840's. Discuss: Do you think the types of punishment used by the Manchu rulers could have had anything to do with the excesses shown by the rebels during the Taiping Rebellion? Why or why not?

"Selected Reading

29. Several pupils might investigate the Boxer Rebellion. They should then role-play two imaginary situations: (a) a group of foreigners, including an American, who are discussing the revolt and its results, and (b) a group of Chinese who are discussing the revolt and its results.

Fleming, Siege of
Hirschfeld, Fifty
Terror.
Seeger, Pageant of
pp. 345-353.

Afterwards hold a class discussion on the causes of the revolt, the reasons for its failure, and the effects of the revolt.

Lead Hung Jen-kan's reform proposals just prior to rebellion. Discuss: How would you think the Americans and foreigners in China would react to a movement making such a revolution for China? Why? Review what pupils read earlier about the rebellion, or have a pupil give a report on this relating to what pupils already know about it. Then discuss: Would foreign groups in China finally come to the support of the reformers rather than the reformers? What effects did the rebellion have upon China?

Lead Searth's account of punishment in China in the late 19th century. Discuss: Do you think the types of punishment used by the Chinese could have had anything to do with the excesses shown during the Taiping Rebellion? Why or why not?

Students might investigate the Boxer Rebellion. They should study two imaginary situations: (a) a group of foreigners, American, who are discussing the revolt and its results, and (b) a group of Chinese who are discussing the revolt and its results.

Lead a class discussion on the causes of the revolt, the revolt itself, its failure, and the effects of the revolt.

Eisen and Filler, eds., Human Adventure, Vol. 2, pp. 85-86, (reform propaganda).

Don J. Li, Ageless Chinese, pp. 400-406.

Eisen and Filler, eds., Human Adventure, Vol. 2, pp. 86-87.

"Selected Readings on China."

Fleming, Siege of Peking.

Hirschfeld, Fifty-five Days of Terror.

Seeger, Pageant of Chinese History, pp. 345-353.

- G. Although culture is always changing, many traits or elements persist over long periods of time.
- G. Culture may change through a process of diffusion.
- G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

*30. Have pupils read Chamberlain's dispatches on the treatment of China by foreigners after the rebellion was put down. Discuss: If you had been Chinese at this time, how would you have reacted to foreigners, including Americans? How would you have felt about missionaries?

"Selected Readings"

31. Give pupils a brief summary of the Open Door Policy or have them read brief descriptions of this policy in history textbooks. Then discuss: How do you think Americans would expect the Chinese to view this policy? Why? If you had been living in China at that time, how do you think you would have viewed it? Why?

32. Have a pupil draw cartoons showing the Chinese attitudes toward the West in the early part of the 19th century and in the early part of the 20th century. What changes were there? Why?

33. Have several pupils read biographies or autobiographies of Chinese who report what their lives were like prior to, during, and after the revolution of 1911. Have them present a panel discussion in which they point out ways in which life in China was changing and ways in which changes were related to western influence.

Chao, Autobiography of a Woman.

Suylin, The Cripple.

Baker, Sun Yat Sen.

Buck, The Man Who...

Read Chamberlain's dispatches on the treatment of foreigners after the rebellion was put down. Discuss: How did the Chinese at this time, how would you have reacted including Americans? How would you have felt about

"Selected Readings on China."

Write a brief summary of the Open Door Policy or have them read descriptions of this policy in history textbooks. Then discuss: Do you think Americans would expect the Chinese to react a certain way? Why? If you had been living in China at that time, how do you think you would have viewed it? Why?

Read cartoons showing the Chinese attitudes toward foreigners in the early part of the 19th century and in the early 20th century. What changes were there? Why?

Students read biographies or autobiographies of Chinese people and discuss how their lives were like prior to, during, and after the Revolution of 1911. Have them present a panel discussion in which they point out ways in which life in China was changing and which changes were related to western influence.

Chao, Autobiography of a Chinese Woman.

Suylin, The Crippled Tree.

Baker, Sun Yat Sen.

Buck, The Man Who Changed China.

G. Political revolutions are usually the result of multiple causes.

A. IS SCEPTICAL OF THE THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

A. IS SCEPTICAL OF PANACEAS.

G. Although culture is always changing, certain traits or elements persist over long periods of time.

S. Evaluates sources of information in terms of bias and competency.

C. The new Republic of China failed to solve domestic problems or problems which China's relations with foreign countries created. The Japanese invasion and later World War II created the problems of government and hastened the fall of the Republic and the establishment of the People's Republic of China.

revolutions are usually
of multiple causes.

AL OF THE THEORIES OF
EATION IN THE SOCIAL

n, and particularly
of superiority by
the imperialist
ive rise to feelings
tion; when combined with
ion of nationalistic ideas
scenarios, it helps give
elings of nationalism.

AL OF PANACEAS.

ulture is always changing,
raits or elements persist
periods of time.

sources of information
of bias and competency.

- C. The new Republic of China failed to solve either basic domestic problems or problems which the Chinese saw in China's relations with foreign countries (e.g. imperialism). The Japanese invasion and later World War II complicated the problems of government and hastened the downfall of the Republic and the establishment of Communist control.

- *34. Have pupils read about the causes and results of the revolution of 1911. They should analyze the differences among those who supported the revolution, the reasons why concessions by the government did not prevent revolution, Sun Yat Sen's ideas and role in the revolution, and the early years of the republic. Discuss: Did the revolution solve the problems facing China?

Bell, Two Chinas
Ewing, His Wife
Eisen and Miller,
2, pp. 83-89.
Seager, Exponent of
pp. 353-361.
Dun J. Li, Ageless
466.

- *35. Have a group of students present a symposium on life in China during the 1920's and 1930's. They should discuss: (a) similarities and differences between life in China then and earlier, and (b) the bias and competency of the authors whose books they have used.

Wain, House of P.
Buck, The Good Earth
Hersey, A Single
Su-ling and Cross
Confucius.
Yang, A Chinese
Hu, et. al., China
(family).
Yang, C. K., China
Society: The
Village, Pt.
Chapter 6.

read about the causes and results of the revolution
they should analyze the differences among those who
the revolution, the reasons why concessions by the
did not prevent revolution, Sun Yat Sen's ideas and
revolution, and the early years of the republic.
Did the revolution solve the problems facing China?

of students present a symposium on life in China
1920's and 1930's. They should discuss: (a) similarities
between life in China then and earlier, and (b) the
competency of the authors whose books they have used.

Bell, Two Chinas, pp. 64-67.
Ewing, This Widening World, pp. 67-71.
Eisen and Filler, Human Adventure, Vol.
2, pp. 88-89.
Seeger, Essays of Chinese History,
pp. 353-361.
Dun J. Li, Ageless Chinese, pp. 434-
466.

Wain, House of Exile.
Buck, The Good Earth
Hersey, A Single Pebble
Su-ling and Cressy, Daughter of
Confucius.
Yang, A Chinese Village.
Hu, et. al., China, pp. 171-173,
(family).
Yang, C. K., Chinese Communist
Society: The Family and the
Village, Pt. II, pp. 17-22 and
Chapter 6.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Living levels in the U. S. are very high compared to those in most countries.

G. Change may come as a result of a process of diffusion.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

S. Generalizes from data.

36. Have a pupil pretend to be a government investigator sent out by the government in the 1930's and early 40's to investigate peasant conditions. He should write his report.

Or have pupils all read brief excerpts about peasant life during the 1930's and 1940's and about famines during this period.

37. Have pupils read about the development of a Communist movement in China, beginning with Sun Yat Sen's agreement with the Soviet Union, and Chiang Kai Shek's struggle with the Communists. Discuss: Why did Communism make so little progress at first? What finally enabled them to gain more support? Also ask: From what social class did the early Communist leaders come?

Perhaps show the film Mao Tse-tung which describes the Chinese Communist Party up until the time of the Communist victory. Compare the film with the ideas expressed in the readings on the Communist movement.

38. Have an oral report on Mao Tse-tung's ideas. Discuss: How did Mao differ from Soviet Communist leaders in his ideas about Communism? How did he try to state his ideas in order to keep from alienating western countries and the Chinese people? Does Mao Tse-tung's life support or contradict the Marxian idea about the forces which affect the course of history?

Stavrianos, Reading
pp. 708-718,
White and Jacoby,
China, pp. 2
176.
C. K. Yang, Chinese
Society, Pt.

Soeger, Pageant
pp. 367-375.
Callis, China, Co
Communist,
Kuo, Giants of Ch
Bell, The Two Chi
Ewing, Our Widen
74.

Film: Mao Tse-tu
26 min.

Payne, Mao Tse-tu

extend to be a government investigator sent out by
in the 1930's and early 40's to investigate peasant
should write his report.

all read brief excerpts about peasant life during
1940's and about famines during this period.

and about the development of a Communist movement
beginning with Sun Yat Sen's agreement with the
and Chiang Kai Shek's struggle with the Communists.
Did Communism make so little progress at first?
What enabled them to gain more support? Also ask:
What social class did the early Communist leaders come from?

Watch the film Mao Tse-tung which describes the Chinese
movement up until the time of the Communist victory.
Compare with the ideas expressed in the readings on
the movement.

Write a report on Mao Tse-tung's ideas. Discuss: How did
the Soviet Communist leaders in his ideas about
China? How did he try to state his ideas in order to keep
the support of western countries and the Chinese people? Does
his life support or contradict the Marxian idea about
China? How do they affect the course of history?

Stavrianos, Readings in World History,
pp. 708-718, or

White and Jacoby, Thunder Out of
China, pp. 21-23, 27-32, 166-
176.

C. K. Yang, Chinese Communist
Society, Pt. II, Chs. 3-5.

Sooger, Pageant of Chinese History,
pp. 367-375.

Callis, China, Confucian and
Communist, Ch. 14.

Kuo, Giants of China, Ch. 9.

Bell, The Two Chinas, pp. 68-70.

Ewing, Our Widening World, pp. 71-
74.

Film: Mao Tse-tung, McGraw-Hill,
26 min.

Payne, Mao Tse-tung.

- G. In the international system, inequalities of power only invite the use of some form of coercion.
- G. There are many sources of national power in dealing with other nations. Military capacity is an important factor but not the only one. Differences in population, resources, and economy may be reflected in differences in national power.
- G. The world is a community of interdependence.
- G. Wars have an important economic impact upon people.
- G. Wars have an important economic impact upon people.
- G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.
- G. Political revolutions are usually the result of multiple causes.
- A. IS SUFFICIENT OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

39. Show the film War in China: 1932-1945. Afterwards discuss: What effects did the Japanese war in the thirties and later World War II have upon China? upon the Kuomintang's chances for success.

Film: War in
(CBS Tel
Hill, 27

Have several pupils read books about China during World War II. They should add to the class discussion of the questions suggested above.

Lewis, To Be
Scovel, The
Briggs, Daug
White and J
China.

40. Show the film The Fall of China which describes the Civil War from 1945 until the Communist victory and presents varying points of view about why the Communists won.

Film: The F
Twentie
McGraw

War in China: 1932-1945. Afterwards discuss:
Did the Japanese war in the thirties and later
have upon China? upon the Kuomintang's chances

Film: War in China: 1932-1945,
(CBS Television film), McGraw-
Hill, 27 min.

pupils read books about China during World War II.
Add to the class discussion of the questions suggested

Lewis, To Beat A Tiger.
Scovel, The Chinese Ginger Jars.
Briggs, Daughter of the Khans.
White and Jacoby, Thunder Out of
China.

The Fall of China which describes the Civil War
until the Communist victory and presents varying points
of view why the Communists won.

Film: The Fall of China, (CBS
Twentieth Century Series),
McGraw-Hill, 27 min.

- S. Rejects post hoc arguments and whole-part fallacies.
- S. Evaluates sources of information in terms of bias and competency.
- S. Evaluates sources of information in terms of completeness of data.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- A. IS COMMITTED TO THE FINE EXAMINATION OF SOCIAL PHENOMENA AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

- G. Living levels in the U. S. are very high compared to those in most countries.
- G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change and differ from one country to another.

- S. Generalizes from data.

41. Prepare a dittoed sheet with conflicting quotations either blaming or defending the State Department and the President for the loss of China to the Communists. Have pupils read these quotations. Discuss the bias of the authors and who they were. Evaluate the arguments in terms of logic.

Then have a panel present a discussion on the reasons for the Kuomintang loss to the Communists. Was the U. S. to blame? Have the group also discuss the sources of information they have used and the problems they faced in determining how much faith to put in the information they found.

Mehlinger, Re
Loh, The Kuom
Conquest
Barnett, Comm
Chapter
Callis, China
Chapter
Schurmann and
Republic
5.

42. Project pictures of life in China during the last years of the Kuomintang and Civil War. Have pupils use them to develop a descriptive list of living levels at the time. They should keep this list and compare it with living levels at the present time as they study economic conditions under the Communists. (See part IV B.) Discuss: Do you think the Chinese viewed these living levels in the same way we do? Why or why not?

Cartier-Bress
(Plates

43. Have pupils summarize this section of the unit by listing

toed sheet with conflicting quotations either defending the State Department and the President of China to the Communists. Have pupils read these quotations. Discuss the bias of the authors and who they are. Evaluate the arguments in terms of logic.

Panel present a discussion on the reasons for the loss to the Communists. Was the U. S. to blame? Pupils also discuss the sources of information they used and the problems they faced in determining how much to believe in the information they found.

Photographs of life in China during the last years of the Republic and Civil War. Have pupils use them to develop a list of living levels at the time. They should list these and compare it with living levels at the present time. (Study economic conditions under the Communists. W. B.) Discuss: Do you think the Chinese viewed living levels in the same way we do? Why or why not?

Summarize this section of the unit by listing

- Mehlinger, Readings, pp. 156-164.
Loh, The Kuomintang Debacle of 1949, Conquest or Collapse?
Barnett, Communist China in Perspective, Chapter 1.
Callis, China, Confucian and Communist, Chapter 5.
Schurmann and Schell, China Reader, Republican China, Pt. II, Section 5.

Cartier-Bresson, China, Part one, (Plates 4-13, 21-24).

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Culture may change by a process of diffusion.
- G. Persistence of cultural traits may result from a reluctance to change or from a lack of exposure to conditions which further change.
- G. Some values are so sensitive to change; some make change difficult.
- G. Attempts to introduce change may fail if those trying to bring about the change do not try to make changes congruent with existing structures.
- S. Identifies value conflicts.

- (a) cultural traits which persisted over long centuries within China, (b) those which changed, (c) reasons for the persistence, (d) reasons for the changes.

44. Discuss: What trends in Chinese history made it less difficult for Communists to get control of China, even though Communism is very unlike Confucianism and many Chinese values? (Review with pupils the attitude of the Chinese people under the dynasties toward the "mandate from heaven.") Discuss: Given this basic viewpoint toward rulers, how do you think the Chinese people would react to the Communist take-over and rule? If you had been the new Communist leaders, what aspects of Chinese society and what values and attitudes would you have wanted to see changed? Why? Suggest that pupils try to find out, as they study Communist China, whether or not leaders actually tried to bring about these changes?

OBJECTIVES

For Section on China as a Totalitarian Society

GENERALIZATIONS

1. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
 - a. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)
 - 1) One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.
 - b. Totalitarianism finds it impossible to coerce a large population constantly; instead, it coerces indirectly by controlling wills, fears, etc., through the use of symbols, mass media, etc.
 - 1) Control of political communication is an effective control of political behavior.
 - 2) Effective political communication depends both on technological skills and on the skills of the population.
 - c. Since democracy is the expectation of the masses to accept the symbols if not its substance.
 - d. Agencies of political control exist both those within the political system and those without (such as groups, etc.); in both systems are worked by the process of this process.
 - e. Recent totalitarianism is symbolized by the political system of demanding the full abstraction of the individual into the leader.
2. Oligarchies have had persons solving the problem of survival where they have abandoned birth.
 - a. There are strains between the system of dictatorship and the system of modern industrial society.

OBJECTIVES

For Section on China as a Totalitarian Society

PROBLEMS

isms extend the scope of politics
he usual to include almost all
life.

and homogeneity of life which to-
nism demands is contrary to the
of liberal democracy. (Totalitar-
cannot tolerate the existence of groups
which may be the source of
which compete with or diminish those
etc.)

the major causes of factionalism
a group is the involvement of
its members in other groups and
nations with competing goals and

anism finds it impossible to coerce
population constantly; instead, it
indirectly by controlling wills, fears,
ough the use of symbols, mass media,

l of political communication is
the control of political behavior.

ive political communication depends
technological skills and on the
of the population.

c. Since democracy is the chief political ex-
pectation of the times, oligarchy has had
to accept the symbols and forms of democracy,
if not its substance.

d. Agencies of political socialization include
those within the political system as well as
those without (such as mass media, social
groups, etc.); in fact, totalitarian political
systems are marked by governmental dominance
of this process.²

e. Recent totalitarianisms have often been
symbolized by the political leader. Instead
of demanding the full and total loyalty to
the abstraction of the state, the totalitar-
ian regime personalizes that loyalty in the
leader.

2. Oligarchies have had persistent troubles in
solving the problem of succession, especially
where they have abandoned the succession by
birth.

a. There are strains between the political ideal
of dictatorship and the organizational demands
of modern industrial society.

3. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are very likely really to be oligarchies. The scope of government and the variety of its clienteles demands a variety of skills that one man does not possess.
 - a. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.
 - b. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.
 - c. Decision-making in an oligarchy rests with a small group.
4. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
 - a. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.
 - b. Freedom's relationship to close and obvious one; to majorities, the competition, the ability to oppose what it supposes, all depend on personal freedom.
 - c. No country lives up completely to its ideology.
 5. Ideology is associated with the political system with the awareness, involvement and participation of the people.
 6. A person's perceptions are shaped by his values and ideology.
 7. Political power is unevenly distributed through a population.
 8. Struggle may bring together persons and groups; coalition and associations may result where the interests of the participants are involved.
 9. Members of any group may join for various reasons, some of which have nothing to do with the goals of the organization.
 10. The relative centralization of power within political systems is related to the centralization of authority in the political system as a whole.

that one could find many genuine (one by one) in complex governments; likely really to be oligarchies. Government and the variety of its demands a variety of skills that one possesses.

Decision-maker is dependent on advice, information, political intelligence, and consultation; those advisors who can provide have an important base for exerting influence on the official.

Policy must be effectuated and applied; process the whole decision-making process again.

Working in an oligarchy rests with a person.

Conflict between democratic and non-democratic systems may be looked at as a conflict in underlying values.

Stability demands order and stability--goals may be incompatible with the demands of change. The continuing attempt to solve aspects of this conflict is the central theme of all political philosophy and in all efforts to create and modify political institutions. In totalitarian countries the individuals are sacrificed for the good of the

- b. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
- c. No country lives up completely to its ideology.
5. Ideology is associated with those people in the political system with the greatest political awareness, involvement and information.
6. A person's perceptions are affected by his values and ideology.
7. Political power is unevenly distributed through a population.
8. Struggle may bring together otherwise unrelated persons and groups; coalitions and temporary associations may result where pragmatic interests of the participants are involved.
9. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.
10. The relative centralization or decentralization of power within political parties is related to the centralization of authority within the political system as a whole.

11. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.
12. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.
13. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
 - a. Misallocation of resources costs consumers what they could otherwise have had.
 - b. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.
14. Peoples' ideas of what constitutes an adequate level of living on the one hand or poverty on the other varies from country to country.
 - a. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems, because of difficulties of estimating cost of living (because of different prices for similar goods), because of the difference in quality of goods, and because of differences in the amount of socialized benefits provided by the different countries.
15. Living levels do not rise unless production grows at a faster rate than population.
16. Capital formation through savings is a means of increasing production because it increases production.
17. In all societies, people have different goals. Although some economic goals are much alike, different societies place different emphasis upon them.
 - a. People usually would like to have an economic system provide both high living standards (and so higher levels of productivity) and so economic freedom (and so economic growth) with the emphasis on each goal.
 - b. People differ in the degree to which they desire freedom of economic choice, occupation and/or disposal of income as a goal of their economic system.
 - c. People differ in the degree to which they desire a reduction in economic inequality or in economic opportunity or income.
18. Wars have an important economic effect on people.
19. The fundamental difference between economic systems is in how and by whom economic decisions over allocation of resources are made, rather than in the sources of resources.

ex bureaucracies result from the
governmental roles in mature, in-
dustrial societies.

The importance of the judiciary
depends on whether or not it has
the authority for declaring acts of the
executive branches unconstitutional.

An economic system faces scarcity or a
shortage of high productive resources to
satisfy human wants.

The allocation of resources costs con-
siderably more than they could otherwise have

productive resources are fully employed,
investment in capital goods for future
production requires some sacrifice in current
consumption.

The measure of what constitutes an adequate
standard of living on the one hand or poverty on
the other varies from country to country.

It is difficult to compare real wages
between countries because of differences
in the importance of different types of
goods for consumers, because of difficulties
in using the comparative purchasing power
of different monetary systems, because of
difficulties of estimating cost of living
indices of different prices for similar goods,
because of the difference in quality of goods,
because of differences in the amount of
standardized benefits provided by the different

15. Living levels do not rise unless output of
production grows at a faster rate than pop-
ulation.
16. Capital formation through saving is a major
means of increasing production over time
because it increases productive capacity.
17. In all societies, people have certain economic
goals. Although some economic goals are very
much alike, different societies place differing
emphasis upon them.
 - a. People usually would like to see their econ-
omic system provide both economic growth
(and so higher levels of living) and sta-
bility (and so economic security); however,
the emphasis on each goal may differ.
 - b. People differ in the degree to which they
desire freedom of economic choice (of
occupation and/or disposal of income) as
a goal of their economic system.
 - c. People differ in the degree to which they
desire a reduction in inequalities of econ-
omic opportunity or income.
18. Wars have an important economic impact upon
people.
19. The fundamental difference between economic
systems is in how and by whom the basic econ-
omic decisions over allocation of resources
are made, rather than in who owns the re-
sources.

- a. The power to allocate resources is important to the power to control what and how much will be produced.
 - b. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.
 - c. In practice in Communist countries most means of production are owned by the government, although the proportion of government ownership varies.
 - d. In command economies, most of the basic economic decisions are made by the government.
 - 1) Even in a centrally-planned economy, economic planners cannot make all of the decisions as to all of the details of what, how much, and how things shall be produced.
 - 2) Both centralized and decentralized economic planning have advantages and disadvantages in terms of the rational use of resources to achieve the major goals of planning for an entire economy.
 - e. Most economic systems are in the process of constant change.
20. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
21. Societies differ in the degree of mobility between classes which is characteristic of the society.
 - a. The more widespread the mobility, the greater the vertical mobility.
22. Although culture is always changing, certain traits or elements persist over long periods of time.
 - a. Culture may change as the society changes.
 - b. People usually do not discard a cultural trait completely; they adapt it to fit it into new situations.
 - c. Even when a major reorganization of society takes place (such as a revolution), not all of the culture is discarded or modified.
 - d. Some values are conducive to making planned change difficult.
 - e. Changes in one aspect of culture have effects on other aspects; they ramify whether they are changes in social organization, in technology, or in any other aspect of culture.
23. A given culture is an integration of values upon fundamental postulates.

to allocate resources is im-
the power to control what and
ll be produced.

systems are usually mixed, with
and private ownership and with
made both by the government and
s.

in Communist countries most
production are owned by the govern-
ough the proportion of government
varies.

economies, most of the basic economic
are made by the government.

a centrally-planned economy, economic
s cannot make all of the decisions as
of the details of what, how much, and
ngs shall be produced.

entralized and decentralized economic
g have advantages and disadvantages in
f the rational use of resources to
the major goals of planning for an
economy.

mic systems are in the process of
change.

ngs valued by a society are scarce,
differentiated access to and control
ed and scarce things by sub-groups
ociety.

21. Societies differ in the degree of social
mobility between classes which is possible.

a. The more widespread the system of education,
the greater the vertical mobility.

22. Although culture is always changing, certain
traits or elements persist over long periods
of time.

a. Culture may change as the result of diffusion

b. People usually do not discard a culture
trait completely; they are more likely to
fit it into new situations.

c. Even when a major reorganization of a
society takes place (such as a revolution),
not all of the culture is completely
modified.

d. Some values are conducive to change; some
make planned change difficult.

e. Changes in one aspect of a culture will have
effects on other aspects; changes will
ramify whether they are technological, in
social organization, in ideology, or what-
ever else is a part of the cultural system.

23. A given culture is an integrated whole, based
upon fundamental postulates or values.

ATTITUDES

1. Values procedural safeguards of those accused of crimes.
2. Supports freedom of thought and expression.
3. Scepticism of single-factor causes in the social studies.
4. Scepticism of panaceas.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill is in plain type.

1. Attacks problems in a rational manner.
 - a. Identifies and defines problems.
 - b. Sets up hypotheses.
2. Is skilled in locating information.
 - a. Uses Reader's Guide to Periodical Literature.
3. Gathers information effectively.
 - a. Reads for main ideas.
 - b. Interprets tables and graphs.
 - c. Draws inferences from tables and graphs.

- d. Interprets cartoons.
4. Evaluates information.
 - a. Checks on the bias and on the completeness
 - b. Looks for points of agreement among witnesses and authorities
 - c. Detects inconsistencies
 - d. Identifies inconsistencies
5. Analyzes and organizes information into conclusions.
 - a. Categorizes data.
 - b. Applies previously-learned generalizations.
 - c. Tests hypotheses against data
 - d. Generalizes from data.

dural safeguards of those accused

edom of thought and expression.

of single-factor causes in the social

of panaceas.

l toward which teaching is ultimately
derlined. A specific aspect of a skill
pe.

blems in a rational manner.

es and defines problems.

hypotheses.

in locating information.

ader's Guide to Periodical Literature.

formation effectively.

or main ideas.

ets tables and graphs.

ferences from tables and graphs.

d. Interprets cartoons.

4. Evaluates information.

a. Checks on the bias and competency of authors
and on the completeness of data.

b. Looks for points of agreement and disagreement
among witnesses and authors.

c. Detects inconsistencies.

d. Identifies inconsistencies.

5. Analyzes and organizes information and draws
conclusions.

a. Categorizes data.

b. Applies previously-learned concepts and
generalizations.

c. Tests hypotheses against data.

d. Generalizes from data.

- S. Applies previously-learned concepts and generalizations.
- G. People usually do not discard a culture trait completely; they are more likely to fit it into new situations.
- G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
- S. Identifies and defines problems.
- S. Generalizes from data.
- S. Applies previously-learned concepts and generalizations.
- S. Sets up hypotheses.

IV. China is a totalitarian society

- A. The political system is an oligarchy of aspects of the society.
 - 1. The Communist Party controls the system; it, in turn, is controlled by the elite.

ously-learned
generalizations.

IV. China is a totalitarian society

do not discard
it completely;
likely to fit it
ations.

isms extend the
itics far beyond
include almost
of life.

nd defines problems.

from data.

riously-learned
generalizations.

A. The political system is an oligarchy which controls all aspects of the society.

theses.

1. The Communist Party controls the totalitarian system; it, in turn, is controlled by the Communist elite.

1. Before pupils begin their study of Communist China, have them make a list of things they might expect to find true of the economic, social, and political systems after the Communists came to power. Discuss: Would you expect these systems to be exactly the same in China as in the Soviet Union? Why or why not? Suggest that pupils check their ideas as they study the next part of this unit.

2. Have a group of pupils assume the roles of some of the Communist leaders who have just led the successful revolution and established a new government in China. They should discuss the problems which face them.

3. Discuss: (a) What advantages did the Communist Party in China have over that in the Soviet Union when they first seized power? (Be sure to discuss the administrative experience they had had in Chinese provinces before they took control.) (b) What disadvantages did the Communist leaders have?

4. Project a diagram showing how the Chinese government works in theory. Discuss: If the Communist government is similar to that in the Soviet Union, how would you expect this government to operate? Have pupils try to find out if they are correct as they read about the political system.

e.g. See simple
Stavrianos
Man, p.

begin their study of Communist China, have them make
ings they might expect to find true of the economic,
political systems after the Communists came to power.
ould you expect these systems to be exactly the same
in the Soviet Union? Why or why not? Suggest that
their ideas as they study the next part of this unit.

o of pupils assume the roles of some of the Communist
have just led the successful revolution and established
ment in China. They should discuss the problems which

- a) What advantages did the Communist Party in China
that in the Soviet Union when they first seized power?
o discuss the administrative experience they had had in
provinces before they took control.) (b) What disadvantages
Communist leaders have?

diagram showing how the Chinese government works in theory.
If the Communist government is similar to that in the Soviet
y would you expect this government to operate? Have pupils
nd out if they are correct as they read about the political

e.g. See simple diagram in
Stavrianos, Global History of
Man, p. 605.

S. Reads for main ideas.

S. Generalizes from data.

G. The relative centralization or decentralization of power within political parties is related to the centralization or decentralization of authority within the political system as a whole.

a. The party is organized under the democratic centralism; the decision organs are binding upon members of

S. Interprets tables and graphs.

G. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.

b. The Party has increased rapidly although it is still an elite or the largest Communist Party in the

main ideas.

from data.

the centralization
of power
in political parties is
the centralization
of authority
in the political system

a. The party is organized under the principle of democratic centralism; the decisions of higher organs are binding upon members of lower organs.

tables and graphs.

Complex bureaucracies result
in growing governmental roles
in industrial societies.

b. The Party has increased rapidly in size since 1945; although it is still an elite organization, it is the largest Communist Party in the world.

5. Have pupils read about the political system of Communist China. They should look for similarities and differences between it and the Soviet political system.

Bell, Two China
Barnett, Commun
pp. 12-20.
Stavrianos, Glo
pp. 604-60
Barnett, Commun
Chapter 2.
Durdin, Mao's C
Swisher, China

6. Read aloud the statement from the Communist Party Member's Textbook that "the individual obeys the organization, the minority obeys the majority, the lower ranks obey the higher ranks, branch organizations unitedly obey the Central Committee." Discuss: What does this statement seem to imply about the organization and power structure in the Chinese Communist Party? In the final analysis, who exercises the power in the Communist Party? How are the leaders chosen?

Have a pupil look up: (a) the provision in the Constitution about how frequently the National Party Congress is supposed to meet, (b) the provision in the Party's Constitution about how frequently the Central Committee is supposed to meet, (c) the number of times each has met since 1950. Report his findings to the class.

Lewis, Communi
and Chang
pp. 8-9.
For actual wor
Constitut
Major Do
China, p

Project a chart showing the organization of the Communist Party. Have pupils indicate the way in which line of authority should be drawn to show the flow of power.

e.g. Stavrian
p. 605.

7. Project a table showing the growth in the size of the Communist Party. Discuss: Why do you think the leaders decided to expand membership after getting control of the country? What problems do you think might arise from such expansion of membership?

Hu, et. al.,

Read about the political system of Communist China. Look for similarities and differences between it and the American political system.

Read the statement from the Communist Party Members' Textbook: "The individual obeys the organization, the minority obeys the majority, the lower ranks obey the higher ranks, branch organizations obey the Central Committee." Discuss: What does this statement seem to imply about the organization and power in the Chinese Communist Party? In the final analysis, who has the power in the Communist Party? How are the leaders

Look up: (a) the provision in the Constitution about how often the National Party Congress is supposed to meet, (b) the provision in the Party's Constitution about how frequently the Central Committee is supposed to meet, (c) the number of times the Party has met since 1950. Report his findings to the class.

Draw a chart showing the organization of the Communist Party. Indicate the way in which line of authority should be followed and show the flow of power.

Draw a table showing the growth in the size of the Communist Party. Discuss: Why do you think the leaders decided to expand membership after getting control of the country? What problems might arise from such expansion of membership?

Bell, Two Chinas, pp. 85-99.
Barnett, Communist China (pamphlet), pp. 12-20.
Stavrianos, Global History of Man, pp. 604-608, 621-622.
Barnett, Communist China and Asia, Chapter 2.
Durdin, Mao's China, pp. 12-22.
Swisher, China, Chs. 6-7.

Lewis, Communist China: Crisis and Change, (pamphlet), pp. 8-9.
For actual wording of the Party's Constitution, see Lewis, ed. Major Doctrines of Communist China, pp. 127, 130, 131.
e.g. Stavrianos, Global History, p. 605.

Hu, et. al., China, p. 523.

S. Sets up hypotheses.

- 1) The size was increased to care to direct political, social and
- 2) This rapid expansion has create for the party.

S. Interprets tables and graphs.

- a) This rapid increase has mean the men recruited for the pe competent to perform their j particularly difficult to re educated Chinese because of level of the masses of peopl attracted to the party.

S. Draws inferences from tables and graphs.

S. Sets up hypotheses.

G. Struggle may bring together otherwise unrelated persons and groups; coalitions and temporary associations may result where pragmatic interests of the participants are involved.

G. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.

- b) A rapid increase in membersh ment of members to important economic posts has meant the attracted careerists and not This means that some of the important administrators may as earlier members.

S. Categorizes data.

S. Sets up l. gotheses.

theses.

- 1) The size was increased to care for the need for people to direct political, social and economic activities.
- 2) This rapid expansion has created serious problems for the party.

ables and graphs.

nces from tables

theses.

bring together related persons and situations and temporary may result where interests of the participants involved.

- a) This rapid increase has meant that some of the men recruited for the party may not be so competent to perform their jobs; it has been particularly difficult to recruit enough educated Chinese because of the low educational level of the masses of people who would be attracted to the party.

any group may join it reasons, some of which to do with the goals ization.

- b) A rapid increase in membership and the assignment of members to important political and economic posts has meant that the party has attracted careerists and not just idealists. This means that some of the party members and important administrators may not be so loyal as earlier members.

data.

theses.

(Set up hypotheses.)

Tang, Communist C
pp. 106-108
Lewis, ed., Majo
Communist C

8. Analyze figures on membership in the Communist Party in terms of percentages of peasant backgrounds. Discuss: How does this figure compare with that in the Soviet Communist Party? How easy do you think it would have been when the Communists took over for peasants to perform the political and economic administrative tasks needed by the government? If you had been the Party's leaders in the early 1950's, how would you have treated the businessmen, technicians, college professors, and teachers who were not Party members but who had not opposed the Party? Why?

See above.

9. Ask each student to pretend that he had lived in China in the early 1950's. He should write a brief paragraph on the following topic: Why I Tried to Join the Communist Party?

Read aloud several of these paragraphs. Then have a committee prepare a list of the reasons cited in all of the papers. They should organize them under different categories. Discuss: Suppose many Chinese became members for these reasons. What effects might this have had upon the Party?

theses.)

Tang, Communist China Today,
pp. 106-108 (figures).
Lewis, ed., Major Doctrines of
Communist China, pp. 112-113.

ures on membership in the Communist Party in terms of
of peasant backgrounds. Discuss: How does this figure
that in the Soviet Communist Party? How easy do you
uld have been when the Communists took over for peasants
the political and economic administrative tasks needed
riment? If you had been the Party's leaders in the
s, how would you have treated the businessmen, technicians,
essors, and teachers who were not Party members but who
osed the Party? Why?

See above.

student to pretend that he had lived in China in the early
He should write a brief paragraph on the following topic:
ed to Join the Communist Party?

d several of these paragraphs. Then have a committee pre-
st of the reasons cited in all of the papers. They should
them under different categories. Discuss: Suppose many
ecame members for these reasons. What effects might this
upon the Party?

S. Tests hypotheses against data.

S. Generalizes from data.

G. Ideology is associated with those people in the political system with the greatest political awareness, involvement and information.

G. Decision-making in an oligarchy rests with a small group.

S. Identifies inconsistencies.

c. Policy decisions are made by the Party; some of them are then leg turned into law by the government dictates of the Party.

theses against data.

es from data.

is associated with those
the political system
greatest political aware-
volvement and information.

-making in an oligarchy
th a small group.

es inconsistencies.

- c. Policy decisions are made by the top organs of the Party; some of them are then legitimized by being turned into law by the government organs at the dictates of the Party.

10. Have two pupils assume the roles of Communist Party leaders who are discussing the need for and methods of carrying out a party rectification campaign and Three Anti-Campaign. They should include a discussion of the problems arising from rapid expansion of a party membership and a discussion of the pros and cons of the Soviet system of liquidation by force as against attempts to persuade.

Barnett, Commun

Now quote sections of Tang Hsiao-p'ings's comments on the need to reform Party members and his conclusions about how it may be done.

Lewis, ed., Ma
Communist

11. Quote the Chinese Communists on the meaning of the term "party cadres." Discuss: What would you expect to have true about the selection and training of such members? Quote Chinese sources again on the training and selection of such members and Party members in general.

Tang, Communist
120.
For general use
Lewis, ed
Communist
(Party Co

Have pupils read the statement in the Chinese People's Daily for Jan. 12, 1957 on why the Party should require approval of marriage partners for Party members. Discuss: How would you feel if your political party demanded such control over you? Do you think the Chinese, with their traditions, would react in the same way? Why or why not?

Lewis, Major D
China, pp

12. Have pupils read article 22 of the constitution which states that "The National People's Congress" is the sole organ exercising the legislative power of the state. Discuss: Do you think that this is true in practice?

"Selected Rea

ils assume the roles of Communist Party leaders who
g the need for and methods of carrying out a party
n campaign and Three Anti-Campaign. They should in-
sion of the problems arising from rapid expansion
embership and a discussion of the pros and cons of
ystem of liquidation by force as against attempts to

ctions of Tang Hsiao-p'ings's comments on the need to
members and his conclusions about how it may be done.

inese Communists on the meaning of the term "party
Discuss: What would you expect to have true about the
d training of such members? Quote Chinese sources
e training and selection of such members and Party members

read the statement in the Chinese People's Daily for
67 on why the Party should require approval of marriage
Party members. Discuss: How would you feel if your
arty demanded such control over you? Do you think the
th their traditions, would react in the same way? Why

read article 22 of the constitution which states that
al People's Congress" is the sole organ exercising the
power of the state. Discuss: Do you think that this
practice?

Barnett, Communist China, Ch. 3.

Lewis, ed., Major Doctrines of
Communist China, pp. 40-41.

Tang, Communist China Today, pp. 118
120.

For general membership, see:
Lewis, ed. Major Doctrines of
Communist China, pp. 121-122,
(Party Constitution provisions.
Lewis, Major Doctrines of Communist
China, pp. 163-164.

"Selected Readings on China."

- S. Interprets tables and graphs.
 - G. Political power is unevenly distributed through a population.
 - G. Decision-making in an oligarchy rests with a small group.
 - S. Generalizes from data.

 - S. Identifies inconsistencies.

 - G. Decision-making in an oligarchy rests with a small group.

 - G. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are very likely really to be oligarchies. The scope of government and the variety of its clienteles demands a variety of skills that one man does not possess.
- d. The Communists have a system of d under which top leaders of the pa offices in the government structure Communist Party members are the l organizations. The Communist Par people responsible for carrying o economic, and social plans.

 - e. The structure of government is pe the party; those below take order

tables and graphs.

power is unevenly
through a pop-

making in an oligarchy
a small group.

from data.

inconsistencies.

making in an oligarchy
a small group.

likely that one could find
the autocracies (rule by
complex governments; they
likely really to be
es. The scope of govern-
the variety of its clientele
variety of skills that one
not possess.

d. The Communists have a system of duplicating personnel under which top leaders of the party occupy leading offices in the government structure and army, and Communist Party members are the leaders of mass organizations. The Communist Party also chooses the people responsible for carrying out political, economic, and social plans.

e. The structure of government is parallel to that of the party; those below take orders from the top.

13. Have a pupil prepare a chart to show the way in which Communist Party leaders hold jobs in the Chinese government. Discuss in class. Be sure to point out the relationship of the Party to the army as well as the to other government positions.

Tang, Communist
pp. 186-191

Discuss: How does this relationship between Party and government officials compare with the situation in the U. S.?

14. Have pupils read article 63 in the Constitution which gives the National People's Congress the right to remove a member of people, including the chairman and the vice-chairman from office. Discuss: Does this mean that the Congress really exercises the major power in China? Why or why not?

"Selected Readings"

15. Once again project the chart showing the organization of the Chinese government. Place a piece of acetate over it, and ask a pupil to draw in arrows to show how he thinks the government lines of control actually run. Now ask him to draw in another square to show where the lines of authority come from from outside the government (the people? The Communist Party as a whole? the top leaders of the Communist Party?)
16. Quote several authorities on the role of Mao in the Chinese political system as compared with the role of Stalin in the Soviet system. Compare it with the role of the present Soviet leaders. Discuss: Suppose Mao

prepare a chart to show the way in which Communist hold jobs in the Chinese government. Discuss in are to point out the relationship of the Party to well as the to other government positions.

Tang, Communist China Today,
pp. 186-191 provides data.

How does this relationship between Party and govern-
ments compare with the situation in the U. S.?

Read article 53 in the Constitution which gives the
People's Congress the right to remove a member of people,
the chairman and the vice-chairman from office. Discuss:
Can that the Congress really exercises the major power
Why or why not?

"Selected Readings on China."

Project the chart showing the organization of the Chinese
Place a piece of acetate over it, and ask a pupil to
draw to show how he thinks the government lines of control
work. Now ask him to draw in another square to show where
of authority come from from outside the government (the
the Communist Party as a whole? the top leaders of the
Party?)

Compare the role of Mao in the Chinese political
system compared with the role of Stalin in the Soviet system. Compare
the role of the present Soviet leaders. Discuss: Suppose Mao

- G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.
- G. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.
- G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.
- G. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.
- S. Generalizes from data.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
- f. China is really a one-party country; the minor parties are controlled by the Party and elections are not real.

Decision-maker is de-
n advice, knowledge,
on, political intelli-
d as a result, those
who can provide
e an important base
ing power and influence
ficial.

policy must be effectuated
ed; in that process the whole
making process goes on

ocracy is the chief
L expectation of the
ligarchy has had to
ne symbols and forms
racy, if not its sub-

f. China is really a one-party country since the
the minor parties are controlled by the Communist
Party and elections are not really freely contested.

complex bureaucracies
rom the growing govern-
bles in mature, industrial
B.

es from data.

s relationship to democracy is a
d obvious one; the organization of
es, the competition in goals, and
ty to oppose which democracy pre-
all depend on a high degree of
freedom.

does have as much power as Stalin did. Would it be correct to call China an oligarchy or an autocracy? Why or why not? (Discuss the power of important advisors and even of all of the Communist leaders in the field.)

17. Discuss: Since there are several minor parties in China, such as the Kuomintang Revolutionary Committee, the Democratic League, and the National Reconstruction Association, why has Communist China been called a one-party political system?

Hu, et. al., China
Tang, Communist C
pp. 168-183.

After pupils have developed possible reasons, have a pupil give a report on these parties and their role in China. Then discuss: Would you agree or disagree with the statement that China is a one-party political system? Why?

18. Have a pupil give a report on Chinese elections. Then discuss: How do elections in China compare with those in the U.S.S.R.? with those in the U. S.?

Barnett, Communist
312.
Kimmond, No Dogs
176.
Hu, et. al., Chi

much power as Stalin did. Would it be correct to call this an oligarchy or an autocracy? Why or why not? (The power of important advisors and even of all of the leaders in the field.)

Since there are several minor parties in China, such as the Kuomintang Revolutionary Committee, the Democratic League, the National Reconstruction Association, why has Communist China called a one-party political system?

Have you developed possible reasons, have a pupil write a report on these parties and their role in China. Then would you agree or disagree with the statement that Communist China is a one-party political system? Why?

Have you give a report on Chinese elections. Then discuss: How do the elections in China compare with those in the U.S.S.R.? How do they differ in the U. S.?

Hu, et. al., China, pp. 191-193.
Tang, Communist China Today,
pp. 180-183.

Barnett, Communist China, pp. 310-
312.
Kimmond, No Dogs in China, pp. 175-
176.
Hu, et. al., China, pp. 203-206.

S. Generalizes from data.

G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.

S. Evaluates information in terms of bias and competency of authors and completeness of data.

2. Because of a number of limitations of the Chinese government and because of the U.S. relations to Red China, it is difficult to obtain information about China.

S. Uses Reader's Guide To Periodical Literature.

S. Evaluates information in terms of bias and competency of authors and completeness of data.

s from data.

cracy is the chief
expectation of the times,
has had to accept the
d forms of democracy,
substance.

information in terms
and competency of authors
ateness of data.

2. Because of a number of limitations set up by the government and because of the U. S. travel restrictions to Red China, it is difficult to get accurate information about China.

er's Guide To Periodical
e.

information in terms
and competency of authors
ateness of data.

19. Quote Mao Tse-tung (from On People's Democratic Dictatorship) about dictatorship in Communist China. Discuss: Why do the Communist leaders bother with forms of democratic government? How does his point of view compare with that of early Bolshevist leaders in Russia?

Walker, China Under
p. 24, or see
Lewis, ed., Major
Communist Ch

20. Have a group of pupils read discussions of the problems of obtaining accurate information about Communist China. They should tell the class about the problems.

Time, Jan. 27, 19
East, Other Side
Chapter 65.
Enclosed, Communist
pp. 3-6.
Kerol, China, 19
pp. 22-25.

21. Have all pupils read either a book or a number of magazine articles dealing with Red China. If they are reading articles, they should try to read articles about a variety of subjects from different magazines, and over a period of years. Before they begin, review use of Reader's Guide.

See bibliography

Use Reader's Gui

Also discuss the kinds of questions which pupils should try to answer as they read the books and articles. (Include questions related to the political, economic, and social systems and foreign policy. Let pupils suggest the kinds of questions to consider as they read the materials.) Review with pupils the kinds of questions they should ask as they evaluate books, pamphlets and articles on China. Have each pupil write a brief evaluation of at least one book or article which deals with Communist China.

tung (from On People's Democratic Dictatorship)
ship in Communist China. Discuss: Why do the
ers bother with forms of democratic government?
oint of view compare with that of early Bolshevik
sia?

Walker, China Under Communism,
p. 24, or see:
Lewis, ed., Major Doctrines of
Communist China, pp. 34-35.

of pupils read discussions of the problems of ob-
ate information about Communist China. They should
s about the problems.

Time, Jan. 27, 1967, pp. 21-22.
New, Other Side of the Street,
Chapter 65.
Pamphlet, Communist China (pamphlet),
pp. 3-6.
Karol, China, The Other Communist,
pp. 22-25.

ls read either a book or a number of magazine articles
Red China. If they are reading articles, they should
articles about a variety of subjects from different
nd over a period of years. Before they begin, review
s Guide.

See bibliography.

Use Reader's Guide.

the kinds of questions which pupils should try to
y read the books and articles. (Include questions
he political, economic, and social systems and foreign
pupils suggest the kinds of questions to consider as
e materials.) Review with pupils the kinds of questions
ask as they evaluate books, pamphlets and articles on
each pupil write a brief evaluation of at least one
ole which deals with Communist China.

- S. Looks for points of agreement and disagreement among witnesses and authors.
- S. Evaluates information in terms of bias and competency of authors and completeness of data.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

3. In spite of constitutional guaranties lacks basic political liberties.

points of agreement
agreement among witnesses

information in terms
competency of authors
completeness of data.

ty demands order and
goals which may be in-
with the demands of
s. The continuing
solve the dilemmas of
act is the central problem
tical philosophy and
tempts to create and
tical institutions. In
an countries the individual's
sacrificed for the good
te.

3. In spite of constitutional guarantees, China lacks basic political liberties.

22. Hold a general class discussion in which pupils are asked to consider what they have just read as it relates to the Communist Party and government. Discuss: Do your books and articles support or contradict what you had learned earlier about the role of the Communist Party in the Chinese political system? about how leaders are chosen? and about the power structure in the political system? (Leave a discussion of the "cultural revolution" as related to party control until later.)

As pupils discuss differences among their books, ask: What was the bias of your author? How do you know? Does bias help account for differences among books? Are there any points on which your authors apparently agreed despite differences in points of view? What difficulties did your authors have in acquiring as complete information as they wished?

Also discuss: How does Mao view the relationship of party leaders to the peasants? How does he try to keep the leaders from becoming too much of an elite group with special privileges and separated from the masses of the people? How successful did your authors consider these attempts?

23. Have pupils read Article 19 and Articles 85-103 on the rights and duties of citizens and the way in which the government will preserve security.

"Selected Readings

Discuss: How do these articles compare with the rights guaranteed in our Constitution? in the Soviet Constitution? On the basis of what you have read so far, do you think that these guarantees are carried out in practice?

class discussion in which pupils are asked to
they have just read as it relates to the Communist
nment. Discuss: Do your books and articles
radict what you had learned earlier about the
unist Party in the Chinese political system?
rs are chosen? and about the power structure in
ystem? (Leave a discussion of the "cultural rev-
ated to party control until later.)

as differences among their books, ask: What was the
uthor? How do you know? Does bias help account for
ng books? Are there any points on which your
bly agreed despite differences in points of view?
as did your authors have in acquiring as complete
they wished?

How does Mao view the relationship of party leaders
s? How does he try to keep the leaders from becoming
elite group with special privileges and separated
s of the people? How successful did your authors
e attempts?

ad Article 19 and Articles 85-103 on the rights and
izens and the way in which the government will preserve

"Selected Readings on China."

do these articles compare with the rights guaranteed
tution? in the Soviet Constitution? On the basis of
read so far, do you think that these guarantees are
n practice?

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.

a. The Chinese government has used of controlling citizens and maintaining its own power; however, the terror is not complete as in the Soviet Union. It has put much more emphasis upon "persuasion" or "brainwashing."

G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

S. Checks on the completeness of data.

between democratic and
ic political systems
at as a conflict in
ying values.

DURAL SAFEGUARDS OF
D OF CRIMES.

- a. The Chinese government has used terror as a means of controlling citizens and maintaining their own power; however, the terror has never been so complete as in the Soviet Union. The leaders have put much more emphasis upon "reform" through "persuasion" or "brainwashing."

al importance of
ry depends largely
or not it has re-
y for declaring acts
r two branches un-
nal.

the completeness

24. Have pupils read an account of a Chinese trial as written later by a Chinese eyewitness. Let them discuss some of the questions suggested by Mehlinger in his introduction to the account. Also discuss: How typical do you think this trial was in the period when it took place? (Have pupils discuss this question on the basis of their other readings.) Do you think this kind of trial would be common today? Why or why not? (Again, draw upon pupils' other reading.)

Mehlinger, Total
86.

25. Have a pupil give a more extended report on "struggle meetings" as a way of punishing opponents of the Communist regime.

Stevenson, Yellow
pp. 256-300.
FuSheng, The Wild
Flowers, pp.
Walker, China Und
pp. 45, 135-
Walker, China Und
pp. 12, 188.
Loh, Escape from

26. Have a pupil give a report on the judicial system in Communist China. Discuss: How important is the judicial system in the Chinese political system?

Hu, et. al., Chin
Tang, Communist C
259.

Read aloud or have a pupil tell about the difficulties Kinmond had in China in trying to find out how many Chinese had been put to death for opposing the regime or sent to labor reform. What statistics did he get from Chou En-lai?

Kinmond, No Dogs
183.

an account of a Chinese trial as written
by an eyewitness. Let them discuss some of the
points raised by Mehlinger in his introduction to the
document. Discuss: How typical do you think this trial
was when it took place? (Have pupils discuss
on the basis of their other readings.) Do you
think such a trial would be common today? Why or why
not? (Draw upon pupils' other reading.)

Give a more extended report on "struggle meetings"
and the mistreatment of the Communist regime.

Give a report on the judicial system in Communist
China. How important is the judicial system in the
totalitarian system?

Have a pupil tell about the difficulties Kimmond
had in trying to find out how many Chinese had been
opposing the regime or sent to labor reform.
How many did he get from Chou En-lai?

Mehlinger, Totalitarianism, pp. 80-
86.

Stevenson, Yellow Mind, Chapter 104,
pp. 296-300.

Foshong, The Killing of the Sacred
Flowers, pp. 159-162.

Walker, China Under Communism,
pp. 45, 135-137, 216-220.

Walker, China Under Communism,
pp. 12, 188-194, 135-138.

Loh, Escape from Red China.

Hu, et. al., China, pp. 231-236.

Tang, Communist China Today, pp. 247-
259.

Kimmond, No Dogs in China, pp. 181-
183.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

- G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

- G. Totalitarianism extends the scope of politics far beyond the usual to include almost all aspects of life.

- G. Totalitarianism finds it impossible to coerce a large population constantly; instead, it coerces indirectly by controlling wills, fears, etc., through the use of symbols, mass media, etc.

27. Now have a pupil give a report on what Chinese regulations and official pronouncements indicate about forced labor in China. He should include an account of the way in which regulations came after the practice. He should also discuss the importance placed upon ideological reform (including the failure to release prisoners at the end of their terms if they are not reformed) and how those not yet sentenced can be put in forced labor. He should compare the Chinese and Soviet systems of forced labor and point out the limitations of data available on the Chinese system.

Barnett, Communist
Walker, China Under
pp. 220-228.
Snow, The Other S
Chs. 47-48.
Tang, Communist C
pp. 276-280.

28. Have several pupils assume the roles of Chinese at the time of the "Five Anti Campaign," as they discuss the purposes of the campaign and the results.

Barnett, Communist

il give a report on what Chinese regulations and
uncements indicate about forced labor in China.
ude an account of the way in which regulations
practice. He should also discuss the importance
eological reform (including the failure to release
he end of their terms if they are not reformed)
not yet sentenced can be put in forced labor.
are the Chinese and Soviet systems of forced labor
the limitations of data available on the Chinese

Barnett, Communist China, Ch. 4.
Walker, China Under Communism,
pp. 220-228.
Snow, The Other Side of the River,
Chs. 47-48.
Tang, Communist China Today,
pp. 276-280.

pupils assume the roles of Chinese at the time of
i Campaign," as they discuss the purposes of the
the results.

Barnett, Communist China, Ch. 12.

- G. Totalitarian political systems are marked by government dominance of political socialization.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

29. Have several pupils present a panel discussion on brainwashing in Communist China.

Barnett, Communist

30. Have a pupil give a brief report on the use of secret police, public security committees, and the army to maintain internal control.

Yang, Communist C
pp. 443-449.

panels present a panel discussion on brainwashing in

Barnett, Communist China, Ch. 9.

give a brief report on the use of secret police, public
clubs, and the army to maintain internal control.

Wang, Communist China Today,
pp. 443-449.

ianism cannot tolerate the
of groups or institutions
be the source of loyalties
pete with or diminish those
ate.

ast between democratic and
ratic political systems
oked at as a conflict in
erlying values.

previously-learned concepts
realizations to new data.

es from data.

e relationship to democracy
e and obvious one; the
ion of majorities, the
on in goals, and the ability
which democracy presupposes,
nd on a high degree of personal

b. The government experiment in permitting fairly
widespread criticism quickly came to an end.

31. Have a pupil tell the class about the way in which the Communist government has treated religious groups in China.

Fu-Sheng, Wiltin
Flowers, pp.
Clark, Impatient G
Snow, Other Side o
Chapter 72.

32. Read aloud Mao's statement that: "To put it bluntly, it was necessary to bring about a brief reign of terror To right a wrong, exceed the proper limits. Wrong cannot be righted unless proper limits are exceeded."

Now mental pupils of the Confucian point of view which was widely accepted by the Chinese people about the use of force by rulers. Discuss: Does this Confucian seem to have affected the policies of Communist leaders in China? How does Communist China compare with the Soviet Union in terms of the degree of violence used against opponents? In terms of the attempts to persuade people to support Communist aims?

33. Have a pupil report on the Hundred Flowers Period and the way in which it was ended. Discuss: Does what happened indicate that the people of China are ready to revolt against the Communist government? Why or why not?

Fu-Sheng, Wiltin
Flowers, pp
Snow, Other Side
Chapters 50
Jacobs and Garwa
Communism,

1 the class about the way in which the Communist
created religious groups in China.

Fu-Sheng, Wilting of the Hundred
Flowers, pp. 162-163.

Clark, Impatient Giant.

Snow, Other Side of the River,
Chapter 72.

s statement that: "To put it bluntly, it was
ing about a brief reign of terror To
exceed the proper limits. Wrong cannot be righted
limits are exceeded."

As of the Confucian point of view which was widely
Chinese people about the use of force by rulers.
this tradition seem to have affected the policies
rulers in China? How does Communist China compare
Union in terms of the degree of violence used
it? In terms of the attempts to persuade people
Communist class?

report on the Hundred Flowers Period and the way in
ended. Discuss: Does what happened indicate that
China are ready to revolt against the Communist
why or why not?

Fu-Sheng, Wilting of the Hundred
Flowers, pp. 166-173.

Snow, Other Side of the River,
Chapters 50-53.

Jacobs and Gerwald, eds., Chinese
Communism, pp. 78-104.

- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
- A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
- S. Sets up hypotheses.
- G. Totalitarianisms find it impossible to coerce a large population constantly. Instead, it coerces indirectly by controlling wills, fears, etc. through the use of symbols, mass media, etc.
- G. Effective political communication depends both on technological skills and on the skills of the population.
- c. In "Cultural Revolution" Mao made and young "Red Guards" to purge party and leaders, intellectuals, many remnants of the capitalist class.
- 4. The Communists have tried to win over and develop a consensus in support of indoctrination in the schools, factories, institutions, by control of the purposes of indoctrination, and by control of study groups. They have tried to use propaganda more effectively by developing and emphasizing mass participation in groups. They have also tried to make use of propaganda by trying to raise li

DOM OF THOUGHT AND

URAL SAFEGUARDS
USED OF CRIMES.

ationship to democracy
an obvious one; the organ-
izations, the competition
the ability to oppose
by presupposes, all
high degree of personal

c. In "Cultural Revolution" Mao made use of the army and young "Red Guards" to purge party members and leaders, intellectuals, many bureaucrats, and remnants of the capitalist class.

ases.

ams find it impossible
large population con-
thead, it coerces in-
controlling wills,
rough the use of
media, etc.

4. The Communists have tried to win over popular acceptance and develop a consensus in support of the regime by indoctrination in the schools, factories, and other institutions, by control of the mass media for purposes of indoctrination, and by control of the arts and study groups. They have tried to make this propaganda more effective by developing mass groups and emphasizing mass participation in these study groups. They have also tried to make it easier to use propaganda by trying to raise literacy.

tical communication
n technological skills
ills of the population.

34. Call upon those students who have read books and articles which have dealt with the "Cultural Revolution" to serve as the class specialists on this topic. Ask: What is meant by the "Cultural Revolution?" What groups were purged? What groups did Mao use in this purge? What methods did they use? To what extent did this purge use physical force against the purged? What problems arose because of the "Cultural Revolution?" What dangers did Mao face when he unleashed the "Red Guards" during this purge?

e.g. Karol, China,
pp. 26-32 and
Lewis, Communist China
Change, pp. 40
Portisch, Red China

35. Have pupils summarize what they have learned so far about ways in which the Communist oligarchy maintains its control. Discuss: In light of what you learned about the U.S.S.R., what other techniques would you expect them to use? Why?

36. Project a table showing the increase in educational facilities and people in school from 1949 to 1958. Discuss: Why do you think the Communist leaders wished to increase educational facilities? What effects might the increase have?

Hu, et. al., China

students who have read books and articles which
the "Cultural Revolution" to serve as the class
topic. Ask: What is meant by the "Cultural
groups were purged? What groups did Mao use
what methods did they use? To what extent did
physical force against the purged? What problems
the "Cultural Revolution?" What dangers did
released the "Red Guards" during this purge?

e.g. Karol, China, The Other Communism,
pp. 26-32 and Ch. 4.

Lewis, Communist China: Crisis and
Change, pp. 40-50.

Portisch, Red China Today, Ch. 34.

like that they have learned so far about ways in
an oligarchy maintains its control. Discuss:
you learned about the U.S.S.R., what other
you expect them to use? Why?

showing the increase in educational facilities and
from 1949 to 1958. Discuss: Why do you think the
s wished to increase educational facilities? What
a increase have?

Hu, et. al., China, p. 542.

- G. Agencies of political socialization include those within the political system as well as those without (such as mass media, social groups, etc.); in fact, totalitarian political systems are marked by governmental dominance of this process.

- S. Evaluates information in terms of bias and competency and completeness of data.

- G. Control of political communication is effective control of political behavior.

- S. Looks for points of agreement and disagreement among witnesses and authors.

- S. Generalizes from data.

- S. Interprets cartoons.

Have several pupils present a symposium on Chinese education in Communist China. After pupils have discussed the educational system, they should discuss the differences in interpretations which they have found in books. Have pupils evaluate these books in terms of bias and competency, completeness of information, etc.

Chandra-Sekhar, Red C
Asian View, Ch.
Hu, et. al., China, C
Snow, Other Side of t
Ch. 30.
Yen, The Umbrella Gar
Labin, The Anthill.
Adams, Contemporary C
317.

37. Have a pupil give a report on the way in which the Communists in China use the mass media for propaganda and control. Discuss: Did the books which the rest of you read support or contradict the conclusions presented in this report? How does the Chinese use of mass media compare with the Soviets' use of mass media?

Barnett, Communist C

38. Project some of the cartoons used in China for propaganda purposes. Compare them with some of the U. S. cartoons about China.

Walker, China Under
between pp.

As present a symposium on Chinese education
na. After pupils have discussed the educational
ould discuss the differences in interpretations
ound in books. Have pupils evaluate these
bias and competency, completeness of information,

Chandra-Sekhar, Red China: An
Asian View, Ch. 5.
Hu, et. al., China, Ch. 20.
Snow, Other Side of the River,
Ch. 30.
Yen, The Umbrella Garden.
Labin, The Anthill.
Adams, Contemporary China, pp. 253-
317.

ve a report on the way in which the Communists in
ass media for propaganda and control. Discuss:
hich the rest of you read support or contradict
presented in this report? How does the Chinese
a compare with the Soviets' use of mass media?

Barnett, Communist China, Chs. 6-7.

the cartoons used in China for propaganda purposes.
th some of the U. S. cartoons about China.

Walker, China Under Communism,
between pp. 198-199.

- F. Recent totalitarianisms have often been symbolized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

- G. Totalitarianisms find it impossible to coerce a large population constantly. Instead, it coerces indirectly by controlling wills, fears, etc. through the use of symbols, mass media, etc.

- G. Totalitarian political systems are marked by government dominance of political socialization.

- G. Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.

39. Have pupils read some of the praise of Mao which illustrates the "cult of personality." Discuss the reasons for trying to set up such a cult.

Jacobs and Baerwald,
Communism, pp. 1

40. Have a group of pupils present a play on "Mass Political Organizations and the Party's Political Control."

Barnett, Communist C
Chapter 8.

Callis, China, Confu
Communist, pp.

Fu-Sheng, Wilting of
Flowers, pp. 15

Hu, et. al., China,

41. Have several pupils display a meeting in which Chinese people were brought to collect their goods for jobs which the Communist leaders needed done. Afterwards, have the pupils write the names of the many kinds of "movements" to keep the people involved and doing work.

Fu-Sheng, Wilting of
Flowers, pp. 1

Walker, China Under
Chapter 4.

e of the praise of Mao which illustrates the
" Discuss the reasons for trying to set up

Jacobs and Baerwald, eds., Chinese
Communism, pp. 133-144.

... present a ... on "Mass Political Organ-
... Political Control."

Barnett, Communist China, pp. 48-52,
Chapter 8.

Callis, China, Confucian and
Communist, pp. 317-319.

Fu-Sheng, Wilting of the Hundred
Flowers, pp. 154-159.

Hu, et. al., China, pp. 193-196.

... play a leading role in which Chinese people
... their services for jobs which the
... All roads, have the pupils
... of the many kinds of "movements"
... and doing work.

Fu-Sheng, Wilting of the Hundred
Flowers, pp. 173-176.

Walker, China Under Communism,
Chapter 4.

S. Checks on the bias and competency of authors and on the completeness of data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.

S. Generalizes from data.

S. Looks for points of agreement and disagreement among witnesses and authors.

G. Culture may change as the result of diffusion.

5. The Communist Party controls people it has become the main avenue to power within the society. It controls jobs people must become party members to means that the Party drains off the and ambitious people who might other leaders of an opposition.

6. The Communist government has been able to bring greater national unity and support for the government than did the government of Republican Manchuria during its last century.

bias and competency
on the completeness

OM OF THOUGHT AND

group may join it
asons, some of which
o do with the goals
ation.

5. The Communist Party controls people in part because it has become the main avenue to personal success within the society. It controls jobs, and ambitious people must become party members to advance. This means that the Party drains off the most energetic and ambitious people who might otherwise become leaders of an opposition.

om data.

ts of agreement and
ong witnesses and

6. The Communist government has been able to develop greater national unity and support for the regime than did the government of Republican China or the Manchu Dynasty during its last century of control.

enge as the result

42. Have a pupil give a report on the "Communist Party and Medicine and Science in China." He should compare accounts of different observers as to what effect Communist control has had, and he should evaluate these books as sources of information for the class.

Clark, Impatient Giant
Snow, Other Side of
Chs. 41-42.
Adams, ed., Contemp
pp. 297-311.

43. Read to the class of the paragraphs they wrote earlier in the unit describing why they would join the Communist Party if they lived in China.

Discuss: What effect would the desire by energetic Chinese to join the Communist party in order to get ahead have upon the possibility for developing effective opposition groups? Why?

44. Discuss: What have you found in your books about the extent to which the Communist leaders have been able to develop a feeling of national unity and support for the regime?

"Selected Readings

Have pupils read the account by Townsend. Then discuss: Does the data which you have found in other books seem to support or contradict Townsend's conclusions?

45. Discuss: Where did the Chinese Communists get many of their ideas about changing the political system of China? Compare the Chinese and Soviet political systems in more detail. Also have pupils analyze the Chinese political system in terms of Marxian ideology.

a report on the "Communist Party and Medicine in China." He should compare accounts of different effects that Communist control has had, and he should use these books as sources of information for the

Clark, Impatient Giant, Ch. 10.
Snow, Other Side of the River,
Chs. 41-42.
Adams, ed., Contemporary China,
pp. 297-311.

of the paragraphs they wrote earlier in the book. Why they would join the Communist Party if they

fact would the desire by democratic Chinese to join the Communist Party in order to get ahead have upon the development of effective opposition groups? Why?

What have you found in your books about the extent to which Communist leaders have been able to develop a feeling of loyalty and support for the regime?

Compare the account by Townsend. Then discuss: Does the account you have found in other books seem to support or contradict Townsend's conclusions?

Did the Chinese Communists get many of their ideas about the political system of China? Compare the Chinese political systems in more detail. Also have pupils compare the Chinese political system in terms of Marxian ideology.

"Selected Readings on China."

G. No country lives up completely to its ideology.

S. Generalizes from data.

G. Wars have an important economic impact upon people.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

B. The Chinese government (and so the Communist Party) controls the economic system; it makes the decisions which are worked out by the economy.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made by both the government and by consumers.

1. The government owns or controls almost all means of production.

ves up completely
y.

rom data.

important economic
people.

system faces
lack of enough
sources to sat-
isfy wants.

isms extend the scope
far beyond the usual
most all aspects of

B. The Chinese government (and so the Communist Party) controls the economic system; it makes the economic decisions which are carried out by the market in our economy.

isms are usually mixed,
public and private owner-
ship decisions made by both
producers and by consumers.

1. The government owns or controls almost all of the means of production.

45. Discuss: What economic problems did China face when the Communists took over? Given the fact that the new government was Communist, what particular tasks would the leaders wish to accomplish which another type of government would not have set as goals?

Have a pupil make a chart comparing the estimated per capita income in U. S., China and Britain as late as 1952, three years after the Communists finally defeated the Kuomintang. (e.g. China about \$33; U. S. some 45 times as much; Britain some 20 times as much.) Have pupils examine the chart. Ask: What does this chart indicate as one problem faced by the new government?

Review with pupils what they learned about the Soviet economic system. Suggest that they try to compare it with the Chinese system as they read about the economic system of China. Now have them read different pamphlets and books. Suggest that as they read, they compare what they have read in other books and articles with these accounts.

47. Read aloud article 8 from the Chinese Constitution. This article deals with protection of ownership of land by peasants. Discuss: On the basis of what you have read so far, do you think this article is carried out in practice? Have pupils list on the board

Chandra Sekhar, Red

Bell, Two Chinas, p
Barnett, Communist
pp. 21-37.

Chang, China, Devel
pp. 22-79.

Stavrianes, Global
pp. 626-627, 6

Durdin, Mao's China

Wilcox, Economics of

Barnett, Communist

"Selected Readings

economic problems did China face when the Communists took power. Discuss the fact that the new government was Communist, and what tasks would the leaders wish to accomplish which the old government would not have set as goals?

Draw a chart comparing the estimated per capita income of China and Britain as late as 1952, three years after the Communists had defeated the Kuomintang. (e.g. China about \$33; Britain some 20 times as much.) Have the pupils draw the chart. Ask: What does this chart indicate as to the economic situation faced by the new government?

Discuss what they learned about the Soviet economic system and what they try to compare it with the Chinese system. Discuss the economic system of China. Now have them read articles and books. Suggest that as they read, they compare what they read in other books and articles with these accounts.

Chandra Sekhar, Red China, p. 163.

Bell, Two Chinas, pp. 99-107.

Barnett, Communist China (pamphlet), pp. 21-37.

Chang, China, Development by Force, pp. 22-79.

Stavrianos, Global History of Man, pp. 626-627, 631-636.

Durdin, Mao's China, pp. 31-42.

Wilcox, Economics of the World, Ch. 4.

Barnett, Communist China, Chs. 15-19.

Article 8 from the Chinese Constitution. This article guarantees the right of ownership of land by peasants. Discuss: What, from what you have read so far, do you think this article would be put into practice? Have pupils list on the board

"Selected Readings on China."

S. Detects inconsistencies.

a. At first the government redistributed larger landowners to other peasants; however, it forced peasants into collectives and then into communes in which most land is held by the commune under the direction of the government. Peasants are permitted to have very small plots of their own, although the private right was abolished for a time.

b. At first the government took over the land and major means of production but retained some private ownership; however, peasants were forced to give the government so much control that this partnership is to end with complete government ownership.

S. Generalizes from data.

c. By controlling means of production, the government also has more control over the lives of peasants within the country.

S. Generalizes from data.

2. The government, under the control of Communist Party leaders, controls production through a system of central planning, although at times the system has been so decentralized as to be almost nonexistent. Moreover, the planning of details has been so centralized at the national level that it is almost as centralized as the U.S.S.R.

G. In practice in Communist countries most means of production are owned by the government, although the proportion of government ownership varies.

G. The fundamental difference between economic systems is in how

inconsistencies.

a. At first the government redistributed land from larger landowners to other peasants; gradually, however, it forced peasants into cooperatives and then into communes in which most of the land is held by the commune under the direct control of the government. Peasants are permitted to work very small plots of their own, although even this right was abolished for a time.

b. At first the government took over banking facilities and major means of production but left "capitalists" some private ownership; however, these capitalists were forced to give the government stock and so primary control over the companies. Gradually, this partnership is to end with complete government ownership.

From data.

c. By controlling means of production, the government also has more control over the lives of the people within the country.

From data.

2. The government, under the control of the Communist Party leaders, controls production through a system of central planning, although at times this planning system has been so decentralized as to almost break down. Moreover, the planning of details has never been so centralized at the national level as in the U.S.S.R.

In Communist countries
of production are owned
ment, although the
of government ownership

and describe the different steps China went through in its policies toward the peasants' ownership and control of land. Discuss: How can you account for these different policies.

48. Have pupils read article 10 of the Chinese Constitution. This article deals with protection of property of capitalists. Discuss: On the basis of what you have read so far, do you think that this article has been carried out in practice?

"Selected Readings"

Now read aloud article 13 of the Constitution. How can the Communists use this article to get around some of the earlier articles safeguarding property?

49. Discuss: What effect does government control of and/or ownership of the means of production have upon the ability of the party to control the people? Why?
50. Discuss: How does the Chinese economic system compare with the Soviet economic system in terms of ownership? How decisions are made?

the different steps China went through in its
the peasants' ownership and control of land
can you account for these different policies.

Article 10 of the Chinese Constitution. This
with protection of property of capitalists. Discuss:
What you have read so far, do you think that this
can be carried out in practice?

"Selected Readings on China."

Article 13 of the Constitution. How can the
this article to get around some of the earlier
regarding property?

What effect does government control of and/or ownership
of production have upon the ability of the party to
serve the people? Why?

How does the Chinese economic system compare with the
American system in terms of ownership? How decisions are

and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

G. In command economies, most of the basic economic decisions are made by the government.

G. Capital formation through saving is a major means of increasing production over time because it increases productive capacity.

S. Draws inferences from tables.

S. Draws inferences from tables.

G. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.

a. The top leaders set up the goals for the system. They decide in general terms what emphasis shall be on the production of consumer goods, as against producers' goods, or military goods as against non-military goods. They decide the amount of investment needed in terms of the rate of economic growth. Like the Soviet leaders, Chinese leaders have emphasized heavy investment in order to achieve fast rates of economic growth.

b. The government sets prices on consumer goods as to restrict consumption, make a sacrifice to obtain the forced savings needed for investment. By setting wages and prices, the government determines how the parts of the population will share the benefits of the economic system.

the basic economic
allocation of
made, rather than
the resources.

nomies, most of
omic decisions are
overnment.

on through saving
s of increasing
time because it
active capacity.

es from tables.

- a. The top leaders set up the goals for the economic system. They decide in general terms what the emphasis shall be on the production of consumer goods, as against producers' goods, industrial goods as against non-military goods, and the rate of investment needed in terms of the goal of economic growth. Like the Soviet leaders, the Chinese leaders have emphasized heavy industry in order to achieve fast rates of economic growth.

es from tables.

resources are fully
stment in capital
re production requires
in current consumption.

- b. The government sets prices on consumer goods so as to restrict consumption, make a profit, and obtain the forced savings needed for a high rate of investment. By setting wages and salaries and prices, the government determines how different parts of the population will share in the output of the economic system.

51. Have pupils list the accomplishments of the Reconstruction Period and the purposes of the First Five Year Plan. Briefly discuss the main jobs of the planners.

Project a table showing grain production in Communist China from 1949 to 1958. Discuss: What does this table show about Communist accomplishments in agriculture during the First Five Year Plan?

Project tables showing changes in industrial production during this same period. Discuss: How effective was the First Five Year Plan in increasing production? How did the plan compare with Russia's first five year plan in terms of emphasis upon heavy industry? What help did China get from the U.S.S.R. during this period?

52. Have a pupil prepare a chart showing investment rates in China during this period. Have the class examine the chart. Discuss: How did China manage to invest at such a high rate? Since consumer consumption was kept low, how did the government motivate workers to

A table on 1949 to
found in Hu,
p. 534. Or
Wu, The Econ
China.

Wu, The Econ
China,

See data for a ch
Economy of C
pp. 89, 91.

the accomplishments of the Reconstruction Period of the First Five Year Plan. Briefly discuss the planners.

showing grain production in Communist China from 1949 to 1958. Discuss: What does this table show about Communist agriculture during the First Five Year Plan?

showing changes in industrial production during this period. Discuss: How effective was the First Five Year Plan in industry? How did the plan compare with Russia's plan in terms of emphasis upon heavy industry? What lessons can be learned from the U.S.S.R. during this period?

showing investment rates in China during 1953-1957. Discuss: How did the government motivate workers to invest at such a high rate? Since consumer consumption was low, how did the government motivate workers to

A table on 1949 to 1958 can be found in Hu, et. al., China, p. 534. Or see p. 138 in Wu, The Economy of Communist China.

Wu, The Economy of Communist China, p. 110.

See data for a chart in Wu, The Economy of Communist China, pp. 89, 91.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- A. SCEPTICISM OF SINGLE-FACTOR CAUSES IN THE SOCIAL SCIENCES.
- A. SCEPTICISM OF PANACEAS.
- 3. Much of the investment in China has at the expense of the farmers who work the communes. The leaders tried to revolutionize life but have had to backtrack some.

between democratic and
c political systems may
as a conflict in basic
lues.

3. Much of the investment in China has been financed
at the expense of the farmers who were forced into
communes. The leaders tried to revolutionize peasant
life but have had to backtrack some.

e aspect of a culture
ects on other aspects;
ramify whether they are
, in social organization,
or whatever else is a
ultural system.

SINGLE-FACTOR CAUSES
SCIENCES.

PANACEAS.

53. Now tell the class that they will examine the period of the Great Leap Forward by looking first at the establishment of communes and then at other aspects of the period. Remind pupils that this period came as Soviet Russia reduced economic aid.

Have a group of students present a panel discussion on "Chinese Communes: How successful Have They Been?" The panel should discuss the reasons for establishing communes, how the communes differed from the cooperatives and from Soviet collectives, how the labor was used in non-agricultural pursuits, how the communes interfered with old patterns of family life, the problems which arose in production, the reasons for them, changes made in the communes, and predictions about what will happen in the future. The pupils should also discuss the problems of obtaining information about the communes and should note the wide divergence of opinion about them.

After the panel has completed its presentation, discuss: To what extent did books which the rest of you read support or contradict the conclusions of this panel? How were the communes used to try to support industrialization? How did village life differ in the communes from that in pre-Communist China? Why do you think many peasants opposed communes? Suppose the communes were restored once more in the form they took when first developed. What effect would they have upon basic Chinese values and attitudes, including those concerning family life?

Perhaps show those parts of the filmstrip which deals with communes. Have pupils discuss the different frames in terms of the living levels indicated, accuracy, and completeness of data from which to generalize.

Chang, Development
C. K. Yang, Chinese
Chandra-Sekhar, Red
6.

Snow, The Other Side
Chs. 55-59.

Jacobs and East
pp. 109-132.

Yang, Communist China
Karel, China, The
Ch. 2.

Stavrianos, The
pp. 722-723.

Contingeborg, The
China, Ch. 12

Roper, The Surveys
pp. 41-55, Ch.

Portison, Red China
MacFarquhar, ed. C
pp. 119-143.

Filmstrip: China:
McGraw-Hill.

... that they will examine the period of the Great Leap Forward, looking first at the establishment of communes and the various aspects of the period. Remind pupils that this period was when Russia reduced economic aid.

Students present a panel discussion on "Chinese Communes: Have They Been Successful?" The panel should discuss the problems of establishing communes, how the communes differed from Soviet collectives, how the labor was used in agricultural pursuits, how the communes interfered with old family life, the problems which arose in production, the changes made in the communes, and predictions about the future. The pupils should also discuss the differing information about the communes and should note points of opinion about them.

After the filmstrip has completed its presentation, discuss: To what extent do you think the rest of you read support or contradict the conclusions of this panel? How were the communes used to try to support the economy? How did village life differ in the communes from Communist China? Why do you think many peasants opposed the communes? How do you think the communes would be restored once more in the form in which they first developed. What effect would they have upon the values and attitudes, including those concerning family life, of the people of the communes?

Use those parts of the filmstrip which show the living levels in the communes. Have pupils discuss the different frames of the filmstrip, the living levels indicated, accuracy, and completeness of the filmstrip. Encourage pupils to generalize.

Chang, Development by Force.

Ch. K. Yang, Chinese Communist Society.

Chandra-Sekhar, Red China, Chs. 1-2, 6.

Snow, The Other Side of the River. Chs. 55-59.

Jacobs and Bao, Old China, pp. 109-132.

Yang, Communist China Today, Ch. 10.

Karol, China, the Other Communist, Ch. 2.

Shawcross, Challenges on World History, pp. 722-723.

Contingbonged, Love and Hate in China, Ch. 12.

Roger, The Surprising Country, pp. 41-55, Chs. 23-25.

Portisco, Red China Today, Ch. 4.

MacFarquhar, ed. China Under Mao, pp. 119-143.

Filmstrip: China: Life in the Country, McGraw-Hill.

G. Some values are conducive to change; some make planned change difficult.

G. Although culture is always changing, certain traits or elements persist over long periods of time.

S. Looks for points of agreement and disagreement among sources of information.

G. Misallocation of resources costs consumers what they could otherwise have had.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

4. During the Great Leap Forward the le small-scale industries which can uti reservoirs of labor in an attempt to scarce capital. These small-scale i sometimes wasted materials and labor

5. The Chinese Communists were able to mendous economic growth during its Plan and the next year or so; howeve Leap Forward was an attempt to incre rapidly that resources were wasted, hausted, and economic growth slowed. has never had such detailed plans as Soviet Union, and much of this kind down during the Great Leap Forward.

e conducive to
ake planned change

re is always
ain traits or
st over long
e.

ts of agreement
nt among sources

of resources costs
they could otherwise

etween democratic and
political systems may
as a conflict in basic
ues.

4. During the Great Leap Forward the leaders promoted small-scale industries which can utilize the vast reservoirs of labor in an attempt to make up for scarce capital. These small-scale industries have sometimes wasted materials and labor.

5. The Chinese Communists were able to achieve tremendous economic growth during its First Five Year Plan and the next year or so; however, the Great Leap Forward was an attempt to increase growth so rapidly that resources were wasted, people were exhausted, and economic growth slowed down. China has never had such detailed plans as those in the Soviet Union, and much of this kind of planning broke down during the Great Leap Forward.

54. Have a pupil pretend to be a Canadian reporter who interviews a number of Chinese peasants during the early days of land reform and again after the establishment of communes. He should write up his reports for a newspaper.
55. Have a pupil prepare a Rip Van Winkle story about a Chinese peasant who fell asleep in 1900 and woke up in 1963 in a commune. He should describe changes and his reactions to them.
56. Show the film Face of Red China. Discuss the problems facing the Communist government, ways in which the government has tried to cope with these problems. How does film compare with what pupils have read in books and articles? What does it show about the Great Leap Forward?
57. Quote Mao Tse-tung's promise of "Three years of tremendous effort and then a thousand years of happiness." Now have a pupil report on other aspects of The Great Leap Forward. He should discuss its purposes, what was attempted, and the degree of success which it had. He should also discuss the problems of evaluating Chinese statistics and the conclusions of authors about the effects of the Great Leap Forward in agriculture and industry.

Film: Face of Red China
H.M.I., 54 min.

Jacobs and Baerwald,
Communism, pp.
Snow, Other Side of
pp. 209-211, CH
Walker, China Under
pp. 118-120.
Wu, Economy of Communist
teachers)

tend to be a Canadian reporter who interviews a
peasants during the early days of land reform
the establishment of communes. He should write
for a newspaper.

Prepare a Rip Van Winkle story about a Chinese
asleep in 1900 and woke up in 1963 in a commune.
Describe changes and his reactions to them.

Face of Red China. Discuss the problems facing the
government, ways in which the government has tried to cope
with them. How does film compare with what pupils have
read in articles? What does it show about the Great

Film: Face of Red China, McGraw-
Hill, 54 min.

Chairman's promise of "Three years of tremendous effort
and years of happiness." Now have a pupil report
on the Great Leap Forward. He should discuss its
results as attempted, and the degree of success which it
achieved. Also discuss the problems of evaluating Chinese
economy. He should discuss the conclusions of authors about the effects of
the Great Leap Forward in agriculture and industry.

Jacobs and Baerwald, eds., Chinese
Communism, pp. 105-ff.

Snow, Other Side of the River,
pp. 209-211, Chs. 23-24.

Walker, China Under Communism,
pp. 118-120.

Wu, Economy of Communist China (for
teachers)

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. The power to allocate resources is important to the power to control what and how much will be produced.
- S. Evaluates information in terms of bias and competency of authors and in terms of completeness of data.

- G. Even in a centrally-planned economy, economic planners cannot make all of the decisions as to all of the details of what, how much, and how things shall be produced.
- 6. As a result of the problems which Great Leap Forward, Chinese leader the type of economic planning used of some of the goals for the immed
- G. Most economic systems are in the process of constant change.
- G. Both centralized and decentralized economic planning have advantages and disadvantages in terms of the rational use of resources to achieve the major goals of planning for an entire economy.
- S. Generalizes from data.

mic system faces
a lack of enough
resources to satisfy
wants.

to allocate resources
to the power to
and how much will be

information in terms
competency of authors
as of completeness of

centrally-planned economy,
planners cannot make all of
decisions as to all of the details
of how much, and how things shall

6. As a result of the problems which arose under the Great Leap Forward, Chinese leaders have modified the type of economic planning used and the priority of some of the goals for the immediate future.

mic systems are in the
constant change.

alized and decentralized
planning have advantages
in terms of the
use of resources to achieve
goals of planning for an
economy.

from data.

Discuss: On the basis of what you have read and heard, why did the Communists run into serious difficulties in carrying out the Great Leap Forward?

58. Have a good student use the chart in Schurmann to present a short report on changes in economic planning from the First Five Year Plan, to the Great Leap Forward, to changes following the Great Leap. Afterwards, discuss: How has economic planning in China compared with that in the Soviet Union? What economic problems would arise if there were to be a purge of intellectuals and bureaucrats?

Schurman, "Economic
Political Power
China," in Selected
China and the
Sept., 1963 is
of the American
Political and

Also discuss: On the basis of the books and other materials which you have read, what can you conclude about shifts in priority of economic goals?

On the basis of what you have read and heard, why did China run into serious difficulties in carrying out the Great Leap Forward?

Identify and use the chart in Schurman to present a short history of changes in economic planning from the First Five Year Plan, the Great Leap Forward, to changes following the Great Leap Forward, discuss: How has economic planning in China changed since the Great Leap Forward? What economic problems were there in the Soviet Union? What economic problems were there to be a purge of intellectuals and

Schurman, "Economic Policy and Political Power in Communist China," in Selin, ed., Communist China and the Soviet Bloc, Sept., 1963 issue of the Annals of the American Academy of Political and Social Science.

On the basis of the books and other materials which you have read, what can you conclude about shifts in priority of

Generalizes from data.

S. Generalizes from data.

G. Living levels do not rise unless output of production grows at a faster rate than population.

G. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems, because of difficulties of estimating cost of living (because of different prices for similar goods), because of the difference in quality of goods, and because of differences in the amount of socialized benefits provided by the different countries.

G. Peoples' ideas of what constitutes an adequate level of living on the one hand or poverty on the other varies from country to country.

7. The Communists seem to have solved the outright starvation in China, but malnutrition has been common until recently despite the increase in food abroad. Chinese economic growth has been much greater than in some countries with population growth, if levels of living are not to drop.

from data.

from data.

do not rise
of production
ster rate than

at to compare real
countries because
in the importance
types of goods for
cause of difficulties
the comparative pur-
of different mone-
because of diffi-
imating cost of
e of different
ilar goods), be-
difference in quality
because of differences
of socialized benefits
e different countries.

of what constitutes
vel of living on the
verty on the other
untry to country.

7. The Communists seem to have solved the problem of outright starvation in China, but malnutrition has been common until recently despite large purchases of food abroad. Chinese economic growth must be much greater than in some countries just to keep up with population growth, if levels of living are not to drop.

59. Discuss: What have you found out from your reading about how factories are operated today? about working conditions for factory workers? Do these factory workers seem better or less well off from a material standpoint than the peasants living on communes?

60. Have a pupil compare economic growth in China under Communism with economic growth in the U.S.S.R. under the early five year plans. Which grew more rapidly? Why? Why doesn't the level of living of the people grow more rapidly in China, considering the great economic growth?

61. Now hold a discussion on the basis of pupils' earlier readings in books, pamphlets, and articles. Ask: What has happened to levels of living in China? How do they compare with pre-Communist control? with levels of living in other countries we have studied, including the U. S.? What are the crucial problems which China is facing in trying to raise levels of living? (Discuss problem of getting savings when levels of living are so low and problem of raising levels of living when population is increasing at such a rapid rate.

Project photographs of China to illustrate different aspects of economic life in China today. Ask: What do these pictures illustrate about levels of living?

Mende, China and H
pp. 258-260.

See also table in
Communist Chi

For photographs, s
China, Part I
Myrdahl, Chinese J
Ribound, The Three
Karol, China, The
photo inserts

What have you found out from your reading about how
rated today? about working conditions for
Do these factory workers seem better or less
material standpoint than the peasants living on

Are there economic growth in China under Communism with
in the U.S.S.R. under the early five year plans.
rapidly? Why? Why doesn't the level of living
more rapidly in China, considering the great

Decision on the basis of pupils' earlier readings
books, and articles. Ask: What has happened to
in China? How do they compare with pre-Communist
levels of living in other countries we have studied,
U.S.? What are the crucial problems which China is
to raise levels of living? (Discuss problem of
when levels of living are so low and problem of
living when population is increasing at such a

Pictures of China to illustrate different aspects of
China today. Ask: What do these pictures illus-
trate of living?

Mende, China and Her Shadow,
pp. 258-260.

See also table in Wu, Economy of
Communist China, p. 91.

For photographs, see Cartier-Bresson,
China, Part II.
Myrdahl, Chinese Journey.
Riboud, The Three Banners of China.
Karol, China, The Other Communism,
photo inserts.

G. People differ in the degree to which they desire freedom of economic choice (of occupation and/or disposal of income) as a goal of their economic system.

8. The Chinese leaders' economic goals differ from those in the U. S. in many ways and also from those in the U.S.S.R. in some ways.

S. Interprets cartoons.

G. In all societies, people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphasis upon them.

G. People differ in the degree to which they desire a reduction in inequalities of economic opportunity or income.

G. People usually would like to see their economic system provide both economic growth (and so higher levels of living) and stability (and so economic security); however, the emphasis on each goal may differ.

the degree to
e freedom of
(of occupation
of income) as a
conomic system.

8. The Chinese leaders' economic goals differ from those in the U. S. in many ways and also from those in the U.S.S.R. in some ways.

ons.

, people have
goals. Although
als are very much
societies place
is upon them.

the degree to
e a reduction
of economic oppor-

ould like to see
ystem provide
rowth (and so
living) and sta-
conomic security);
hasis on each goal

- G. There are strains between the political ideal of dictatorship and the organizational demands of modern industrial society.
9. As China develops a more industrial it needs more well-trained economists and managers; these people suffered "Cultural Revolution."
- G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.
- C. The Chinese government, and so the Com extends its control over all aspects of system.
- G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)
1. The government tries to control and institutions which might socialize adults in ways not considered desirable Communist party.
- a. As was seen earlier, the government interfered with the churches and has as a means of maintaining control
- b. The Communist party has tried to family system and loyalties and role of women in order to help and traditions which might make regime, to get rid of nepotism and government administration, and workers from among wives.
- G. Although culture is always changing, certain traits or elements persist over long periods of time.

162-163-

ns between the
of dictator-
ganizational
rn industrial

9. As China develops a more industrialized society it needs more well-trained economists, technicians, and managers; these people suffered during the "Cultural Revolution."

r causes of faction-
group is the involve-
its members in other
nizations with competing
es.

C. The Chinese government, and so the Communist Party, extends its control over all aspects of the social system.

homogeneity of life
rianism demands is
e pluralism of
acy. (Totalitarianisms
e the existence of groups
e which may be the source
hich compete with or
of the state.)

1. The government tries to control and/or modify all institutions which might socialize children or adults in ways not considered desirable by the Communist party.

a. As was seen earlier, the government has interfered with the churches and has used education as a means of maintaining control.

b. The Communist party has tried to weaken the family system and loyalties and to change the role of women in order to help overcome old values and traditions which might make trouble for the regime, to get rid of nepotism and corruption in government administration, and to gain additional workers from among wives.

re is always changing,
or elements persist
ods of time.

65. Review what the students have learned about the "Cultural Revolution" by asking: What groups did Mao's Cultural Revolution hit the hardest? What was the issue at stake between Mao and his opponents? What effects did the Cultural Revolution have upon production in China? What long-term effects would the policy of purging these technicians and intellectuals and administrative bureaucrats have upon China's economic growth if it were continued? Why?

66. Review with pupils what they have learned thus far about ways in which the Chinese government has interfered with social institutions such as the churches and schools. Discuss: Why have they done so?

Have pupils read selections from the Marriage Law of 1950. Discuss: What changes did this law try to bring about in the family system of China? What reasons can you think of for the Party's attempts to change the family system?

Chandra-Sekhar, Red
79.

Callis, China, Confucius
Communist, p. 5

Have several pupils present a panel discussion on "How much has the family been changed by Communist rule?"

Snow, The Other Side
Ch. 40. Stavris
in World History, pp

Students have learned about the "Cultural
Revolution": What groups did Mao's Cultural
Revolution hit hardest? What was the issue at stake
with these opponents? What effects did the Cultural
Revolution have on production in China? What long-term
effects did the policy of purging these technicians and in-
dustrial administrative bureaucrats have upon China's
economy if it were continued? Why?

What have they learned thus far about ways
in which the government has interfered with social
life, such as the churches and schools. Discuss: Why

Changes in the Marriage Law of 1950. Discuss:
What changes did this law try to bring about in the family system of
China? What reasons can you think of for the Party's attempts to
change the family system?

Chandra-Sekhar, Red China, pp. 77-
79.

Callis, China, Confucian and
Communist, p. 500.

Students present a panel discussion on "How much has the
economy been affected by Communist rule?"

Snow, The Other Side of the River,
Ch. 40. Stavrianos, ed. Readings
in World History, pp. 736-742.

S. Detects inconsistencies.

S. Applies previously-learned concepts and generalizations.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. The more widespread the system of education, the greater the vertical mobility.

c. The government has adopted a change toward population control and in so affected families in other ways.

2. By its policies toward wages and other government has brought about a new all social classes.

a. Wage differentials are not so great U.S.S.R., but there are differences between levels of living for peasant groups.

b. The Communist cadres are the new elite Chinese society.

distencies.

usly-learned concepts
tions.

is valued by a society
ere will be differ-
s to and control of
nd scarce things by
in the society.

pread the system of
greater the vertical

c. The government has adopted a changing policy toward population control and in so-doing has affected families in other ways.

2. By its policies toward wages and other rewards, the government has brought about a new alignment of social classes.

a. Wage differentials are not so great as in the U.S.S.R., but there are differences, particularly between levels of living for peasants and urban groups.

b. The Communist cadres are the new elite of the Chinese society.

67. Project photos of women at work in all kinds of occupations. Draw upon books pupils have read to discuss: To what degree has the role of women changed? Have women been "liberated?"
68. Have several pupils present a panel discussion on population problems and policies in Communist China. Discuss: How consistent have these policies been? How can you explain the inconsistency? What basic attitudes of traditional China have made it difficult to reduce population growth?
69. Have a pupil report on what has happened to wage differentials in China. Or project a table showing such differentials. Ask: Did any of you find data in your books which would support or contradict this degree of wage difference? Are these differences greater or smaller than those in the U.S.S.R.? What do they illustrate about the Chinese government's goals in relationship to classes?
- C. K. Yang, Chinese The Family and Book I.
Hu, et. al., China,
e.g. Cartier-Bresson
Chandra-Sekhar, Red
Mende, China and Her
202.
Wu, Economy of Commu
pp. 84-86.
Karol, China, The Ot
pp. 220, 240, 2
447.
For a discussion of
Hu, et. al., Ch
156.

C. K. Yang, Chinese Communist Society:
The Family and The Village,
Book I.
Hu, et. al., China, pp. 174-180.

e.g. Cartier-Bresson, China.

Chandra-Sekhar, Red China, Ch. 7.

Mende, China and Her Shadow, pp. 201-
202.

Wu, Economy of Communist Russia,
pp. 84-86.

Karol, China, The Other Communism,
pp. 220, 240, 243-244, 444-
447.

For a discussion of topic see:
Hu, et. al., China, pp. 148-
156.

of women at work in all kinds of occupations. Draw
als have read to discuss: To what degree has the
hanged? Have women been "liberated?"

pils present a panel discussion on population
olicies in Communist China. Discuss: How con-
ese policies been? How can you explain the
What basic attitudes of traditional China have
lt to reduce population growth?

port on what has happened to wage differentials
roject a table showing such differentials. Ask:
find data in your books which would support or
degree of wage difference? Are these differences
ler than those in the U.S.S.R.? What do they
t the Chinese government's goals in relationship

G. Societies differ in the degree of social mobility between classes which is possible.

G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)

G. A given culture is an integrated whole, based upon fundamental postulates or values.

3. The Communist government's action in a shift away from strong, close relationships in the direction of comradeship relationships.

4. The government has succeeded in modifying Chinese attitudes about society and however, Chinese culture still shows the persistence of certain cultural traits in Communist China.

ffer in the degree
bility between
n is possible.

ajor causes of
within a group
ement of some of
n other groups
ions with com-
and values.

l homogeneity of
otalitarianism de-
rary to the pluralism
emocracy. (Total-
cannot tolerate the
groups or institu-
ay be the source
which compete with
those of the state.)

ure is an integrated
upon fundamental post-
ues.

3. The Communist government's actions have resulted in a shift away from strong, close friendship relationships in the direction of more detached comradeship relationships.

4. The government has succeeded in modifying many Chinese attitudes about society and the world; however, Chinese culture still shows the persistence of certain cultural traits from pre-Communist China.

Ask: Do you think that China has been able to get rid of class distinctions? (Be sure to discuss the importance of power and prestige as well as material well-being in considering this question.) What factors promote greater vertical mobility between classes than in the old China? How is Mao trying to prevent the growth of an elite far-removed from the masses of the people?

70. Present to the class Vogel's thesis that the Chinese people have been moving from a pattern of friendship relationships to one of more impersonal comrade relationships. Be sure to explain Vogel's meanings for these terms, and describe them in terms of operational behavior briefly, as Vogel does in his article.

Vogel, "From Friendship: The Changing Relations in China in MacFarquhar's Mao, pp. 407-14

Now ask: What have you learned about life under Communism in China which might help bring about such a change? Do you think that the Communist leaders may have intentionally tried to bring about such a shift? Or do you think the change is the result of unintended consequences of their actions? Why might they be pleased by such a shift?

71. Have a group of pupils present a mock meeting in heaven of Confucius and some of his followers, as they discuss Communist policies in China today.

ask that China has been able to get rid of
class? (Be sure to discuss the importance of
material as well as material well-being in con-
text.) What factors promote greater
solidarity between classes than in the old China?
What factors prevent the growth of an elite far-
from the masses of the people?

Discuss Vogel's thesis that the Chinese people
have moved from a pattern of friendship relationships
to personal comrade relationships. Be sure to
define the meanings for these terms, and describe
typical operational behavior briefly, as Vogel does

Vogel, "From Friendship to Comrade-
ship: The Change in Personal
Relations in Communist China,"
in MacFarquhar, ed., China Under
Mao, pp. 407-421.

Have you learned about life under Communism
that might help bring about such a change? Do you
think Communist leaders may have intentionally tried
to bring about such a shift? Or do you think the change is
the unintended consequences of their actions? Why
has it not been caused by such a shift?

Students present a mock meeting in heaven of
Mao and his followers, as they discuss Communist
China today.

72. Discuss: We have been discussing ways in which Marxianism (Communism) in China was very different from Confucianism. Can you think of any way in which Marxianism plays a role not unlike Confucianism in Chinese life?

73. Have a pupil summarize Barnett's discussion of continuity and change in China. Perhaps have pupils compare it with the conclusions of Guillain. Discuss: Do you agree with Barnett's summary? Or do you agree with either man? Why or why not?

Barnett, Communis
spective.
Stavrianos, Reading
History, pp.
(Guillain co

74. Discuss: Doak Barnett opens a book on Communist China by stating that "The Chinese Communists have not yet completed their revolution." What do you think he means?

75. Discuss: What is the difference between the present day Communist government of China and the absolutism of the Chinese emperor?

76. Have a pupil prepare a bulletin board display on "China: Old and New."

77. Have a pupil report on one book's summary of the Chinese people's attitudes toward the Communist regime. The pupils should tell the class something about the book and its sources of information.

Hu, et. al., China

ve been discussing ways in which Marxianism
na was very different from Confucianism.
any way in which Marxianism plays a role
ucianism in Chinese life?

marize Barnett's discussion of continuity and
Perhaps have pupils compare it with the con-
lain. Discuss: Do you agree with Barnett's
you agree with either man? Why or why not?

Barnett, Communist China In Per-
spective.
Stavrianos, Readings in World
History, pp. 749-752,
(Guillain conclusions).

Barnett opens a book on Communist China by
the Chinese Communists have not yet completed
a." What do you think he means?

is the difference between the present day Communist
China and the absolutism of the Chinese emperor?

pare a bulletin board display on "China: Old

ort on one book's summary of the Chinese people's
the Communist regime. The pupils should tell
ing about the book and its sources of information,

Hu, et. al., China, Ch. 24.

S. Generalizes from data.

G. No country lives up completely to its ideology.

D. The Communist Party has followed a zig approach in its political, economic, and programs.

1. When the party first came to power, coalition with other progressive groups to become known as a moderate regime party became more stringent and took from the non-Communists. At a still, the party permitted open criticism of itself once more and persecuted those criticized the party.

2. The party at first took land away from and gave it to the peasants and later develop self-help groups, then cooperatives then communes; they found they had to of the measures which peasants opposed.

3. The party has tried to industrialize and increase agricultural production at a however, it had to call a halt to some policies related to the Great Leap Forward and proceed more slowly once more.

4. The party has followed a zig zag population control.

om data.

ves up completely
BY.

D. The Communist Party has followed a zig zag or pragmatic approach in its political, economic, and social programs.

1. When the party first came to power, it formed a coalition with other progressive groups and tried to become known as a moderate regime. Soon, the party became more stringent and took away influence from the non-Communists. At a still later date, the party permitted open criticism and then reversed itself once more and persecuted those who had criticized the party.
2. The party at first took land away from large landowners and gave it to the peasants and later tried to develop self-help groups, then cooperatives and then communes; they found they had to give up some of the measures which peasants opposed.
3. The party has tried to industrialize China and increase agricultural production at a rapid rate; however, it had to call a halt to some of its policies related to the Great Leap Forward, and proceed more slowly once more.
4. The party has followed a zig zag policy toward population control.

Then discuss: On the basis of what you have read elsewhere, do you agree with this summary of the attitudes of the Chinese people toward the regime? Suppose you were in our State Department. How would you assess the claim sometimes made that the people will revolt against the Communist government?

78. Read aloud a quotation about the flexibility of the Chinese leaders in their approach to problems. Or tell the class that the leaders have been called very flexible. Discuss: Why do you think people identify this characteristic as an outstanding one of the Chinese Communist leaders? How does it compare with the flexibility of Communist leaders in the Soviet Union? To what degree has this flexibility modified the application of strict Marxian ideologies? Point out that some people feel Mao has become less flexible in the last several years because of his great desire to make sure that his ideas will live on after his death. Ask: Would you agree or disagree? Why?

G. Living levels do not rise unless output of production grows at a faster rate than population.

G. Some values are conducive to change; some make change difficult.

E. The Communist oligarchy faced a number of problems:

1. The country has a vast population growing population which makes it difficult to raise living levels.

2. The country does not have the advantages the Soviet Union had in possibilities of agricultural products to pay for industrialization nor does it have as rich natural resources for industrialization.

3. The country needs a large and efficient workforce despite a vast population which is more difficult to learn to work.

4. The Chinese people have a number of traditional values which may make it difficult for the Communists to maintain control.

a) Attitudes of passive resistance may develop if the Communists do not solve economic problems and if they try to interfere too much with peasant wishes.

b) Traditional attitudes toward change and tradition are still strong but still exert considerable influence in many Chinese and make the job of the Communists harder.

G. There are strains between the political ideal of dictatorship and the organizational demands of modern industrial society.

5. As a country industrializes, there are more and more specialists in high positions; these people may acquire or have interests which do not jibe with some of the desires of the masses.

do not rise unless
production grows at a
than population.

are conducive to change;
change difficult.

E. The Communist oligarchy faced a number of problems:

1. The country has a vast population and a rapidly growing population which makes it difficult to raise living levels.
2. The country does not have the advantages the Soviet Union had in possibilities for surplus agricultural products to pay for industrialization, nor does it have as rich natural resources for industrialization.
3. The country holds a large and efficient population and must train people despite a written language which is more difficult to learn than Latin.
4. The Chinese people have a number of attitudes and values which may make it difficult for the Communists to maintain control.
 - a) Attitudes of passive resistance may come to the fore if the Communists do not solve some of the economic problems and if they try to interfere too much with peasant wishes.
 - b) Traditional attitudes toward the family and toward change and tradition are being modified but still exert considerable influence with many Chinese and make the job of Communists harder.
5. As a country industrializes, there is a need for more and more specialists in high positions, and these people may acquire or have interests which do not jibe with some of the desires of the party.

ins between the
l of dictatorship
ational demands
strial society.

-174-

79. Have a group of students role-play a discussion among Communist leaders in China about the domestic problems which still face them.

80. Review with students what they learned in the unit on the Soviet Union about the problems which arise when a country becomes

G. Oligarchies have had persistent troubles in solving the problem of succession, especially where they have abandoned the succession by birth.

6. The problem of transfer of authority is a power struggle, as it has at times in the Soviet Union. The Communist elite which has dominated the party since its formation was active in the party from the beginning. The party is made up of two groups, an old group which has dominated the party and a young group which came into influence during the 1950's. As the old men are indeed getting old, the question of succession when Mao dies may be to another of the old group or they may long have to go to one of the young groups. This group differs in a number of ways from the present ruling group.

ave had persistent
olving the problem
, especially where
ndoned the succession

6. The problem of transfer of authority may result in a power struggle, as it has at times in the Soviet Union. The Communist elite which controls the party is made up of two groups, an older group which was active in the party from the beginning and who now dominates the party and a younger group who came into influence during the 1950's. Since the older men are indeed getting old, the transfer of power when Mao dies may be to another old man but will before long have to go to one of the younger generation. This group differs in a number of ways from the present ruling group.

industrialized and must have many economic and technical experts. What effect may this rise of bureaucracy have upon the Communist party goals and techniques? (Relate this question to the recent "Cultural Revolution" and to the experience of the U.S.S.R.)

81. Review with students what they learned about the problems of succession in the Soviet Union. Tell pupils the age of the present Chinese leader. Discuss: What problems may arise in succession in China? Are they likely to cause such problems as they did in Russia after Lenin's death and Stalin's death?

Klein, "The 'Next Generation' Chinese Communist Leadership in MacFarquhar, Under Mao, pp.

Show the class Klein's tables showing the different levels of leadership in China, the average age of each group, the place of origin of each group, the percent in each group with college training, the percent in each group with some foreign education or training, and the percent of each group who have traveled abroad. As each table is shown, have pupils write out one or two sentences showing differences among the different leadership groups in terms of criteria shown in the table. Afterwards, discuss: Which group would be likely to provide the leadership after the present leader's death? How would such a leader be likely to live and so maintain office? Which group is likely to provide the leadership before too many years elapse? Why? How do the leaders of this group compare with the leaders of the present top-level group? What differences might this make?

82. Remind the class that they discussed earlier the possibilities of a revolution in China. Discuss: In the light of what you have now studied about the economic and social system, as well as the political system, do you wish to change your minds? Why or why not? What factors have led to unrest and even potential revolts on a small scale? How did the Communist leaders counter these threats? From what you have studied, would you think that most Chinese feel better or worse off under the Communists than under the Kuomintang? Which groups might consider themselves better off? in what ways? Which might consider themselves worse off? in what ways?

must have many economic and technical experts. How will the rise of bureaucracy have upon the Communist techniques? (Relate this question to the recent "Crisis" and to the experience of the U.S.S.R.)

What do you think they learned about the problems of the Soviet Union. Tell pupils the age of the present leader. Discuss: What problems may arise in the future? Are they likely to cause such problems as we have seen after Lenin's death and Stalin's death?

Klein, "The 'Next Generation' of Chinese Communist Leaders," in MacFarquhar, ed., China Under Mao, pp. 69-86.

Using the tables showing the different levels of leadership, the average age of each group, the place of birth, the percent in each group with college training, the percent of each group with some foreign education or experience, and the percent of each group who have traveled abroad. Have pupils write out one or two sentences describing the different leadership groups in terms of their characteristics in the table. Afterwards, discuss: Which group would you think provide the leadership after the present leader's death? Would such a leader be likely to live and so maintain the present group? Which group is likely to provide the leadership before the present leader's death? Why? How do the leaders of this group feel about the leaders of the present top-level group? What do you think they will do to make this make?

What do you think they discussed earlier the possibilities of a crisis in the future. Discuss: In the light of what you have now learned about the economic and social system, as well as the political system, do you think to change your minds? Why or why not? What factors do you think will lead to and even potential revolts on a small scale? How do you think the leaders counter these threats? From what you have learned do you think that most Chinese feel better or worse off under the present system than under the Kuomintang? Which groups might feel better off? in what ways? Which might feel worse off? in what ways?

OBJECTIVES

GENERALIZATIONS

1. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.
2. Nations have at their command various instruments of national power, and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.
3. Struggle may bring together otherwise unrelated persons and groups in coalitions and temporary associations.
4. Decision-making is limited by a number of factors, including available resources.

ATTITUDES

1. Is curious about social data.
2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.
3. Scepticism of single-factor causation in the social sciences.

4. Scepticism of panaceas.
5. Feels a sense of responsibility informed about current problems.

SKILLS

1. Attacks problems in a valid
 - a. Sets up hypotheses.
 - b. Identifies problems.
 - c. Identifies value conflicts.
 - d. Considers alternative courses.
2. Is effective in locating information
 - a. Uses Reader's Guide to Periodicals.
3. Gathers information effectively
 - a. Interprets cartoons.
4. Evaluates information
 - a. Evaluates information in terms of completeness of data, bias, and arguments.

OBJECTIVES

GENERALIZATIONS

by considerations are affected
considerations of national
g, perceptions of power re-
between countries, expectations
ner nations will act, and
blems at home.

at their command various in-
national power, and choice
depends on the nature of the
portance, the effectiveness of
s acceptability, etc.

bring together otherwise unre-
and groups in coalitions and
ociations.

ng is limited by a number of
uding available resources.

ATTITUDES

out social data.

to the free examination of
des and data. Searches actively
points of view and interpre-

single-factor causation in the
es.

4. Scepticism of panaceas.
5. Feels a sense of responsibility for keeping informed about current problems.

SKILLS

1. Attacks problems in a rational manner.
 - a. Sets up hypotheses.
 - b. Identifies problems.
 - c. Identifies value conflicts.
 - d. Considers alternative courses of action.
2. Is effective in locating information.
 - a. Uses Reader's Guide to Periodical Literature.
3. Gathers information effectively.
 - a. Interprets cartoons.
4. Evaluates information.
 - a. Evaluates information in terms of consistency, completeness of data, bias, and logical arguments.

- 1) Identifies inconsistencies.
 - b. Identifies and examines basic assumptions.
5. Has a well-developed time sense.
- a. Looks for relationships among events within one country and within a world-wide time framework.
6. Organizes and analyzes information and draws conclusions.
- a. Tests hypotheses against data.
 - b. Generalizes from data.
 - c. Considers possible consequences of alternative courses of action.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Identifies problems.

V. Chinese foreign policy is based upon both ideology, practical considerations about power relationships, and domestic affairs.

S. Considers alternative courses of action.

S. Considers possible consequences of alternative courses of action.

S. Identifies value conflicts.

-177-

ABOUT SOCIAL DATA.

problems.

V. Chinese foreign policy is based upon both Marxian ideology, practical considerations about national interests, power relationships, and domestic affairs.

alternative courses

possible consequences
alternative courses of action.

value conflicts.

1. By way of review of foreign policy issues between China and the U. S. which were looked at briefly during the introduction to this unit, have a pupil prepare a bulletin board display on current issues between the two countries. Refer to it in class, as pupils begin their study of Chinese foreign policy. Point out that pupils should try to find out as much as possible about these issues and try to come to tentative decisions about courses of action at the end of the unit.

If newspapers have just carried an account of any recent dispute between the U. S. and China, use it to reinforce ideas about the importance of relations between the U. S. and China.

2. Remind pupils of the class opinion poll at the beginning of the unit. Look once again at the list prepared at that time of possible alternatives for U. S. policies toward China and the possible consequences of these alternatives. Go through these alternatives to see whether or not pupils wish to suggest further consequences for any of them or add additional alternatives. Have pupils keep this list in mind as they study the rest of this unit. They should return to it fairly frequently, making additions or raising further questions about policies already on the list. They should also identify value conflicts involved in some of the alternatives.

Tell the class that some people feel that peaceful coexistence between the U. S. and China in the future is impossible. Others feel that it is both possible and imperative. Discuss: At the present time, before you have done any further studying, do you think peaceful coexistence is possible? Why or why not? Do you think it is desirable? Why or why not? Do you think it is as possible as coexistence with the U.S.S.R.? Why or why not?

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. Chinese leaders have shown great flexibility in shifting policies to meet immediate needs, keeping in mind long-range goals.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Struggle may bring together otherwise unrelated persons and groups in coalitions and temporary associations.

1. The period from Oct., 1949 until the Korean War in the middle of 1950 was characterized by an attitude very similar to that of the Soviet Union when the Bolsheviks came to power. Chinese leaders called for revolutions in Asia. They also proceeded to establish an alliance with the U.S.S.R.

S. Generalizes from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

Policy considerations are
by ideology, considerations
al self-interest, percep-
power relationships between
, expectations about how
ions will act, and domestic
at home.

- A. Chinese leaders have shown great flexibility in
shifting policies to meet immediate problems, although
keeping in mind long-range goals.

ED TO THE FREE EXAMINATION
ATTITUDES AND DATA. SEARCHES
FOR DIFFERENT POINTS OF VIEW
PRETATIONS.

may bring together otherwise
persons and groups in co-
and temporary associations.

1. The period from Oct., 1949 until the beginning of
the Korean War in the middle of 1950 was marked
by an attitude very similar to that in the Soviet
Union when the Bolsheviks came to power. Chinese
leaders called for revolutions in other parts of
Asia. They also proceeded to establish a firm
alliance with the U.S.S.R.

es from data.

ED TO THE FREE EXAMINATION
ATTITUDES AND DATA. SEARCHES
FOR DIFFERENT POINTS OF VIEW
PRETATIONS.

3. Have pupils read a brief survey of Chinese foreign policy since the Communists took power. Ask them to look for the motives of Chinese leaders for each policy decision.

Bell, The Two Chins
Durdin, Mao's China
Barnett, Communist
Revolution, 1949-1956
Lewis, Comm. China
Change, pp. 2

4. Review with pupils the attitudes of the Soviet leaders toward the Communist Party in China during the days of the Kuomintang. How had Stalin treated them? What effect did his orders to join the Kuomintang have upon Communist strength in China? How had Stalin treated Mao? What happened to relations between the Communists and the U.S.S.R. during the later struggle between the Communists and Chiang Kai-shek?

Brief summary can
Floyd, Mao Ag
p. 16.

Discuss: If you had been Mao, how would you have felt about the Soviet Communist leaders? Why would you probably turn to them for help regardless of your feelings, once you had come to power in China?

5. Give pupils a dittoed sheet about the Trade Union Conference of Asian and Australian Countries which China called in Peking in November of 1949. The dittoed sheet should include an explanation of the representatives at the conference and quotations from Liu Shao-ch'i on wars of liberation, the need for help for such revolutions, and the example of the Chinese revolution.

Barnett, Communist
pp. 89-90.
Brief summary can
Mao Against K

d a brief survey of Chinese foreign policy since took power. Ask them to look for the motives of for each policy decision.

Bell, The Two Chinas, Ch. 6.
Durdin, Mao's China, pp. 43-55.
Barnett, Communist China--Continuing Revolution, pp. 38-51.
Lewis, Comm. China: Crisis and Change, pp. 26-33.

ils the attitudes of the Soviet leaders toward the in China during the days of the Kuomintang. How ted them? What effect did his orders to join the upon Communist strength in China? How had Stalin at happened to relations between the Communists and ring the later struggle between the Communists and

Brief summary can be found in
Floyd, Mao Against Khrushchev,
p. 16.

n had been Mao, how would you have felt about the t leaders? Why would you probably turn to them less of your feelings, once you had come to power

dittoed sheet about the Trade Union Conference of alian Countries which China called in Peking in p. The dittoed sheet should include an explanation atives at the conference and quotations from wars of liberation, the need for help for such the example of the Chinese revolution.

Barnett, Communist China and Asia,
pp. 89-90.
Brief summary can be found in Floyd,
Mao Against Khrushchev, p. 16.

- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

Discuss: What do these quotations show about how the Chinese leaders felt about Chinese role in Asian affairs at this time? If you had been leaders of the other countries from which trade union representatives came, how would you have reacted to this conference? Why do you think China took such a militant stand so soon after the Communists came to power, when they still faced many domestic problems at home? How did this early foreign policy stand compared with the early policies of the Soviet Union? Do you think the reasons for similar policies are the same or different? Why?

6. Review with students U. S. policies during the Kuomintang government after World War II. Was this policy violently anti Communist? How tell the class about the way in which China treated some of the U. S. diplomatic corps in China and the seizure of property belonging to the American Consulate General in Peking in 1950. Call on students who have read books about American missionaries in China during this early period of Communist control. What happened to these missionaries? What reasons did the Communists have for treating them and the U. S. in this fashion?

Project some of the Chinese cartoons which attacked the U. S.

Discuss: If you had been the President of the U. S., how would you have reacted? Tell the class about the breaking off of relations with China.

7. Have pupils read about Kuomintang's takeover in Taiwan. Discuss: What policies did the U. S. adopt toward China's government in Taiwan? How would these policies affect our relations with Red China?

Brief description in
Communist China
p. 92.

For cartoons, see Wall
Under Communism.

Bell, The Two Chinas.

Do these quotations show about how the Chinese
out Chinese role in Asian affairs at this time?
leaders of the other countries from which trade
tives came, how would you have reacted to this
do you think China took such a militant stand
e Communists came to power, when they still
tic problems at home? How did this early foreign
pared with the early policies of the Soviet Union?
reasons for similar policies are the same or
?

What U. S. policies during the Kuomintang govern-
ment? Was this policy violently anti Communist?
What about the way in which China treated some of
the corps in China and the seizure of property
American Consulate General in Peking in 1950.
Who have read books about American missionaries
this early period of Communist contact. What
the missionaries? What reasons did the Communists
give them and the U. S. in this fashion?

What the Chinese cartoons which attacked the U. S.

What had been the President of the U. S., how would
you? Tell the class about the breaking off of re-
lations.

What about Kuomintang's takeover in Taiwan. Discuss:
What the U. S. adopt toward China's government in
What would these policies affect our relations with

Brief description in Barnett,
Communist China and Asia,
p. 92.

For cartoons, see Walker, China
Under Communism.

Bell, The Two Chinas, pp. 126-133.

- G. Decision-making is limited by a number of factors, including available resources.
- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.
- 3. In 1952, Chinese tactics began militant attempts to win friends until 1957 was marked by attempts in Asiatic countries that they could live in peaceful co-existence. China and other non-military measures were used although the early part of this was marked by some crises with France and the United Kingdom.

-making is limited by
of factors, including
e resources.

policy considerations are
by ideology, considerations
nal self-interest, percep-
power relationships between
s, expectations about how
tions will act, and domestic
at home.

3. In 1952, Chinese tactics began to shift to less militant attempts to win friends. The period until 1957 was marked by attempts to persuade other Asiatic countries that they could live with China in peaceful co-existence. China used economic aid and other non-military measures to win friends, although the early part of this period also saw some crises with France and the U. S.

8. A student might prepare several cartoons showing U. S. and Chinese attitudes toward the U. S. support of Chiang on Taiwan.

9. Discuss: Why do you think the Chinese went to the aid of North Korea so soon after the Communists came to power in China and were still facing so many problems within China itself?

Tell pupils briefly about the aid China got from the U.S.S.R. during the Korean War period. Also point out that the Soviets demanded repayment for their help.

Barnett, Communist
pp. 345-347.
Floyd, Who Against
pp. 12-14.

10. A student might prepare several cartoons showing U. S. and Chinese attitudes toward the U. S. military move across the 38th parallel in Korea.

11. Have a student present a report on the Chinese invasion of Tibet and the way in which the Communists put down the revolt in Tibet later. Discuss: Why do you think the Chinese Communists wanted to gain control of Tibet which is such a relatively poor area? Why would it attempt to do so when it still faced many domestic problems?

Chandra Sekhar, Red
Asian View, Ch

12. Remind pupils of the fact that China planned to begin its first Five Year Plan in 1953. What effect might this have upon Chinese foreign policies?

prepare several cartoons showing U. S. and
as toward the U. S. support of Chiang on Taiwan.

do you think the Chinese went to the aid of North
after the Communists came to power in China and
why so many problems within China itself?

write about the aid China got from the U.S.S.R.
in War period. Also point out that the Soviets
wanted for their help.

prepare several cartoons showing U. S. and
as toward the U. S. military move across the 38th
line.

present a report on the Chinese invasion of Tibet
which the Communists put down the revolt in Tibet
Why do you think the Chinese Communists wanted
of Tibet which is such a relatively poor area?
tempt to do so when it still faced many domestic

the fact that China planned to begin its first
in 1953. What effect might this have upon Chinese
people?

Barnett, Communist China and Asia,
pp. 345-347.
Floyd, Who Against Khrushchev,
pp. 12-14.

Chandra Sekhar, Red China, An
Asian View, Ch. 8.

- S. Looks for relationships among events within one country and within a world-wide time framework.
- S. Tests hypotheses against data.

- S. Identifies inconsistencies.

- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

13. Have a pupil prepare a timeline showing some of the shifts in Chinese foreign policy under the Communists. He should place it under the same kind of timeline which was prepared for the unit on the Soviet Union and also under the timeline prepared for events in Western Europe. Have pupils try to figure out possible relationships among events on these different timelines.

Also ask: Were your ideas correct about what might happen to foreign policy decisions during the first Five Year Plan? (See activity #12).

14. Read aloud quotations from the Chinese pronouncement of "Five Principles of Co-existence." Discuss: How did the statement compare with the statement made at the Trade Union Conference in 1949? What reasons might account for the shift?

Daniels, ed., Documents of Communism, p

15. Have a pupil report on the Indo-China war and the Geneva Conference of 1954. He should discuss the Chinese role in this war and in the peace conference. What was the outcome of the war? How did the role of China fit into its new policy of peaceful co-existence?
16. Have a pupil give a report on the Formosa (or Taiwan) Crisis of 1954-1955. Discuss: What effect might this crisis have had on China's attitude toward the use of force in foreign policy?
17. Tell the class briefly about the period which followed, including the Bandung Conference. What did these events indicate about Chinese policy?

Prepare a timeline showing some of the shifts in foreign policy under the Communists. He should place the kind of timeline which was prepared for the Soviet Union and also under the timeline prepared for Eastern Europe. Have pupils try to figure out relationships among events on these different timelines.

Are your ideas correct about what might happen to decisions during the first Five Year Plan? (See

Questions from the Chinese pronouncement of "Five Year Plan for Peaceful Co-existence." Discuss: How did the statement made at the Trade Union Conference in 1952 and the reasons might account for the shift?

Daniels, ed., Documentary History of Communism, p. 346.

Read a report on the Indo-China war and the Geneva Conference. Pupils should discuss the Chinese role in this war and in the Geneva Conference. What was the outcome of the war? How did the Geneva Conference fit into its new policy of peaceful co-existence?

Read a report on the Formosa (or Taiwan) Crisis of 1955. Discuss: What effect might this crisis have had on the Chinese attitude toward the use of force in foreign policy?

Read briefly about the period which followed, including the Sino-Soviet alliance. What did these events indicate about

S. Looks for relationships among events within one country and within a world-wide time framework.

4. In late 1957 China joined the Soviet period of renewed militancy. India more militant than the Soviet Union.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Identifies value conflicts.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

Relationships among
in one country and
world-wide time frame-

4. In late 1957 China joined the Soviet Union in a period of renewed militancy. Indeed, it became more militant than the Soviet Union.

by considerations are
ideology, considerations
self-interest, perceptions
relationships between countries,
about how other nations will
domestic problems at home.

blue conflicts.

y considerations are affected
considerations of national self-
ceptions of power relationships
ries, expectations about how
will act, and domestic
ome.

18. Look again at the timeline and add the date for the first Russian Sputnik. Ask: What effect might this event have upon Soviet and Chinese foreign policy? Now note briefly a series of international incidents in 1958-1959 such as the Lebanon-Iraq crisis, the offshore islands crisis, the Berlin Crisis, Indian border crisis and the Laotian crisis of 1959. What do these events indicate about both Russian and Chinese foreign policy in this period? How might the Indian crisis affect relations between China and the U.S.S.R.? (You may have to remind pupils of Soviet aid to India.)

19. Review what pupils have learned about the crisis in Viet Nam and the Chinese role in that crisis. (Or have them do more reading about this crisis if necessary.)

20. Read aloud quotations from Mao on imperialism, who will lose in case of war, the inevitability of war, etc. Discuss in terms of the meaning for Chinese policies.

Jacobs and Baerwald
Communism, pp.
160-164, 166-1
Floyd, Mao Against
95, (Soviet).

Now read aloud quotations from Soviet leaders on the dangers of thermo-nuclear war. Compare these with the Chinese statements. Discuss: How might this difference affect the Sino-Soviet alliance? What factors might explain the difference?

21. A pupil might prepare a series of editorials which might have appeared in a Chinese newspaper at the time of one of the crises with the U. S. He should try to show how ideology and other factors were involved in the Chinese reactions.

the timeline and add the date for the first Russian
What effect might this event have upon Soviet and
policy? Now note briefly a series of international
1958-1959 such as the Lebanon-Iraq crisis, the offshore
the Berlin Crisis, Indian border crisis and the Laotian
What do these events indicate about both Russian and
policy in this period? How might the Indian crisis
between China and the U.S.S.R.? (You may have to
Soviet aid to India.)

Students have learned about the crisis in Viet Nam and the
that crisis. (Or have them do more reading about
necessary.)

Quotations from Mao on imperialism, who will lose in case
inevitability of war, etc. Discuss in terms of the meaning
of these policies.

Quotations from Soviet leaders on the dangers of thermo-
compare these with the Chinese statements. Discuss: How
difference affect the Sino-Soviet alliance? What factors
cause the difference?

Prepare a series of editorials which might have appeared
in a newspaper at the time of one of the crises with the U. S.
to show how ideology and other factors were involved in
the decisions.

Jacobs and Baerwald, eds., Chinese
Communism, pp. 147, 154-155,
160-164, 166-167.

Floyd, Mao Against Khrushchev, pp. 94-
95, (Soviet).

G. Nations have at their command various instruments of national power, and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

5. During its early history, Red Ch a close alliance with the Soviet following the Polish and Hungari began to develop between China a This rift has become quite heated reasons, but China and the Soviet a number of goals in common.

ve at their command
struments of national
choice among them
the nature of the
importance, the effect-
the means, its accept-
tc.

ED TO THE FREE EXAMINATION
ATTITUDES AND DATA. SEARCHES
OR DIFFERENT POINTS OF VIEW
PRESENTATIONS.

5. During its early history, Red China moved toward a close alliance with the Soviet Union. However, following the Polish and Hungarian crises, a rift began to develop between China and the U.S.S.R. This rift has become quite heated for a number of reasons, but China and the Soviet Union still have a number of goals in common.

22. Have a pupil prepare a chart to highlight changes in Chinese foreign policy after 1949. Discuss the chart in terms of what it shows about flexibility of the Chinese leaders. Also discuss: Do you think there is any reason to believe that the Chinese leaders changed their minds about the ultimate goals of Chinese foreign policy during these years? Quote Mao's ideas on attack and retreat and discuss their implications for foreign policy.
- For quotation, see: Communist China
p. 76.
23. Remind pupils of the drop in Soviet economic aid after 1959. Compare this aid to Soviet aid to other countries. Then discuss: Suppose you had been the Chinese Communist leaders. You found that the Soviet Union was giving you less economic aid than it was giving some of the countries of eastern Europe and that it was cutting back on aid. How would you have reacted?
- Floyd, Mao Against K
85-87.
24. Have a pupil give a brief report on Chinese economic aid to other Asiatic countries and other newly-independent countries at the same time that it was getting economic aid from the Soviet Union. Discuss: If you had been the Soviet leaders, how would you have reacted? Why? (Discuss purposes of Chinese aid as well as expenditures of money.) What other reasons might there have been for decreases in Soviet economic aid to China?
- See figures in Floyd
Khrushchev, p.
Barnett, Communist
pp. 244-250.
25. Have several pupils assume the roles of Chinese leaders who are discussing boundary problems with the Soviet Union. They should discuss their reactions to these boundaries.
- Jackson, Russo-Chin

Prepare a chart to highlight changes in Chinese foreign policy. Discuss the chart in terms of what it shows about the Chinese leaders. Also discuss: Do you think the Chinese leaders changed their ultimate goals of Chinese foreign policy during the 1950s? Note Mao's ideas on attack and retreat and discuss their foreign policy.

For quotation, see: Barnett, Communist China and Asia, p. 76.

Compare the drop in Soviet economic aid after 1959. Compare Soviet aid to other countries. Then discuss: Suppose you were a Chinese Communist leader. You found that the Soviet Union was giving less economic aid than it was giving some of the countries in the Far East and that it was cutting back on aid. How would you

Floyd, Mao Against Khrushchev, pp. 62, 85-87.

Write a brief report on Chinese economic aid to other Asiatic and Oceanic newly-independent countries at the same time that it was receiving economic aid from the Soviet Union. Discuss: If you had been a Chinese leader, how would you have reacted? Why? (Discuss both Chinese aid as well as expenditures of money.) What other factors have been for decreases in Soviet economic aid to

See figures in Floyd, Mao Against Khrushchev, p. 87. Barnett, Communist China and Asia, pp. 244-250.

Discuss the roles of Chinese leaders who are discussed in connection with the Soviet Union. They should discuss their foreign policy boundaries.

Jackson, Russo-Chinese Borderlands.

- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

- A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

- A. SCEPTICISM OF PANACEAS.

- S. Identifies value concepts.

- S. Considers alternative courses of action and possible consequences of these alternatives.

Have the same pupils assume the roles of Soviet leaders and discuss the boundary problems. They should indicate their concerns about these areas.

26. A pupil might prepare a series of editorials which might have appeared in a Chinese newspaper at the time of one of Mao's rifts with the Soviet leaders. He should try to show how ideology and other factors were involved in Chinese reactions.

27. Have a group of pupils role-play a meeting of the U. S. National Security Council. They should discuss the causes of the rift between China and the U.S.S.R., and try to decide what the U. S. should do to widen this rift--if it should.

Mehlinger, Readings,
Floyd, see esp. pp.
Mehmert, Peking and
(paperback), 19
Barnett, Communist C
esp. pp. 368-37
Swearer and Longaker
Annals, Sept.,
116.
Pentomy, Red World i
Communist Forei
McNeal, ed. Int'l. R
Communists, pp.

ls assume the roles of Soviet leaders and
ary problems. They should indicate their
ese areas.

pare a series of editorials which might have
ese newspaper at the time of one of Mao's
viet leaders. He should try to show how ideology
were involved in Chinese reactions.

upils role-play a meeting of the U. S. National
They should discuss the causes of the rift
the U.S.S.R., and try to decide what the U. S.
in this rift--if it should.

Mehlinger, Readings, pp. 184-190.

Floyd, see esp. pp. 194-205.

Mehnert, Peking and Moscow,
(paperback), 1963.

Barnett, Communist China and Asia,
esp. pp. 368-371.

Swearer and Longaker, Part 10, The
Annals, Sept., 1963, pp. 94-
116.

Pentomy, Red World in Tumult:
Communist Foreign Policies.

McNeal, ed. Int'l. Relations Among
Communists, pp. 27-40.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Sets up hypotheses.

S. Tests hypotheses against data.

B. A review of Chinese policy decisions of ideology as well as of considerations of interests, perceptions of power relationships about how other countries will act, ideas about the role of China, and domestic problems at home.

1. Marxian ideology affects the perceptions about actions of capitalist countries and long-range goals of China.

a. Marxian ideology establishes a framework of Communist revolution in other countries, leads Chinese leaders to both expectations and resolutions in the future and to act on them.

b. Marxian ideology leads Chinese capitalist countries to act in international affairs.

considerations are
ology, considerations
lf-interest, perceptions
onships between countries,
bout how other nations
domestic problems at home.

SINGLE-FACTOR

considerations are
ology, considerations
lf-interest, perceptions
ionships between countries,
bout how other nations will
tic problems at home.

eses.

es against data.

B. A review of Chinese policy decisions shows the importance of ideology as well as of considerations of national interests, perceptions of power relationships, expectations about how other countries will act, historical ideas about the role of China, and domestic problems at home.

1. Marxian ideology affects the perceptions of leaders about actions of capitalist countries, as well as long-range goals of China.

a. Marxian ideology establishes a long-range goal of Communist revolution in other countries. It leads Chinese leaders to both expect such revolutions in the future and to try to stimulate them.

b. Marxian ideology leads Chinese leaders to expect capitalist countries to act in certain ways in international affairs.

28. Read aloud quotations from Mao which indicate that he thinks the Soviets have lost their revolutionary and ideological zeal. Discuss: How do ideological differences affect Sino-Soviet relations? How can you account for these differences?

Jacobs and Baerwal
Communism, pp

29. Discuss: In terms of what you have now studied about Chinese foreign policy, what role does ideology seem to play in policy decisions? What other factors seem to be important in policy decisions? Which seem to be most important?

An excellent survey
influences of
policy can be
Communist Chi

Have pupils check their generalizations against those by authorities on Chinese foreign policy. Have pupils read different analyses of the role of ideology and other factors in shaping Chinese foreign policy.

After pupils have completed their reading, discuss: How important is ideology in shaping Chinese foreign policy? Is it more or less important than it is in shaping Soviet foreign policy? (Have pupils draw upon what they have read about specific policy decisions, what they studied in the unit on the U.S.S.R., and what they have just read about policy decisions in general.)

...ns from Mao which indicate that he thinks the
their revolutionary and ideological zeal.
Ideological differences affect Sino-Soviet
... you account for these differences?

Jacobs and Baerwald, eds., Chinese
Communism, pp. 179, 185.

...of what you have now studied about Chinese
...at role does ideology seem to play in policy
...Other factors seem to be important in policy
...seem to be most important?

An excellent summary of various
influences on Chinese foreign
policy can be found in Barnett,
Communist China and Asia, Ch. 4.

...their generalizations against those by
...nese foreign policy. Have pupils read
...of the role of ideology and other factors in
...reign policy.

...completed their reading, discuss: How important
...ping Chinese foreign policy? Is it more or
...in it is in shaping Soviet foreign policy?
...upon what they have read about specific policy
...cy studied in the unit on the U.S.S.R., and what
...d about policy decisions in general.)

c. Chinese leaders are probably ideological factors than Sov present time.

2. Like the leaders of all nations in what they believe to be the country. However, they attempt interests are not in conflict b long-range goals of Communism.

3. Like leaders of all nations, th into consideration their percep power and the ways in which oth act.

4. Chinese foreign policy is based standing historical beliefs abo China and the superiority of th well as by the rising tide of n to Imperialism and what Chinese during the 19th century.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

5. Like leaders in all nations, Ch domestic matters in making fore

c. Chinese leaders are probably more swayed by ideological factors than Soviet leaders at the present time.

2. Like the leaders of all nations, those in China act in what they believe to be the interests of their country. However, they attempt to show that these interests are not in conflict but rather support the long-range goals of Communism.
3. Like leaders of all nations, those in China take into consideration their perceptions of national power and the ways in which other countries will act.
4. Chinese foreign policy is based in part upon long-standing historical beliefs about the importance of China and the superiority of the Chinese people as well as by the rising tide of nationalism in reaction to Imperialism and what Chinese considered insults during the 19th century.
5. Like leaders in all nations, Chinese leaders consider domestic matters in making foreign policy decisions.

cy considerations are ideology, considerations of self-interest, perceptions of relationships between nations, expectations about how nations will act, and domestic concerns.

30. Discuss: Do Chinese leaders seem to pay as much attention to domestic problems as do Soviet and U. S. leaders as they formulate foreign policy decisions? (Be sure to discuss reasons for students' replies to this question.)

- C. The U. S. has countered Chinese policies of ways. It has used foreign economic aid to build up allies and win support in other countries. It has developed alliances to build up its military strength. It has developed policies of containment and military reactions to Communist take-overs, and it has followed a policy of non-recognition.
- S. Uses Reader's Guide to Periodical Literature.
- S. Identifies and examines basic assumptions.
- S. Evaluates information in terms of consistency, completeness of data, bias, logical arguments, and competency.
- D. At the present time the U. S. faces important policy decisions in our relations with China. These decisions cannot be made without considering the political, economic, and social systems of China; its foreign relations; its military strength; its present relations with other Communist countries; and its relations with the developed countries of Asia.

C. The U. S. has countered Chinese policy moves in a number of ways. It has used foreign economic and military aid to build up allies and win support in other countries. It has developed alliances. It has built up its military strength. It has developed a policy of containment and military reactions to attempts at Communist take-overs, and it has followed a policy of non-recognition.

D. At the present time the U. S. faces a number of important policy decisions in our relations with Red China. These decisions cannot be made intelligently without considering the political, economic, and social systems of China; its foreign policy motivation; its military strength; its present relations with other Communist countries; and its appeal to underdeveloped countries of Asia.

Guide to Periodical

examines basic

information in terms

, completeness of

logical arguments,

31. Have pupils read brief descriptions of how the U. S. has tried to meet Chinese foreign policy decisions.

Have the class list general approaches and examples under each. (Draw on discussion of specific incidents.)

Discuss: How do ideological factors mix with other factors in affecting U. S. policy decisions in our relations with Red China?

32. Have pupils list a series of specific issues which exist today between the U. S. and Red China.

In addition to curriculum
see Lewis, Crisis and China
Blum, U. S. Policy toward
China.

Have pupils read current articles in news magazines, magazines of opinion and pamphlets or books concerning policies which the U. S. should follow in its dealings with Red China (in general and on specific policies). Have pupils examine these articles in terms of basic assumptions of authors, competency, completeness of data, bias, and logical arguments.

33. Have pupils listen to or read excerpts from recent speeches by Congressional or administration leaders on Chinese foreign policy or on our policy toward China. Have pupils discuss these stands. They should analyze the speeches in terms of basic assumptions, consistency, completeness of data, bias, and logical arguments.

ad brief descriptions of how the U. S. has tried
e foreign policy decisions.

list general approaches and examples under each.
ession of specific incidents.)

do ideological factors mix with other factors in
policy decisions in our relation_ with Red China?

st a series of specific issues which exist today
S. and Red China.

In addition to current articles,
see Lewis, Communist China:
Crisis and Change, pp. 51-60.
Blum, U. S. Policy Toward Communist
China.

ad current articles in news magazines, magazines of
mphelets or books concerning policies which the U. S.
in its dealings with Red China (in general and on
cies). Have pupils examine these articles in terms
ptions of authors, competency, completeness of data,
ical arguments.

sten to or read excerpts from recent speeches by
or administration leaders on Chinese foreign policy
cy toward China. Have pupils discuss these stands.
alyze the speeches in terms of basic assumptions,
completeness of data, bias, and logical arguments.

34. Have several pupils prepare written or oral mock interviews between (a) an American reporter and Red Chinese leaders, and (b) between a reporter and the U. S. Secretary of State. These interviews should deal with current issues or policies related to relations between the two countries.
35. Have a group of pupils present a mock hearing before the Senate Foreign Relations Committee on some policy issue related to Red China.
36. Have a group of students debate the question: Should the U. S. recognize Red China?
37. Or have students present a mock meeting of the U. N. General Assembly in which the debate is focussed upon whether or not Red China should be admitted to the U. N. Have each pupil be assigned to represent a specific country. He should prepare ahead of time so that he can argue as that country's representative would be likely to argue on the issue.

Reader's Guide

Chinese D

(Foreign

Barnett, Commun

Ch. 14.

Newman, Recogn

Current Histor

pupils prepare written or oral mock interviews
an American reporter and Red Chinese leaders,
een a reporter and the U. S. Secretary of State.
news should deal with current issues or policies
relations between the two countries.

of pupils present a mock hearing before the Senate
tions Committee on some policy issue related to

of students debate the question: Should the U. S.
d China?

ents present a mock meeting of the U. N. General
which the debate is focussed upon whether or not
ould be admitted to the U. N. Have each pupil be
represent a specific country. He should prepare
e so that he can argue as that country's representa-
e likely to argue on the issue.

Reader's Guide. Armstrong,
Chinese Dilemma, pp. 48-55,
(Foreign Relations booklet).
Barnett, Communist China and Asia,
Ch. 14.

Newman, Recognition of Red China.

Current History, Sept., 1964.

- S. Considers alternative courses of action and possible consequences of these alternatives.

- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

- S. Interprets cartoons.

- S. Considers alternative courses of action and possible consequences of these alternatives.

38. Project recent American cartoons about Red China. Discuss: What do cartoonists try to get viewers to believe about Red China? How? How would such beliefs affect ideas about foreign policy?

39. Have a panel discussion on "What should be our policy toward Taiwan and the offshore islands?"

Barnett, Communis
Ch. 13.

40. Discuss U. S. policy toward Viet Nam in relationship to what the Chinese might do in case of each of the alternatives we might select.

41. Remind pupils that they have already paid some attention to the rift between China and the U.S.S.R. as they studied the previous unit. They discussed briefly the question: If you were President, how would you deal with the Soviet Union in the light of this conflict? Now ask: Now that you have studied China, have you changed your minds at all? Why or why not?

American cartoons about Red China. Discuss: What try to get viewers to believe about Red China? How? beliefs affect ideas about foreign policy?

discussion on "What should be our policy toward offshore islands?"

Barnett, Communist China and Asia,
Ch. 13.

policy toward Viet Nam in relationship to what the do in case of each of the alternatives we might

that they have already paid some attention to the China and the U.S.S.R. as they studied the previous discussed briefly the question: If you were President, deal with the Soviet Union in the light of this conflict? that you have studied China, have you changed your Why or why not?

S. Generalizes from data.

S. Generalizes from data.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

42. Discuss: Do you think China or the Soviet Union presents the greater international threat to the U. S.? Why? Do you think Chinese policies may gradually shift as China becomes more highly industrialized and as new leaders take over control of China? Why or why not?
43. Come back to the question raised at the beginning of the study of Chinese foreign relations. Discuss: Do you think that peaceful coexistence with Red China is possible? Why or why not?
44. Have pupils list a number of ~~crisis~~ situations related to Chinese foreign policy since 1949. Now have them try to work out a balance sheet indicating success and failure of Chinese policies in each of these cases. Remind pupils of the Soviet emphasis upon long-term goals despite immediate frustrations. Discuss: Do you think the same thing is true of Red China? Why or why not? Quote Barnett on the Chinese view of a continuing world struggle. Ask: In the light of the general Communist focus upon long-range goals and Marxian expectations about what will happen to capitalism, have you changed your mind at all about U. S. foreign policy? Do you think there is any quick way of ending the U. S. conflict with Red China? What implications do you see for the U. S. in your conclusions?
45. Quote Barnett on the implications of Chinese policies for the U. S. in terms of trying to promote change or preserve the status quo. Discuss: Do you agree with Barnett? Why or why not?

Barnett, Communist C
pp. 70-71.

Barnett, Communist C
pp. 83-84.

Do you think China or the Soviet Union presents the greatest threat to the U. S.? Why? Do you think these threats may gradually shift as China becomes more highly industrialized as new leaders take over control of China?

Discuss the question raised at the beginning of the study on Sino-American relations. Discuss: Do you think that peace with Red China is possible? Why or why not?

Discuss a number of crisis situations related to Chinese foreign policy since 1949. Now have them try to work out a balance between the success and failure of Chinese policies in each situation. Remind pupils of the Soviet emphasis upon long-range goals and immediate frustrations. Discuss: Do you think the policies are true of Red China? Why or why not? Quote Barnett on the view of a continuing world struggle. Ask: In the general Communist focus upon long-range goals and long-term plans, what do you think will happen to capitalism, have you any ideas about what will happen to capitalism, have you any ideas in mind at all about U. S. foreign policy? Do you see any quick way of ending the U. S. conflict with China? What implications do you see for the U. S. in your con-

Barnett, Communist China and Asia,
pp. 70-71.

Discuss the implications of Chinese policies for the U. S. Do you think we should try to promote change or persevere the status quo. Do you agree with Barnett? Why or why not?

Barnett, Communist China and Asia,
pp. 83-84.

- 4. Considers alternative courses of action and possible consequences of these alternatives.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Generalizes from data.

46. Now return to the possible alternative courses of broad policy action suggested by pupils during the introductory stage of this unit and again at the beginning of this study of Chinese foreign relations. Have them list other possibilities in the light of what they have now studied.

Have students examine the goals they set up at the beginning of the unit. Ask: Have you changed your minds about these goals?

Now have pupils list possible consequences of each alternative course of action. How sure are they that consequences would follow? What evidence do they have? Students should compare these possible consequences with their goals.

Finally, just as in the unit on the Soviet Union, each student should prepare a statement about which courses of action he would support and why. Then discuss their conclusions. If they differ, why do they differ? (Because of differences in goals and values or difference in predictions about consequences of different alternati ?)

47. Ask for volunteers to keep the class informed about new developments in China.
48. Give pupils a recent opinion poll about China. Do their attitudes resemble those of the American public as a whole? If not, why do they think they differ? Or give pupils some of the same questions as at the beginning of the unit. Have pupils' attitudes changed at all since the beginning of the unit. If they have, why?

207-208-

49. Give a test covering all of the work on the unit. Discuss results in class.

50. Point out the class will be studying India next. What questions do they now have about India in the light of their study of China?

COMMUNIST CHINA

John Turner

Although scholars have not been able to analyze developments in Communist China with as much precision or detail as they have examined Communist Russia, the study of the Communist system in an Oriental setting is a fascinating experience for the student. In present-day China, the young scholar is able to study the impact of the Marxist-Leninist idea upon an ancient civilization, the remnants of which had continued to persist despite the inroads of "Westernism" in the coastal areas and along the main water routes. As originally conceived, Communist ideology and organizational forms were supposed to take root in industrial societies which had developed an active, "class-conscious" labor force. Contrary to the orthodox predictions of Karl Marx, however, the Chinese Communist Party rose to power in a peasant society whose heavy industrial base was largely confined to Manchuria and whose important factories had been stripped by the Russians shortly after the end of World War II.

The success of the Chinese Communists in this agrarian setting raises important questions for the inquiring student: How was it possible for the Communists to seize control of China? What features of the old traditional society have the Communist leaders been able to make use of, and what features constitute barriers to their efforts to re-

construct the social order? What of the old culture have the Communists been successful to bring about? And, what changes in the old culture have they been forced to make in their ideological patterns of organization by virtue of the Communist system has been to the Chinese environment? In other words, to what extent has orthodox Communism been applied and to what extent has the "old China" been "Communistized"? Definitive answers to these questions may not be forthcoming for many years yet, but it is nevertheless important to keep an eye open for any trends that are developing.

Traditional Institutions and Problems

It is essential that the student have at least a brief glimpse of "traditional" China. The civilization of China is very old, dating back for many centuries before the birth of Christ. Indeed, many of the problems confronting the Communists--for example, the development of agriculture--are problems which Chinese dynasties have been wrestling with for hundreds of years. Moreover, a number of social institutions and behavioral patterns were deeply woven into the social fabric

COMMUNIST CHINA

John Turner

Scholars have not been able to analyze Communist China with as much detail as they have examined Russia, the study of the Communist in an oriental setting is a fascinating experience for the student. In present-day China, the student is able to study the impact of the Communist idea upon an ancient civilization of which had continued to resist the inroads of "Westernism" in the past and along the main water routes. The Communist ideology and its forms were supposed to take root in societies which had developed an "unconscious" labor force. Contrary to the predictions of Karl Marx, however, the Chinese Communist Party rose to power in a society whose heavy industrial base was confined to Manchuria and whose industries had been stripped by the Russians at the end of World War II.

The success of the Chinese Communists in their setting raises important questions for the student: How was it possible for them to seize control of China? What changes in the old traditional society have the Communists been able to make use of, and what constitute barriers to their efforts to re-

construct the social order? What changes in the old culture have the Communists been able successfully to bring about? And, conversely, what changes in the old culture have the Communists been forced to make in their ideology and in their patterns of organization by virtue of the fact that the Communist system has been transplanted in a Chinese environment? In other words, to what extent has orthodox Communism been "Sinitized" and to what extent has the "old China" been "Communized"? Definitive answers to some of these questions may not be forthcoming for several years yet, but it is nevertheless important to keep an eye open for any trends that may be developing.

Traditional Institutions and Problems

It is essential that the student be given at least a brief glimpse of "traditional" China, for the civilization of China is very old, extending back for many centuries before the birth of Christ. Indeed, many of the problems now confronting the Communists--for example, the development of agriculture--are problems that Chinese dynasties have been wrestling with for hundreds of years. Moreover, a number of the social institutions and behavioral patterns that were deeply woven into the social fabric of

China, providing strong threads of continuity for the various imperial regimes, have been severely attacked by the Communists who seek to impose new methods of social control and to push the country to higher levels of industrialization and modernization.

At the local level ordinary citizens, who eked out an existence by intensively cultivating their tiny plots of land, were closely tied to the family system. The leaders of the family or class were responsible for the behavior of individual members, punishing them for their misdeeds and taking care of them during times of need. Similarly, organizations of merchants (called guilds) established and enforced the rules of commerce within the towns and cities. Hence, several important functions (such as punishment for wrongdoing, welfare activities, and the regulation of business transactions) that in many societies are ordinarily performed by government were carried out by other social institutions, especially the family and the guilds. Heavy reliance upon these institutions meant that when their influence became somewhat eroded by the forces of social change, the government needed to take over these functions. But, as we shall see, when these important institutions were weakened, China entered a long period of political chaos, and the central government was never strong enough or stable enough to perform these functions adequately, and disorder tended

to prevail, with political power eventually falling into the hands of local "warlords," many of whom were primarily interested in personal gain rather than in good governance.

For centuries until 1911, the government of China was a monarchy under the rule of an emperor. Theoretically all-powerful, the emperor appointed his advisers to the throne and promulgated major policies on his own. To carry out these policies he established a huge bureaucracy which extended far down into the local districts and which was recruited from the members of the "gentry" class who had managed to pass the civil service examinations. The "scholar-officials" were a prestigious group, and to become a government official was the goal of many individuals.

The political system of imperial China was reinforced and sanctified by the prevailing ideology of the society, important elements of which were provided by Confucianism. It had assumed that the emperor governed under the "mandate of heaven"--that the monarch ruled under the authority of the deity above, and so long as he enjoyed this mandate, ordinary citizens were obligated to obey his commands. According to Confucian doctrine, only the most able individuals with ability were entitled to participate in government administration, and the civil service examination was really a test

ag strong threads of continuity for imperial regimes, have been severed by the Communists who seek to impose new methods of social control and to push for higher levels of industrialization.

At the level of ordinary citizens, whose existence was maintained by intensively cultivating the soil and land, were closely tied to the land. The leaders of the family or village were responsible for the behavior of individuals, punishing them for their misdeeds and taking care of them during times of disaster. Religious organizations of merchants and scholars were established and enforced the law and order within the towns and cities. These organizations performed important functions (such as settling disputes, settling wrongdoing, welfare activities, and regulation of business transactions) that were ordinarily performed by the family. These functions were carried out by other social institutions, especially the family and the guilds. The influence upon these institutions meant that the influence became somewhat diminished. In the face of forces of social change, the government was forced to take over these functions. But, when these important institutions collapsed, China entered a long period of disorder, and the central government was not strong enough or stable enough to perform its functions adequately, and disorder tended

to prevail, with political power eventually falling into the hands of local "warlords," many of whom were primarily interested in personal gain rather than in good governance.

For centuries until 1911, the government of China was a monarchy under the rule of an emperor. Theoretically all-powerful, the emperor appointed his advisers to the throne and often emanated major policies on his own. To carry out these policies he established a huge bureaucracy which extended far down into the local districts and which was recruited from the members of the "gentry" class who had managed to pass the civil service examinations. These "scholar-officials" were a prestigious group, and to become a government official was the goal of many individuals.

The political system of imperial China was reinforced and sanctified by the prevailing ideology of the society, important elements of which were provided by Confucianism. It had long been assumed that the emperor governed under the "mandate of heaven"--that the monarch ruled under the authority of the deity above, and that so long as he enjoyed this mandate, ordinary citizens were obligated to obey his commands. According to Confucian doctrine, only those individuals with ability were entitled to participate in government administration, and the civil service examination was really a test of

knowledge about the Confucian classics. This meant that the ruling elite had been thoroughly indoctrinated in the tenets of Confucianism during the long period of preparation for the examinations.

In reality, of course, the emperor was limited in his ability to govern for several reasons: (1) China embraces a huge territory--a fact that has also created difficulty for the Communists--and it often took many months for imperial decrees to be communicated to the remote provinces. (2) In a society that tended to respect the past, the monarch was bound to pay heed to the edicts of his predecessors; indeed, for him to institute policies making demands upon his people that drastically violated custom ran the risk of inciting popular rebellion. (3) It was assumed that the central government would assist in the building of important irrigation works and would provide relief from floods and famines--but beyond these responsibilities the central government was not expected to intervene in regulating the lives of ordinary people. (4) Confucian doctrine stipulated that when a ruler was "moral," Chinese citizens would immediately recognize his merit and would voluntarily obey his will, but when he resorted to the use of force, this was an admission that he had suffered a decline in virtue and was governing in an immoral way. (5) When conditions in the state grew adverse -- when, for example, the people were af-

flicted by floods, famine, or excessive
ness -- this was a sign that his manda
wearing thin; under these circumstance
people were entitled to rebel against hi

This built-in right of rebellion was
spicuous feature of governance in tradi
China, and over the centuries there em
a pattern of dynasties being weakened b
lar unrest and eventually being overtur
rivals for the throne. When this happ
however, the monarchical system itse
seldom called into question, and the ch
resulted merely in the replacement of
nasty by another. Not until the revol
1911, which was engineered by Dr. Sun
was the monarchy abolished and an ent
system in the form of a "republic" esta

In the traditional society of China, a
archy of social classes was clearly vis
the top of the social ladder were the em
and his fellow-clansmen, who were kno
the imperial nobility. Below them wer
ered gentry, from the ranks of whom t
ment administrators and advisers were
Then came the peasants, constituting t
of the population, who were respected
they contributed to the productivity of t
try and were the chief taxpayers. Belo
peasants were the artisans and mercha
were regarded with suspicion because

ut the Confucian classics. This
e ruling elite had been thoroughly
in the tenets of Confucianism dur-
eriod of preparation for the exam-

licted by floods, famine, or excessive lawless-
ness -- this was a sign that his mandate was
wearing thin; under these circumstances, the
people were entitled to rebel against his rule.

of course, the emperor was
ability to govern for several rea-
a embraces a huge territory--a
also created difficulty for the Com-
it often took many months for im-
s to be communicated to the remote
) In a society that tended to respect
monarch was bound to pay heed to
his predecessors; indeed, for him
licies making demands upon his
astically violated custom ran the
g popular rebellion. (3) It was as-
e central government would assist
of important irrigation works and
relief from floods and famines--
se responsibilities the central gov-
not expected to intervene in regula-
of ordinary people. (4) Confucian
ated that when a ruler was "mor-
citizens would immediately recog-
t and would voluntarily obey his
he resorted to the use of force,
mission that he had suffered a de-
and was governing in an immoral
n conditions in the state grew ad-
, for example, the people were af-

This built-in right of rebellion was a con-
spicuous feature of governance in traditional
China, and over the centuries there emerged
a pattern of dynasties being weakened by popu-
lar unrest and eventually being overturned by
rivals for the throne. When this happened,
however, the monarchical system itself was
seldom called into question, and the changes
resulted merely in the replacement of one dy-
nasty by another. Not until the revolution of
1911, which was engineered by Dr. Sun Yat-sen,
was the monarchy abolished and an entirely new
system in the form of a "republic" established.

In the traditional society of China, an hier-
archy of social classes was clearly visible. At
the top of the social ladder were the emperor
and his fellow-clansmen, who were known as
the imperial nobility. Below them were the rev-
ered gentry, from the ranks of whom the govern-
ment administrators and advisers were drawn.
Then came the peasants, constituting the bulk
of the population, who were respected because
they contributed to the productivity of the coun-
try and were the chief taxpayers. Below the
peasants were the artisans and merchants who
were regarded with suspicion because they were

not visibly productive, pouring their energies into the search for profit through the sale and exchange of goods. At the bottom of the social scale were the soldiers who were ranked little higher than the castoffs of the society, reflecting the lowly role assigned to the use of force in the system. This social breakdown is important to recognize for two reasons: (1) The inferior status of the merchants prompted them to make their fortunes quickly and then to move out of the merchant class if they could -- a development that tended to inhibit economic development in old China. (2) In the political chaos that ensued after the middle of the nineteenth century, there came to be greater reliance upon force in the society, and the specialists in force (soldiers) began to rise in the social scale. At the same time the scholars came to play less of a role in governing the system.

Despite the existence of clearly differentiated social classes, traditional China was a relatively fluid society. In other words, it was possible for particular individuals and families to rise in the social order. Since "merit" in the Confucian scheme was not the monopoly of special castes, an individual who exhibited talent and who had managed to secure enough education in the classics to pass the government examination was able to enter into gentry status and possibly to secure a post in the state administration. Indeed, it was the aim of many merchants to accumulate sufficient money in commerce to purchase land and to educate themselves or their

children so that they could enter government service, being able thereby to divest themselves of their mercantile roles and to move up in the social scale. In practice, of course, only relatively few peasant families were able to move out of their social class, but the rise and fall of family fortunes in traditional China indicate that it was not entirely a "closed" society, as is often the case in traditional systems.

Throughout her long history, China was recognized by her neighbors as having a superior civilization, which was indeed highly advanced for its day. When an alien dynasty seized the Chinese throne, it tended to rule in Chinese ways and to rule through Chinese institutions. Smaller countries adjacent to China recognized her superiority by referring to her "suzerains" and by offering "tribute" to the emperor. Under these circumstances, Chinese rulers tended to develop a superiority complex in their dealings with other nations. They looked upon their country as the center of the universe, "and such an outlook made them blind to the power of Western nations. Beginning in the 1840's, imposed upon China by a series of "unequal treaties" -- a development that led to important changes in the traditional society.

In summary, then, as the traditional society began to disintegrate under the impact of "modern" forces, it left a legacy of institutions

ductive, pouring their energies
for profit through the sale and
goods. At the bottom of the social
the soldiers who were ranked little
the castoffs of the society, reflect-
role assigned to the use of force
. This social breakdown is im-
cognize for two reasons: (1) The in-
of the merchants prompted them to
fortunes quickly and then to move out
at class if they could -- a develop-
ed to inhibit economic development
(2) In the political chaos that en-
middle of the nineteenth century,
be greater reliance upon force in
and the specialists in force (soldiers)
in the social scale. At the same
lars came to play less of a role in
system.

the existence of clearly differen-
classes, traditional China was a
id society. In other words, it was
particular individuals and families
social order. Since "merit" in the
heme was not the monopoly of spe-
n individual who exhibited talent
managed to secure enough education
s to pass the government examina-
to enter into gentry status and pos-
ce a post in the state administation.
s the aim of many merchants to ac-
efficient money in commerce to pur-
nd to educate themselves or their

children so that they could enter government
service, being able thereby to divest them-
selves of their mercantile roles and to rise
in the social scale. In practice, of course,
relatively few peasant families were able to
move out of their social class, but the rise
and fall of family fortunes in traditional China
indicate that it was not entirely a "closed" so-
ciety, as is often the case in traditional social
systems.

Throughout her long history, China was
recognized by her neighbors as having a super-
ior civilization, which was indeed highly ad-
vanced for its day. When an alien dynasty
seized the Chinese throne, it tended to adopt
Chinese ways and to rule through Chinese in-
stitutions. Smaller countries adjacent to
China recognized her superiority by becoming
her "suzerains" and by offering "tribute" to
the emperor. Under these circumstances, the
Chinese rulers tended to develop a superior-
ity complex in their dealings with other nations.
They looked upon their country as the "hub of
the universe," and such an outlook made them
blind to the power of Western nations, which,
beginning in the 1840's, imposed upon China a
series of "unequal treaties" -- a development
that led to important changes in the traditional
society.

In summary, then, as the traditional society
began to disintegrate under the impact of "mod-
ern" forces, it left a legacy of institutions, at-

titudes, and expectations that succeeding rulers would have to recognize and deal with. Among these were the following:

1. A strong guild system and a strong family system, which performed important functions of social control, thereby relieving the government of some of its burdens. These institutions also entangled the individual in a network of reciprocal obligations which often resulted in nepotism and other forms of kinship behavior.

2. The expectation that the central government would assist in the development of irrigation facilities and would provide relief for the victims of natural disasters, but that it would not make excessive demands upon its citizens or intervene in their lives contrary to established customs. When government policies exceeded the anticipated limits, the affected individuals tended to engage in evasions of the law and passive resistance.

3. The assumption that an effective, legitimate government was a moral government and did not need to rely extensively upon force to achieve its objectives. Resort to force was believed to be an indication that a ruler had suffered a loss of moral virtue and was losing his right to govern.

4. A strong tradition of rebellion against a regime that was not living up to expectations.

5. Strong feelings of cultural (but not racial) nationalism -- a widespread belief among the elite that Chinese institutions were superior to those of other countries and that representatives of other states should humbly recognize this superiority.

In addition to the above factors, there were other important components of the system of rule in traditional China:

1. A recognition of the difference between the members of the elite who comprised the sprawling state bureaucracy, and the ordinary citizens who were governed by them.

2. An official state ideology which was embracing in its outlook and which reinforced the existing system of government.

3. A strong emphasis upon the group, especially the family, and upon the obligations of an individual toward the group.

China in Transition: The Descent into

It is desirable for the young student to be introduced, at least sketchily, to the problems that faced China in the century from 1840 to 1945. During this period many of the traditional institutions began to disintegrate, the monarchy was weakened, and in 1911 it was replaced by a republic, which proved to be ineffective and unable to carry out the

expectations that succeeding rulers recognize and deal with. Among the following:

g guild system and a strong family which performed important functions of control, thereby relieving the family of some of its burdens. These institutions entangled the individual in a web of reciprocal obligations which often included nepotism and other forms of kin-

expectation that the central government assist in the development of irrigation and would provide relief for the victims of natural disasters, but that it would make excessive demands upon its citizens in their lives contrary to established principles. When government policies exceeded their limits, the affected individuals engaged in evasions of the law and passivity.

assumption that an effective, legitimate government was a moral government and not to rely extensively upon force to achieve its objectives. Resort to force was but a faint indication that a ruler had suffered from a lack of moral virtue and was losing his throne.

long tradition of rebellion against a ruler who was not living up to expectations.

5. Strong feelings of cultural (but not political) nationalism -- a widespread belief among the elite that Chinese institutions were superior to those of other countries and that the representatives of other states should humbly recognize this superiority.

In addition to the above factors, there were other important components of the system of rule in traditional China:

1. A recognition of the difference between the members of the elite who comprised the sprawling state bureaucracy, and the mass of ordinary citizens who were governed by them.

2. An official state ideology which was all-embracing in its outlook and which reinforced the existing system of government.

3. A strong emphasis upon the group, especially the family, and upon the obligations of an individual toward the group.

China in Transition: The Descent into Chaos

It is desirable for the young student to be introduced, at least sketchily, to the problems that faced China in the century from 1845 to 1945. During this period many of China's traditional institutions began to disintegrate; the monarchy was weakened, and in 1911 it was replaced by a republic, which proved to be ineffective and unable to carry out the minimal

functions ordinarily expected of the central government; the country became the victim of Western and Japanese imperialism, which added further to the internal chaos and stimulated the forces of Chinese nationalism. It was in such a milieu that the Chinese Communist Party was born, and from the beginning its environment affected its policies and tactics, making it somewhat different from its Russian counterpart during comparable stages of development.

Increased contact with the West followed in the wake of the "unequal treaties" which granted rights and privileges to certain Western powers and later to Japan. As a result of economic concession, foreigners began to erect factories and to engage in a variety of commercial activities. This meant that nationalists often focused their attention upon foreign-owned enterprises and instituted boycotts against them. Moreover, some of the native handicraft industries found it increasingly difficult to compete with the commodities of mass production. In addition, improved methods of transportation, coupled with the attraction of factory employment for people who now needed jobs, encouraged greater mobility among people in certain geographic areas, with the result that family ties tended to become weakened and traditional social institutions became less effective in their function of social control.

Unfortunately, however, the central government was unable to extend its control over the

provinces at a time when important changes were taking place in China. The Manchu regime was undergoing serious decline that was accentuated in the 1850's by the Taiping rebellion. This movement, reflecting peculiarly foreign religious ideas and primitive forms of socialism, managed to establish itself in the southern half of the country for more than a decade. Thus, during this period China had two governments, a central monarchy, faced with a military challenge to its authority and unable to tap its vast resources of revenue in the south, became weakened. This chaos was exacerbated by the expenses and by continuing demands by the provinces and the ordinary functions of government to fall into the hands of local political leaders, reducing further the influence of the central government. From this point on, the country was inclined to become "regionalized" and the regimes experienced great difficulty to reunify the country. Indeed, for much of this period China had two governments.

During the last quarter of the nineteenth century when it had become clear that China was not powerful enough to resist the demands of the Western powers, some Chinese leaders began to reform in an effort to stem the tide. This movement reflected in such developments as the "Self-Cultivation Reform" of 1898. Important groups in the country, however, were by no means agreed upon the scope and direction of reform. Some pushed for a limited reform, rejecting much of the

arily expected of the central gov-
untry became the victim of West-
se imperialism, which added
nternal chaos and stimulated the
se nationalism. It was in such
e Chinese Communist Party was
the beginning its environment
cies and tactics, making it some-
rom its Russian counterpart dur-
stages of development.

contact with the West followed in
"unequal treaties" which granted
leges to certain Western powers
an. As a result of economic con-
ners began to erect factories and
variety of commercial activities.
t nationalists often focused their
oreign-owned enterprises and in-
s against them. Moreover, some
ndieraft industries found it in-
cult to compete with the commod-
roduction. In addition, improved
nsportation, coupled with the at-
ory employment for people who
s, encouraged greater mobility
n certain geographic areas, with
family ties tended to become
raditional social institutions be-
ctive in their function of social

ely, however, the central govern-
e to extend its control over the

provinces at a time when important changes
were taking place in China. The Manchu re-
gime was undergoing serious decline -- a trend
that was accentuated in the 1850's by the famous
Taiping rebellion. This movement, which re-
flected peculiarly foreign religious influence
and primitive forms of socialism, managed to
establish itself in the southern half of China
for more than a decade. Thus, during this
period China had two governments, and the
monarchy, faced with a military challenge to
its authority and unable to tap its regular sources
of revenue in the south, became seriously weak-
ened. This chaos was exacerbated by later disturb-
ances and by continuing demands by foreign nations,
and the ordinary functions of government tended
to fall into the hands of local political and military
leaders, reducing further the influence of the cen-
tral government. From this point onward, China
was inclined to become "regionalized," and later
regimes experienced great difficulty in trying to
reunify the country. Indeed, for much of the period,
China had two governments.

During the last quarter of the nineteenth century,
when it had become clear that China was not power-
ful enough to resist the demands of the foreign pow-
ers, some Chinese leaders began to agitate for re-
form in an effort to stem the tide. This was re-
flected in such developments as the "Hundred Days
Reform" of 1898. Important groups in China, how-
ever, were by no means agreed upon the nature
and direction of reform. Some pushed for full-
fledged reform, rejecting much of China's tradi-

tional past, others were interested in introducing Western technology and forms into China but rejected Western values; and still others tended to turn their backs upon everything Western, preferring to hang on to traditional modes and values.

After a promising start, the reforms of 1898 were resisted by powerful influences at the court, and there followed an era of reaction, culminating in the Boxer Rebellion (1900). This represented the nadir of China's fortunes in the international field, and during the next decade the monarchy set about to recoup its fortunes by instituting reforms in government and education. In 1905, the examination system for the civil service was abolished -- the final blow to a system that had been in decline for several decades, weakened by the purchase of office occasioned by the emperor's need for more revenue to replace that of the provinces which had fallen from his control. Some of the new reforms aimed at greater centralization of government, and these were resisted by local leaders who had grown used to exercising political and economic power on their own.

The concession granted by the monarchy merely whetted the appetite of certain groups whose leaders began to press for a complete change in the form of government. Large numbers of young people had been educated overseas where they had come into contact with revolutionary leaders, and in their short training programs they had been introduced to Western political ideas. Some of these people developed a fascination for democratic modes and

institutions, and they entertained high hopes for their introduction into China, with little or no given much thought to how they might fit into an Oriental environment. To many of them the reform of the monarchy was not enough. Their taste for Western institutions, combined with the lack of opportunity for them to use their talents at home, made them a class of the intelligentsia, willing to undertake revolution for the establishment of a republic.

Many provincial leaders, who were more Manchu than pre-republican, reverted to the support of the republican cause, spearheaded by Dr. Sun and his revolutionary society, the Kuomintang. After a period of skirmishing, intrigue, and delicate maneuvering, the monarchy collapsed, and the republic was proclaimed. This revolution, then, differed from those of the past centuries by changing the entire form of government. No longer was there a monarch who symbolized the cultural unity of the empire and served as a benevolent father to his children. As was to be expected, many of those who had supported the revolution were disappointed with Dr. Sun on the type of government that was to be established. From 1911 to 1913 there was considerable wrangling over the adoption of a constitution, the division of powers between the executive and legislative branches of government, and the balance of power between the central government and the provinces. During this period, one military leader tried to convert his office as president into a new im-

21
were interested in introducing
y and forms into China but re-
lues; and still others tended to
pon everything Western, prefer-
traditional modes and values.

ng start, the reforms of 1898
powerful influences at the court,
an era of reaction, culminat-
ebellion (1900). This represent-
ina's fortunes in the interna-
uring the next decade the monar-
occup its fortunes by instituting
ment and education. In 1905, the
an for the civil service was abo-
blow to a system that had been
eral decades, weakened by the
occasioned by the emperor's
venue to replace that of the pro-
fallen from his control. Some of
aimed at greater centralization of
these were resisted by local lead-
n used to exercising political and
n their own.

on granted by the monarchy mere-
etite of certain groups whose lead-
s for a complete change in the form
arge numbers of young people had
rseas where they had come into
utionary leaders, and in their
grams they had been introduced
al ideas. Some of these people
ation for democratic modes and

institutions, and they entertained high expectations
for their introduction into China, without having
given much thought to how they might be adapted to
an Oriental environment. To many of these people
the reform of the monarchy was not drastic enough.
Their taste for Western institutions, combined
with the lack of opportunity for them to employ
their talents at home, made them a frustrated intel-
ligentsia, willing to undertake revolution for the es-
tablishment of a republic.

Many provincial leaders, who were more anti-
Manchu than pre-republican, nevertheless came
to the support of the republican cause, which was
spearheaded by Dr. Sun and his revolutionary so-
ciety, the Kuomintang. After a period of military
skirmishing, intrigue, and delicate negotiations,
the monarchy collapsed, and the rebels set up a
republic. This revolution, then, differed from those
in past centuries by changing the entire system of
government. No longer was there to be an emperor
who symbolized the cultural unity of the nation and
served as a benevolent father to his subject-child-
ren. As was to be expected, many of the groups
that had supported the revolution were not in
agreement with Dr. Sun on the type of regime that
was to be established. From 1911 to 1928, there
was considerable wrangling over the writing and
adoption of a constitution, the division of author-
ity between the executive and legislative branches
of government, and the balance of power between
the central government and the provinces. During
this period, one military leader tried to convert
his office as president into a new imperial throne,

and when this proved to be unsuccessful, changing coalitions of warlords alternatively seized control of the government at Peking, using their posts as instruments for personal gain. Early in the power struggle, Sun and other leaders of the Kuomintang were forced out of the government, and they returned to the south where they set up an unsteady government of their own.

It was in the midst of this revolutionary fervor and political uncertainty that the Chinese Communist Party was born shortly after the end of World War I. At its inception a floundering movement that attracted anarchists and other bands of malcontents, the Party was founded and led by members of the middle class who regarded Lenin's analysis of imperialism as an adequate explanation of China's predicament. To them China was being exploited by foreigners whose power must be broken. Thus, to the anti-capitalism inherent in Marxism-Leninism was added the virulent dimension of nationalism, since many capitalists in China were non-Chinese.

When Sun Yat-sen lost out in his struggle for control of the republic, he approached several Western nations for technical assistance and military equipment. Failing in this effort, he turned to the Soviet Union, which also needed recognition and which had formulated plans to bring China within the orbit of its control. After the USSR had negotiated with Sun, the international Communist movement (Comintern) sent advisers and other forms of aid to the Kuomintang. These agents

helped to build up a military academy in the direction of a young military leader (Chiang K'ai-Shek), and they set a pattern of organizing the Kuomintang along Communist lines. Individual Chinese Communists were recruited to become members of Sun's party, and they expected them to forego Communist activities; they in fact kept their organizational ties, taking advantage of their new respectability to organize peasants' associations and other groups at the "rice roots" level. The Chinese Communist Party leadership had at first resisted the Kuomintang, but pressure from the Comintern and the Comintern eventually wore down their resistance, and they entered the Party on its orders.

As it turned out, the Chinese Communist Party usually suffered serious setbacks within the instructions of the international Communist movement. In 1926-1927, for example, Chiang K'ai-Shek, who had come into prominence after the death of Sun, instituted two purges against the Communists, shattering the organization. In the years following, the native Communist Party was unable to instigate rebellion in designated areas; these activities usually ended in failure for the organization. The costs of Soviet interest during this period help to account for the present-day opposition of Chinese Communist aspects of Soviet foreign policy, which reports national bourgeois regimes at the expense of the local Communist parties.

proved to be unsuccessful, changing warlords alternatively seized control of government at Peking, using their posts as a cover for personal gain. Early in the power struggle, Sun Yat-sen and other leaders of the Kuomintang were driven out of the government, and they retreated to the south where they set up an unsteady government of their own.

In the midst of this revolutionary ferment and political uncertainty that the Chinese Communist Party was born shortly after the end of World War II. At its inception a flourishing movement attracted anarchists and other radicals. In 1921, the Party was founded and led by Chen Duxiu, a middle class who regarded Lenin's theory of imperialism as an adequate explanation of China's predicament. To them China was dominated by foreigners whose power must be broken. Thus, to the anti-capitalism inherent in Leninism was added the virulent nationalism, since many capitalists were non-Chinese.

When Sun Yat-sen lost out in his struggle for a republic, he approached several nations for technical assistance and military aid. Failing in this effort, he turned to the Soviet Union, which also needed recognition. The USSR had formulated plans to bring China into its orbit of its control. After the USSR allied with Sun, the international Communist Party (Comintern) sent advisers and other agents to the Kuomintang. These agents

helped to build up a military academy (under the direction of a young military leader by the name of Chiang K'ai-Shek), and they set about to reorganize the Kuomintang along Communist lines. Individual Chinese Communists were ordered to become members of Sun's party, and although Sun expected them to forego Communist discipline, they in fact kept their organizational lines intact, taking advantage of their new respectability to organize peasants' associations and other groups at the "rice roots" level. The Chinese Communist Party leadership had at first resisted joining the Kuomintang, but pressure from the Soviet Union and the Comintern eventually wore down their resistance, and they entered the Party under official orders.

As it turned out, the Chinese Communist Party usually suffered serious setbacks when it followed the instructions of the international Communist movement. In 1926-1927, for example, Chiang K'ai-Shek, who had come into prominence after Sun's death, instituted two purges against the Communists, shattering the organization. In the following years, the native Communist Party was ordered to instigate rebellion in designated cities, and these activities usually ended in failure with loss to the organization. The costs of Soviet self-interest during this period help to account for the present-day opposition of Chinese Communists to aspects of Soviet foreign policy, which often supports national bourgeois regimes at the expense of the local Communist parties.

By 1928, China had become nominally united under the leadership of Chiang K'ai-shek. In reality, however, warlords still dominated certain provinces in the country, and the Communists continued to make sporadic raids on some of the cities. Despite these difficulties, however, the Chiang regime set about to improve the welfare of the Chinese state by introducing important reforms and by negotiating changes in the unequal treaties. But the new Nationalist government had little time to devote to widespread reform, for in 1931 the Japanese invaded Manchuria, and from 1931 until the Communist takeover, Chiang and his lieutenants were engaged in intermittent warfare, either with the Japanese or with their Communist challengers. Understandably enough, domestic conditions deteriorated during this long period, for the government was hardly in a position to carry out the responsibilities expected of it; indeed, it often resorted to harsh measures in order to build up its armies and to collect revenue to finance its military operations.

In considering the rise of Communism in China, the student must recognize that while many Communists were meeting with disaster by following the instructions handed down by the Comintern, other Red Chinese leaders, working with Mao Tse-Tung, were achieving much greater success in organizing the peasants, especially at harvest time. These organizational accomplishments could not long be ignored by the Russians and their agents in the International movement, and eventually Mao and his colleagues re-

ceived the official blessing of the Comintern in the early 1930's, they managed to establish the Soviet Republic in the southeastern part of the country, and this government posed a direct threat to the Nationalist regime.

Although Chiang had attempted to root out the Communist enemies, his assumed whirlwind proportions in 1934, in the Japanese war. The Nationalist army made around much of the Sovietized area. At the time it appeared as though the Nationalists would be successful in bringing the Communists to their knees. But the Communists, in breaking through the weaker sections of the Nationalist army, and then commenced the famous Long March, eventually reestablishing their government in the northeast, where they were in good position to extend their controls when the Nationalists surrendered and to engage Chiang's forces in the civil war.

In sum, the transitional period in China was a number of important changes which resulted from the struggle for power in China. Among these changes the following:

1. Increased contact with the West speeded up the process of modernization to promote the disintegration of traditional conditions in parts of China. Handicraft industries gave way to new industrial establishments, and there was greater mobility in some sections of the country, as well as the inroads of new ideas and

China had become nominally united under the leadership of Chiang K'ai-shek. In reality, warlords still dominated certain parts of the country, and the Communists made sporadic raids on some of these. In spite of these difficulties, however, the Nationalist Government was set about to improve the welfare of the state by introducing important reorganizing changes in the unequal conditions. The new Nationalist government had devoted itself to widespread reform, for instance in Manchuria, and from the Communist takeover, Chiang and his government were engaged in intermittent warfare, both with the Japanese and with their Communist enemies. Understandably enough, domestic conditions deteriorated during this long period, and the government was hardly in a position to discharge the responsibilities expected of it; it resorted to harsh measures in order to discipline its armies and to collect revenue for its military operations.

During the rise of Communism in China, the Nationalist Government must recognize that while the Communists were meeting with disaster by the instructions handed down by the Comintern, the Red Chinese leaders, working in the interior, were achieving much great success in organizing the peasants, especially in the time. These organizational accomplishments could not long be ignored by the Russian agents in the International movement. Eventually Mao and his colleagues re-

ceived the official blessing of the Comintern. In the early 1930's, they managed to establish a Chinese Soviet Republic in the southeastern part of the country, and this government posed a direct challenge to the Nationalist regime.

Although Chiang had attempted sporadically to root out the Communist enemies, his crusade assumed whirlwind proportions in 1934, during a lull in the Japanese war. The Nationalists threw a blockade around much of the Sovietized area, and for a time it appeared as though the Nationalist regime would be successful in bringing the Communist rebels to their knees. But the Communists succeeded in breaking through the weaker sections of the blockade, and then commenced the famous "Long March," eventually reestablishing their government in the northeast, where they were in good geographical position to extend their controls when the Japanese surrendered and to engage Chiang's troops in the civil war.

In sum, the transitional period in China saw a number of important changes which influenced the struggle for power in China. Among these were the following:

1. Increased contact with the Western nations speeded up the process of modernization and helped to promote the disintegration of traditional institutions in parts of China. Handicraft industries began to give way to new industrial establishments, and greater mobility in some sections of the country, as well as the inroads of new ideas and values, precip-

itated the weakening of kinship relations and the guild system.

2. The monarchy was crippled by the demands of foreign nations and by a series of internal disturbances. During this difficult period, power tended to shift to the provinces, and after the revolution the newly established government fell prey to warlords and adventurers. Under these circumstances, the central government, often challenged by the existence of a rival government in its territory, was not strong enough to unify the country and to assume the functions that could no longer be performed by traditional social structures.

3. Accustomed to regarding itself as the hub of the universe and to assuming a superior attitude in international dealings, China was humiliated by the imposition of the unequal treaties. This development stimulated the growth of political nationalism in China and created a desire to build a strong nation in order to cast off the foreign concessions. The question of how this could best be done, however, generated sharp divisions among the intelligentsia, and China was unable to face its problems with the unity that generally characterized Japan.

4. The Chinese Communist Party was formed at the height of this new nationalism, and, in contrast with the Russian Communist Party, it tended to be more nationalist in its outlook, taking note of the fact that many of its capitalist enemies were foreigners.

5. After an unsuccessful period of negotiation with the Kuomintang --forced upon Soviet policies-- some Chinese Communists began to work with the peasants, and succeeded in establishing a Communist government on Chinese soil. Thus, in contrast with the Communists, the Chinese Communists had more than a decade of experience in governing territory before they assumed control of China. This experience tended to give them a sense of "what was possible" and to encourage them to temper their policies in the ice bath of realism.

6. The "Long March" was a test of loyalty and dedication, for the experience was arduous and the drop-out rate was high. The distinction between "Party organizer" and "leader" was blurred, and this helps to explain the fact that, again in contrast with the Russian military establishment is more highly respected today in the top decision-making bodies of the Chinese Communist system. Moreover, the veterans of the Long March have remained a stable and cohesive (though aging) group and continue to have a dominant voice in the Communist government.

The Communist Takeover

In analyzing the successful takeover of the government by a totalitarian party, it is not hard to observe how a highly disciplined movement was able to take advantage of the "crisis situation".

ing of kinship relations and the

chy was crippled by the demands and by a series of internal dis- this difficult period, power tend- provinces, and after the revolu- blished government fell prey venturers. Under these circum- al government, often challenged a rival government in its ter- long enough to unify the coun- the functions that could no long- y traditional social structures.

ed to regarding itself as the hub d to assuming a superior atti- al dealings, China was humil- sition of the unequal treaties. stimulated the growth of polit- in China and created a desire ation in order to cast off the ns. The question of how this e, however, generated sharp he intelligentsia, and China e its problems with the unity racterized Japan.

se Communist Party was formed is new nationalism, and, in con- sian Communist Party, it tend- onalist in its outlook, taking at many of its capitalist ene- ners.

5. After an unsuccessful period of collabora- tion with the Kuomintang --forced upon them by Soviet policies-- some Chinese Communist lead- ers began to work with the peasants, and they suc- ceeded in establishing a Communist government on Chinese soil. Thus, in contrast with the Russian Communists, the Chinese Communists had more than a decade of experience in governing a limited territory before they assumed control of all of China. This experience tended to give them a sense of "what was possible!" and to encourage them to temper their policies in the ice bath of pragma- tism.

6. The "Long March" was a test of Communist loyalty and dedication, for the experience was haz- ardous and the drop-out rate was high. The dis- tinction between "Party organizer" and "military leader" was blurred, and this helps to account for the fact that, again in contrast with Russia, the military establishment is more highly represent- ed today in the top decision-making bodies of the Chinese Communist system. Moreover, the veter- ans of the Long March have remained a relatively stable and cohesive (though aging) group, and they continue to have a dominant voice in the present Communist government.

The Communist Takeover

In analyzing the successful takeover of a gov- ernment by a totalitarian party, it is necessary to observe how a highly disciplined movement is able to take advantage of the "crisis situation." What is

distinctive about the Chinese case, however, is the fact that the crisis situation extended over a very long period, though deepening and growing more serious from time to time and reaching disastrous proportions in the aftermath of World War II.

In introducing the student to the complex Chinese puzzle during this period, the instructor should note the difficult problems faced by the Nationalists, and, conversely, the strategic advantages seized upon by the Communists.

Even though China was only nominally unified under Chiang K'ai-shek, who had to take account of powerful local leaders in some provinces, his regime was recognized as being the government of the country, and for this reason it was blamed for whatever went wrong. And, because of wartime and domestic pressures, the government was hardly in a position to devote its full attention to agricultural reform, flood control, and public relief. Indeed, when he was forced to move his capital farther inland and after the Japanese had taken control of many cities, thus depriving his government of ordinary customs revenue, he sought to increase tax levies upon the peasants and he became more and more dependent upon the landlords and the countryside. Moreover, since Chiang's regime was the government, it was the agency that was able to make civil service appointments and thus it tended to attract the "careerists," while the idealists and reformers were inclined to transfer their alle-

giance elsewhere. In addition, Chiang's appeal to the nationalist sentiments of the masses grew less effective, since he was making inroads upon Chinese territory and his administration, and he was becoming dependent upon his foreign ally, the United States, for assistance. Under these conditions the base of Chiang's regime tended to erode. After the war mounting inflation weakened the support of some of the propertied classes and the Communists supported him.

The Communists, on the other hand, were not yet part of the official government and they could afford to be irresponsible in their policies and appeals. While Chiang was appealing closely to the Landlords, the Communists sought to appeal to the peasants with promises of agricultural reform, being careful to avoid collectivization at this stage and to appeal to the moderately well-off peasants with promises of land reform. Whereas Chiang's regime tended to appeal to the people interested in personal advancement, the Communists appealed to the people who were initially attracted to his group were somewhat more devoted to the cause of "reform." Moreover, the Communists appealed to Chinese nationalism, urging that the Chinese be driven from their country. This was a policy in harmony with Soviet policy. The fact that the Chinese Communists were allied with a foreign power did not detract from the success of their nationalist appeals, since their reliance was more hidden from public view. Chiang's association with the United States was more obvious.

about the Chinese case, however, is that the crisis situation extended over a long period, though deepening and growing more serious from time to time and reaching disproportionate proportions in the aftermath of World

Introducing the student to the complex Chinese situation during this period, the instructor discussed the difficult problems faced by the Nationalist Government, and, conversely, the strategic advantages seized upon by the Communists.

Although China was only nominally united under Chiang K'ai-shek, who had to take account of the powerful local leaders in some provinces, his regime was recognized as being the legitimate government of the country, and for this reason he was held responsible for whatever went wrong. And, because of wartime and domestic pressures, he was hardly in a position to devote his attention to agricultural reform, flood control, or social relief. Indeed, when he was forced to retreat to the capital farther inland and after the Japanese had taken control of many cities, thus destroying the government of ordinary customs revenues, he was unable to increase tax levies upon the peasants. The government became more and more dependent upon the landlords and the countryside. Moreover, the Nationalist Government's regime was the government, the only one that was able to make civil service examinations and thus it tended to attract the "pragmatists," while the idealists and "reformers" were inclined to transfer their alle-

giance elsewhere. In addition, Chiang's appeals to the nationalist sentiments of the politically conscious grew less effective, since the Japanese were making inroads upon Chinese territory during his administration, and he was becoming increasingly dependent upon his foreign ally, the United States, for assistance. Under these conditions, the social base of Chiang's regime tended to narrow, and after the war mounting inflation weakened and alienated some of the propertied classes that ordinarily supported him.

The Communists, on the other hand, were not yet part of the official government of China, and they could afford to be irresponsible in their policies and appeals. While Chiang was drawing more closely to the landlords, the Communist leaders sought to appeal to the peasants with programs of agricultural reform, being careful not to stress collectivization at this stage and even handling the moderately well-off peasants with restraint. Whereas Chiang's regime tended to attract the people interested in personal advancement, some of the people who were initially attracted to Miao and his group were somewhat more devoted to the cause of "reform." Moreover, the Communists appealed to Chinese nationalism, urging that the Japanese be driven from their country. This, of course, was a policy in harmony with Soviet interests, and the fact that the Chinese Communists were also allied with a foreign power did not dull the effectiveness of their nationalist appeals, since such an alliance was more hidden from public view than was Chiang's association with the United States.

The Communist System

ing the two decades of Nationalist
be to be a polarization of political
between Chiang and his group on
d the Chinese Communists on the
ately for China, the parties that
middle were small, disunited,
ing an adequate mass base.

It should spend a little time exam-
takeover by the Communists, be-
the Japanese surrender. Here he
h considerations as: (1) the geo-
ion of the Communists and
s; (2) the assistance given to the
the Russians and the role of the
aiding Chiang to get his troops
Chiang's understandable desire to
China and to seize Manchuria si-
-a policy that American military
d to oppose, since it was likely
ng's troops thinly over a wide front;
with which the Communists as a
ce were able to hit Chiang's lines
st points and to make spectacular
and (5) the apathetic attitude of
ople when the Communists marched

be emphasized that China had been
state of war since 1931, and that the
rying on the wartime struggles was
egic variable in accounting for
ne, an observation that Chiang him-
965.

By this time the student should have some no-
tion of the problems that have confronted China for
decades or even centuries, and how such problems
as "decentralization," the traditional passivity of
the masses, and popular resentment against unwar-
ranted intervention by the central government might
present some difficulties for the Chinese Commu-
nists. He should also be aware of the possibility
that certain features of old China will not serve as
obstacles to the Chinese Communists. China, for
example, has long been used to government by an
elite, and although the nature of the traditional
elite differed markedly from that of the Commu-
nist system, it was nevertheless an elite. And
whereas the old elite memorized the Confucian
classics, the present-day administrators are
schooled in the classics of Marxism-Leninism.
Then, too, the official ideology of Confucianism
was an all-embracing philosophy directly tied to
the institutions of statecraft --and today the offi-
cial ideology of Communism is fitted into this
role. It should also be observed that the individ-
ual in China was for ages subordinated to the
group, so that China did not develop strong no-
tions of individualism in the Western sense of the
term. Today in China the role of the individual is
also deemphasized; presumably he realizes his
freedom by absorbing himself in the group, through
his membership in the working class generally and
in his small study group or work brigade specific-
ally.

It is assumed, of course, that the student will do some general reading about the formal structures of the Party, the government, the economy, the trade unions, etc. He must have a working knowledge, easily obtainable, of these structures if he is to advance to an understanding of the more sophisticated inner workings of the Communist system.

In turning more specifically to the Chinese Communist system, the student should begin by an analysis of the Communist Party, which is the central mechanism of the dictatorship meshing with all the gears that control the operation of the important social formations. Formal Party structure aside, the student should note how the Party has rapidly increased in size since 1945. Although still an elitist organization embracing only about 2 percent of the population, it is the largest Communist Party in the world, and its rapid growth may be explained in part by the need for cadres to direct political, social, and economic activities. Such rapid expansion, of course, creates problems for the new regime, for it is now responsible for assigning personnel to administrative posts in the Party, the government, the economy and other areas of life, and is thus likely to attract the "careerists" as well as "idealists." The problem is not only one of seeking administrators who will be loyal, but also of securing people who are competent to perform in their roles. Here the low educational level of the population --a legacy of the past-- presents obvious difficulties.

After the student has glanced at the membership of the Party --its size and composition, the problems involved-- and he turns to an analysis of the Communist elite, he will find two distinct groups: (1) the older group of the Long March who have been active from the beginning and who occupy key posts in the organization; and (2) a younger group the members of which were elevated to the central organs of the Party in the 1950s. Here one can detect personal and political rivalries as well as marked differences in background and training. The members of the first group are older (many of them are in their late sixties and some in their early seventies), and Mao's death is likely to result in a succession by a peer to a colleague in this group. Because of the age-bracket of this category, however, the successor will probably not be able to draw heavily from the ranks of the second group unless there is a wholesale purge in the meantime. The members of the second group, though somewhat limited in numbers, have important value in a system like that of the Communist Party, since major decisions affecting the state rest in the hands of a very small group. In pluralistic societies there are many groups to study.)

After completing an analysis of the structure, its membership, and its leadership, the student should focus upon the crucial mechanisms and techniques of Communist administration. For the purpose of convenience in

sumed, of course, that the student has had a general reading about the formal structure of the Party, the government, the economic system, trade unions, etc. He must have a working knowledge, easily obtainable, of these things if he is to advance to an understanding of the more sophisticated inner workings of the Communist system.

When going more specifically to the Chinese Communist system, the student should begin by studying the mechanism of the dictatorship meshing the gears that control the operation of the Communist Party, which is the dominant social formation. Formal Party structure aside, the student should note how the Party has rapidly increased in size since 1945. It is an elitist organization embracing about 10 percent of the population, it is the most powerful Communist Party in the world, and its rapid growth may be explained in part by the Party's desire to direct political, social, and economic activities. Such rapid expansion, of course, creates problems for the new regime, and the Party is responsible for assigning persons to administrative posts in the Party, the government, the economy and other areas of life, which are likely to attract the "careerists" as well as "bureaucrats." The problem is not only one of finding administrators who will be loyal, but also of finding people who are competent to perform their roles. Here the low educational level of the population -- a legacy of the past -- creates difficulties.

After the student has glanced at the membership of the Party -- its size and composition and the problems involved -- and he turns to an analysis of the Communist elite, he will recognize two distinct groups: (1) the older group, chiefly veterans of the Long March who have been active in the Party from the beginning and who occupy strategic posts in the organization; and (2) a younger group the members of which were elevated to positions in the central organs of the Party in the 1950's. Here one can detect personal and regional ties, as well as marked differences in background and training. The members of the first group are getting older (many of them are in their late sixties, and some in their early seventies), but, even so, Mao's death is likely to result in a transfer of power to a colleague in this group. Because of the high age-bracket of this category, however, Mao's successor will probably not be able to rule for very long, and his successor will very likely have to come from the ranks of the second group unless there has been a wholesale purge in the meantime. Studies of leadership, though somewhat limited in pluralistic societies, have important value in a totalitarian system, since major decisions affecting the entire state rest in the hands of a very small group. (In pluralistic societies there are many more elite groups to study.)

After completing an analysis of the Party structure, its membership, and its leadership, the student should focus upon the crucial study of the mechanisms and techniques of Communist control. For the purpose of convenience in analysis, these

may be grouped together in the following categories:

1. Structural Controls. The Party, the government, and other structures in the system are organized under the principles of democratic centralism. For all practical purposes, this means that once a decision has been reached, the minority must give way to the will of the majority, and that the decisions of an organ higher in the hierarchical scale are binding upon lower agencies. Apart from democratic centralism, it should also be noted that the structures of the government, the trade unions, cultural societies, and other social formations parallel that of the Party and gear into the Party structure at each echelon. The experience of this writer in teaching about totalitarian government suggests that the student will tend to become confused by the Party structure and the structures of government since the Party is the motive force behind the government and will appear to him to make all of the decisions anyway. It is well to separate these two structures for analytical purposes, indicating to the student that policy decisions are made by top organs of the Party, but that certain decisions are then legitimized by being transformed into law through the government machinery.

2. Personal Controls. The Communists have developed a system of duplicating person-

nel, under which the top leaders of the occupy the leading offices in the government structure. This is especially true of the echelons of organization, although at the levels the duplication appears not to be pronounced as it is in the Russian system. In addition, the Communist Party is responsible for assigning people to administrative posts throughout the entire system.

3. Control through Physical Coercion. Every totalitarian regime has at its core a number of hierarchies that are primarily concerned with ferreting out and punishing individuals who violate the official norms of the Communist order. These include the police, judicial officials, and designated agencies within the Party organization. One should probably include the institution of the purge and the system of forced labor in this category. Although the purge has been used in China, it has not been employed as much as it has in Russia.

4. Control through Persuasion. No totalitarian regime can rely entirely upon the use of physical coercion for this strains social bonds and is likely to endanger the existence of the social order. The government, even in a totalitarian system, seeks to win popular acceptance and to achieve a higher level of consensus so that resort to physical coercion will become less necessary. The Chinese Communists have gone to

ed together in the following cate-

ral Controls. The Party, the
and other structures in the system
under the principles of democratic
For all practical purposes, this
ce a decision has been reached,
must give way to the will of the
that the decisions of an organ
hierarchical scale are binding upon
s. Apart from democratic con-
ould also be noted that the struc-
government, the trade unions, cul-
s, and other social formations
of the Party and gear into the
ce at each echelon. The experi-
riter in teaching about totalitarian
suggests that the student will tend
fused by the Party structure and
s of government since the Party is
ce behind the government and
him to make all of the decisions
well to separate these two struc-
lytical purposes, indicating to the
olicy decisions are made by top
Party, but that certain decisions
imized by being transformed into
ne government machinery.

nal Controls. The Communists
ed a system of duplicating person-

nel, under which the top leaders of the Party also occupy the leading offices in the government structure. This is especially true of the higher echelons of organization, although at the lower levels the duplication appears not to be so pronounced as it is in the Russian system. In addition, the Communist Party is responsible for assigning people to administrative posts throughout the entire system.

3. Control through Physical Coercion.

Every totalitarian regime has at its command a number of hierarchies that are primarily concerned with ferreting out and punishing individuals who violate the official norms of the Communist order. These include the police, the army, judicial officials, and designated agencies within the Party organization. One should probably also include the institution of the purge and the system of forced labor in this category. Although the purge has been used in China, it has not yet been employed as much as it has in Russia.

4. Control through Persuasion. No regime can rely entirely upon the use of physical force, for this strains social bonds and is likely to endanger the existence of the social order. A government, even in a totalitarian system, seeks to win popular acceptance and to generate a higher level of consensus so that resort to physical coercion will become less necessary. The Chinese Communists have gone to great

lengths in introducing programs of intensive indoctrination in the schools, factories, and other institutions, and they have made a special effort to extend their control over the arts. The students' attention should be called to the use of the "study group" and other small units as instruments of social control, for in these institutions the individual is subjected to the controlled pressure exerted by his peers, a very efficient method of encouraging him to conform. In contrast with the popular apathy that characterized old China, the Communists emphasize mass participation in study groups, self-criticism sessions, and huge demonstrations; the assumption is that those who do not enthusiastically and actively support the regime are its potential enemies. This mass fervor, of course, presents the image of an energetic society moving rapidly toward its objectives, and when his neighbors appear to be enthusiastic supporters of the system, an individual who harbors doubts is understandably inclined to keep them to himself. The Chinese Communists have also embarked upon campaigns to stamp out illiteracy, but even this can be a technique of control, since people who learn the rudiments of reading become more vulnerable to the regime's propaganda effort. Also of importance in encouraging people to do what is expected of them is the incentive system, under which an individual is rewarded in accordance with his performance on the job.

5. Sociological Controls. Since the Communist Party makes job assignments, patronage, membership in the Party, and promotion becomes the main avenue to success in the system. This means that the system tends to attract the most creative, energetic, and energetic individuals in the society. In recruiting such elements, the Party has a near monopoly of the best talent available. It is thus able to put these important people to work in behalf of the regime. By the time potential opposition groups are developed, the Party's natural leadership -- the kind of leadership the world would need in order to make their efforts effective.

Time will probably not permit a detailed analysis of the social and economic policies of the Chinese Communists, but, in addition to those that have already been mentioned, three policies deserve special mention. Some of these policies, it should be noted, have been characterized by a high degree of authoritarianism.

1. When the Communists first came to power, they emphasized the "New Democratic" stage of development. In contrast with the Russian scene, the government during this stage was to be a "coalition" of the Communist Party and the "progressive" classes. The

roducing programs of intensive in-
n the schools, factories, and other
and they have made a special effort
r control over the arts. The stu-
on should be called to the use of the
and other small units as instru-
al control, for in these institutions
is subjected to the controlled pres-
by his peers, a very efficient meth-
ing him to conform. In contrast
ar apathy that characterized old
Communists emphasize mass partici-
y groups, self-criticism sessions,
onstrations; the assumption is that
not enthusiastically and actively
egime are its potential enemies.
ravor, of course, presents the im-
rgetic society moving rapidly to-
ctives, and when his neighbors ap-
thusiastic supporters of the system,
who harbors doubts is understand-
to keep them to himself. The
munists have also embarked upon
stamp out illiteracy, but even this
nique of control, since people who
ments of reading become more
the regime's propaganda effort.
tance in encouraging people to do
ted of them is the incentive sys-
hich an individual is rewarded in
ith his performance on the job.

5. Sociological Controls. Since the Com-
munist Party makes job assignments and dis-
penses patronage, membership in the organiza-
tion becomes the main avenue to personal suc-
cess in the system. This means that the Party
tends to attract the most creative, ambitious,
and energetic individuals in the society. By re-
cruiting such elements, the Party develops a
near monopoly of the best talent available, and
is thus able to put these important skills to
work in behalf of the regime. By the same token,
potential opposition groups are deprived of their
natural leadership -- the kind of leadership they
would need in order to make their opposition
effective.

Time will probably not permit a detailed
analysis of the social and economic policies of
the Chinese Communists, but, in addition to
those that have already been mentioned periph-
erally, three policies deserve special mention.
Some of these policies, it should be noted, have
been characterized by a high degree of pragma-
tism.

1. When the Communists first came to
power, they emphasized the "New Democracy"
stage of development. In contrast with the
Russian scene, the government during this
stage was to be a "coalition" of the Communists
and the "progressive" classes. The latter

group consisted of bourgeois, peasant, and other social elements which professed loyalty to the Communist cause and accepted without question the leadership of the Party. This policy of coalition was designed to win popular support and to present an image of the Communists as a relatively moderate regime. The period of the 'New Democracy' proved to be much shorter than had originally been anticipated, and although coalition parties still exist, they have no independent influence, serving mainly as window dressing and as the regime's agents in reaching certain segments of the population.

2. The Chinese Communists have, with only limited success, attempted to weaken the family system. They are interested in rooting out this remnant of the past for several reasons: family loyalties tend to involve an individual in a network of social obligations, often resulting in nepotistic behavior, which are rarely conducive to efficiency in administration; in old China the family was one of the main institutions of socialization, passing on ancient traditions and values (including religion) from one generation to the next -- a situation that is not attractive to the Communists who are interested in breaking with the past; the family has traditionally been a social welfare institution, and the Communists desire to have the state perform this function; and finally, the bonds of family loyalty have ordinarily been very strong, and the Communists prefer not to have an age-old institution

compete with them for the loyalty of individuals. The regime, however, has experienced difficulty in seeking to destroy a family that is so deeply rooted in the culture. The establishment of the communes made serious attacks upon the Chinese family, but even there the Communists had to make some concessions.

3. The student will probably want to pay some attention to the economic policies of the Chinese Communists, who are desperately pushing to make their country an industrial power. Given the present level of modern technology in the world, the Chinese are not blessed with abundant natural resources. They must get the necessary ingredients for investment either from some foreign source, or they must develop their agriculture in order to secure a surplus -- or they must do both of these things. Although the Chinese Communists looked at first to the Soviet Union for assistance, the aid they received was not sufficient, and as a result of the recent tensions between the two Communist powers even that aid has stopped. In their attempts to modernize agriculture and to drain a surplus from the peasants, the regime has moved through several stages, each of which was accomplished after it was begun. These stages have included: mutual aid teams; cooperativization; collectivization; and finally, the commune system. In addition to other objectives, the commune system is designed to provide a reservoir of labor

of bourgeois, peasant, and other which professed loyalty to the Party and accepted without question of the Party. This policy of designed to win popular support in image of the Communists as moderate regime. The period of the proved to be much shorter than been anticipated, and although still exist, they have no inde- ce, serving mainly as window the regime's agents in reaching of the population.

ose Communists have, with only, attempted to weaken the family are interested in rooting out this past for several reasons: fam- d to involve an individual in a al obligations, often resulting in prior, which are rarely conducive administration; in old China the of the main institutions of so- ssing on ancient traditions and g religion) from one generation situation that is not attractive ests who are interested in break- t; the family has traditionallyelfare institution, and the Com- to have the state perform this ally, the bonds of family loyalty been very strong, and the Com- not to have an age-old institution

compete with them for the loyalty of individuals. The regime, however, has experienced great difficulty in seeking to destroy a family system that is so deeply rooted in the culture. The establishment of the communes made sharp attacks upon the Chinese family, but eventually the Communists had to make some concessions.

3. The student will probably want to devote some attention to the economic policies of the Chinese Communists, who are desperately pushing to make their country an industrial power. Given the present level of modern technology in the world, the Chinese are not blessed with abundant natural resources. For them to get the necessary ingredients for investment, they must either get help from some external source, or they must develop their agriculture in order to secure a surplus -- or they must do both of these things. Although the Chinese Communists looked at first to the Soviet Union for assistance, the aid they received was never sufficient, and as a result of the recent split between the two Communist powers even this aid has stopped. In their attempts to control agriculture and to drain a surplus from the peasants, the regime has moved through a series of stages, each of which was accomplished quickly after it was begun. These stages have included: mutual aid teams; cooperativization; collectivization; and finally, the communes. In addition to other objectives, the communes were designed to provide a reservoir of labor when it

was normally not being used during the non-harvest season. It is interesting to note that the Communists, despite their program of large-scale organization, have emphasized (as in traditional China) the intensive cultivation of the land with the use of manual labor. This policy stems, of course, from the abundant labor supply and the shortage of farm machinery.

In concluding his study of Communist China, the student may be interested in glancing at a few of the important problems facing the regime, some of which will have appeared earlier in the analysis. Sketchily drawn out, these include the following:

1. The paucity of natural resources and heavy dependence upon agriculture--a problem that is exacerbated by the high birth rate in the rural areas. Will it be possible for the Communists to mobilize their resources adequately in order to industrialize their country and still keep the economy in balance?

2. Will the Communists be able to strike a balance between the responsibilities of the central government and the needs of people and the imperatives of administration in the provinces? Will they be able relatively soon to develop an efficient administrative mechanism capable of governing a large territory, and to staff it with properly trained people who are

able to resist the personal obligations upon them by the traditional culture?

3. Will they be able to cope effectively with the passive resistance they are likely to encounter, especially in the rural areas where peasants have had long experience in defying the edicts of the central authorities?

4. As a society begins to industrialize, the forces for change are set in motion. This is not simply because the government happens to be Communist; it does not mean that the society is so vulnerable to changes that have brought about industrialization in other industrial countries. As the society develops, its structures, tasks grow more complex and a need for specialists develops for highly trained specialists, many of whom require a measure of personal autonomy in order to perform adequate professional roles. This, of course, raises problems in a totalitarian system where leading Party members are torn between a desire to hang on to their political authority and the need to employ the specialized skills of specialists in the making of decisions, especially in the economic and technical areas.

5. A totalitarian system usually develops formal institutions for the transfer of authority from one regime to the next. This means that a power struggle usually ensues, a struggle that can be very costly for

not being used during the non-har-
it is interesting to note that the
despite their program of large-
tion, have emphasized (as in
na) the intensive cultivation of
the use of manual labor. This
of course, from the abundant la-
the shortage of farm machinery.

ing his study of Communist China,
y be interested in glancing at a
ortant problems facing the regime,
will have appeared earlier in the
chily drawn out, these include

city of natural resources and
nce upon agriculture--a problem
eated by the high birth rate in the
Will it be possible for the Com-
obilize their resources adequately
ustrialize their country and still
my in balance?

e Communists be able to strike
een the responsibilities of the
ment and the needs of people and
s of administration in the prov-
ey be able relatively soon to
cient administrative mechanism
erning a large territory, and to
roperly trained people who are

able to resist the personal obligations imposed
upon them by the traditional culture?

3. Will they be able to cope effectively with
the passive resistance they are likely to encoun-
ter, especially in the rural areas where the
peasants have had long experience in evading the
edicts of the central authorities?

4. As a society begins to industrialize, im-
portant forces for change are set in motion, and
simply because the government happens to be
Communist does not mean that the society is in-
vulnerable to changes that have transpired in
other industrial countries. As the system mat-
tures, tasks grow more complex and a
a need develops for highly trained spe-
cialists, many of whom require a measure of
autonomy in order to perform adequately in their
roles. This, of course, raises problems for a
totalitarian system where leading Party officials
are torn between a desire to hang on to their
political authority and the need to employ the
skills of specialists in the making of complex
decisions, especially in the economic and mili-
tary areas.

5. A totalitarian system usually does not
develop formal institutions for the peaceful trans-
fer of authority from one regime to the next.
This means that a power struggle usually ensues--
a struggle that can be very costly for the system.

In China there has not yet arisen the need to transfer power, but the problem is likely to arise once, and possibly even twice, within the foreseeable future. Whether China will be able to handle the problem more effectively than the Soviet Union has done is a question that remains for the future. It should be observed, however, that the military establishment occupies a more prominent place in the Chinese Party than it does in the Russian, and this fact may complicate any struggle for power.

ANNOTATED BIBLIOGRAPHY ON

1. Barnett, A. Doak -- Communist Perspective. Praeger Co., 1962, Paperback. Discusses the changes in the traditional as a result of the impact of the West. the changes wrought by the Communisting those areas where the changes have been drastic. A section deals with the problems by the Chinese Communists.

2. Chai, Ch'u and Winberg Chai -- Changing Society of China. Mentor Books, Paperback. This work is largely a study of society and culture. The sections dealing with politics and economics are rather sketchy. The book contains some descriptive information about the communes.

3. Fairbank, John K. -- The United States and China. Viking Press, 1962, Paperback. An excellent introductory survey of traditional China, and Communist China, this book covers social structure, Confucian ideology, political conditions, the impact of the West, the revolution of 1911 and its aftermath, the rise of the Communist Party, the nature of the Nationalist government, and the structure and functioning of the Communist system.

4. Gluckstein, Ygael -- Mao's China. Beacon Press, 1957. This work deals with the

ANNOTATED BIBLIOGRAPHY ON CHINA

1. Barnett, A. Doak -- Communist China in Perspective. Praeger Co., 1962, Paperback. Discusses the changes in the traditional society as a result of the impact of the West. Also treats the changes wrought by the Communists, including those areas where the changes have been drastic. A section deals with the problems faced by the Chinese Communists.

2. Chai, Ch'u and Winberg Chai -- The Changing Society of China. Mentor Book, 1962, Paperback. This work is largely a survey of the society and culture. The sections dealing with politics and economics are rather sketchy. The book contains some descriptive information about the communes.

3. Fairbank, John K. -- The United States and China. Viking Press, 1962, Paperback. An excellent introductory survey of traditional, transitional, and Communist China, this book deals with social structure, Confucian ideology, political traditions, the impact of the West, the revolution of 1911 and its aftermath, the rise of the Communist Party, the nature of the Nationalist Government, and the structure and functioning of the Communist system.

4. Gluckstein, Ygael -- Mao's China. Boston: Beacon Press, 1957. This work deals with the

as not yet arisen the need to
but the problem is likely to a-
possibly even twice, within
future. Whether China will
the problem more effectively
Union has done is a question
the future. It should be ob-
r, that the military establish-
more prominent place in the
than it does in the Russian, and
complicate any struggle for

general problems of economic development in China. It presents an analysis of the economic policies (agricultural and industrial) under the Communists, as well as an appraisal of economic achievement. A short section of about 80 pages deals with the Communist Party and governmental institutions.

5. Hu, Chang-tu -- China: Its People, Its Society, Its People. New Haven: Human Relations Area Files Press, 1960. This book is really an encyclopedia of all aspects of China, both old and new. Here the student may read in perspective about the changing culture, the geography, the ethnic divisions, economic problems and policies, governmental institutions, religions, etc.

6. Lewis, John W. -- Major Doctrines of Communist China. W. W. Norton Co., 1964, Paperback. This collection includes some theoretical writings of Communist leaders, the Constitution of Communist China, the rules of the Communist Party, and similar documents. The book will be useful in giving the student some of the "flavor" of the Communist system, presenting official criticism of the way in which certain policies are being implemented. Here one can find statements of the official attitude toward art, the bureaucracy, economic problems, and other areas of Chinese life.

7. Lifton, Robert J. -- Thought Reform and the Psychology of Totalism: A Study in "Brainwashing" in China. W. W. Norton, Paperback. This book is a collection of studies of thought reform, with some discussion of "brainwashing" as an aspect of social control.

8. Rostow, W. W. -- Prosperity Without Politics: Economic Development in Communist China. John Wiley and Sons, Inc., 1965. This book contains a brief survey of the period, with some treatment of social and political aspects of the revolutionary tradition. It also contains a section on the leadership of Communist China, a treatment of the impact of the Communist system upon certain social categories, and a section on the future of Communist China. A large part of the book, however, is devoted to a discussion of economic developments. An interesting section speculates about the problems of the Communist regime and its future prospects.

9. Tang, Peter S. H. -- Communist China Today: Domestic and Foreign Policies. Institute on the Sino-Soviet Blockade, Washington, D. C., 1961. Although this book is going in places, it is useful for its description of how the Communist Party counts and for its description of how the Communist Party and government institutions work. It contains a historical discussion, the author's views on the leadership of Communist China, the role of the Communist Party, the governmental machinery of controlling the economy and social life, the Party establishment, and the Communist Party's special chapter on the regime's mass propaganda. A special chapter on the regime's mass propaganda will be illuminating for the beginning student.

ms of economic development in
presents an analysis of the economic
(cultural and industrial) under the
as well as an appraisal of eco-
ment. A short section of about
with the Communist Party and
institutions.

ang-tu -- China: Its People, Its
People. New Haven: Human Rela-
es Press, 1960. This book is
yclopedia of all aspects of China,
ew. Here the student may read
about the changing culture, the
e ethnic divisions, economic
policies, governmental institu-
ns, etc.

John W. -- Major Doctrines of
China. W. W. Norton Co., 1964,
This collection includes some
ritings of Communist leaders,
on of Communist China, the rules
nist Party, and similar docu-
book will be useful in giving the
of the "flavor" of the Com-
n, presenting official criticism
which certain policies are being
Here one can find statements
attitude toward art, the bureau-
mic problems, and other areas
e.

7. Lifton, Robert J. -- Thought Reform and
the Psychology of Totalism: A Study of "Brain-
washing" in China. W. W. Norton Co., 1963,
Paperback. This book is a collection of case
studies of thought reform, with some theoretical
discussion of "brainwashing" as an instrument
of social control.

8. Rostow, W. W. -- Prospects for Commun-
ist China. John Wiley and Sons, 1954. This work
contains a brief survey of the pre-Communist per-
iod, with some treatment of social structure and
the revolutionary tradition. It also includes a
section on the leadership of Communist China and
a treatment of the impact of the Communist sys-
tem upon certain social categories of the popula-
tion. A large part of the book, however, deals
with economic developments. An important chap-
ter speculates about the problems faced by the
Communist regime and its future prospects.

9. Tang, Peter S. H. -- Communist China
Today: Domestic and Foreign Policies. Research
Institute on the Sino-Soviet Block in Washington,
D. C., 1961. Although this book is somewhat hard
going in places, it is useful for its factual ac-
counts and for its description of how the Party
and government institutions work. After a brief
historical discussion, the author deals with the
leadership of Communist China, the Communist
Party, the governmental machinery, the methods
of controlling the economy and society, the mili-
tary establishment, and the commune system. A
special chapter on the regime's machinery for dis-
seminating propaganda will be illuminating for the
beginning student.

BIBLIOGRAPHY ON CHINA

I. Texts for Pupils

- Armstrong, John P. Chinese Dilemma.
(Foreign Relations Booklet).
Chicago: Science Research Assoc.
- Bell, Oliver. The Two Chinas. (Scholastic
World Affairs Multi-Text Booklet). New
York Scholastic, 1962.
- Case studies in the emergence of civilization.
Bronze Vessels and Oracle Bones; Civiliza-
tion Develops in China. Chicago: Anthropology
Curriculum Study Project.
- Chang, Perry P. China, Development by Force.
(Area Studies in Economic Progress Booklet).
Chicago: Scott Foresman, 1964. Curriculum
Resources, Inc.
- Ewing, Ethel. Our Widening World. Chicago:
Rand McNally, 1961. Also available in
booklet form.
- Kohn, Clyde F. and Drummond, Dorothy. The
World Today. New York: McGraw-Hill, 1963.
- Schwartz, Harry. China. New York: Atheneum,
1965. (Byline Booklet).
- Stavrianos, Lefter S. and others. A Global
History Of Man. Boston: Allyn Bacon, 1962.
- Swisher, Earl. China. (Today's World in Focus
booklet). Boston: Ginn, 1964.

II. Useful College Geography Texts

- Cressey, George B. Asia's Land.
New York: McGraw-Hill, 1955.
- Cressey, George B. Land of the
A Geography of China. New
York: McGraw-Hill, 1955.
- East, W. G. and Spate, O.H.K. Map of Asia. New York: Dutton, 1955.
- Ginsburg, Norton, ed. The Pacific.
Englewood Cliffs: Prentice-Hall, 1955.
- Shabad, Theodore. China's Geography.
New York: Praeger, 1956.
- Stamp, L. Dudley. Asia: A Regional
Economic Geography. New York: McGraw-Hill,
1962 ed.
- Wheeler, Jesse H., J. Trenton
Richard S. Thomon. Regions of
the World. New York: Holt, Rinehart & Winston, 1955.
- Winfield, Gerald F. China: A Regional
Economic Geography. New York: William Sloan & Co., 1955.

III. Other Booklets

- Barnett, A. Doak. Communist
Revolution. (Headline Series)
New York: Foreign Policy Association, 1955.

BIBLIOGRAPHY ON CHINA

Books

- John P. Chinese Dilemma. (Relations Booklet). Science Research Assoc.
- John P. The Two Chinas. (Scholastic Fair's Multi-Text Booklet). New York: Scholastic, 1962.
- ... in the emergence of civilization. Shells and Oracle Bones; Civilization Develops in China. Chicago: Anthropology Museum Study Project.
- John P. China, Development by Force. (Studies in Economic Progress Booklet). Scott Foresman, 1964. Curriculum Associates, Inc.
- ... Our Widening World. Chicago: Rand McNally, 1961. Also available in audio form.
- F. and Drummond, Dorothy. The New Day. New York: McGraw-Hill, 1963.
- ... China. New York: Atheneum, (Byline Booklet).
- Leften S. and others. A Global History of Man. Boston: Allyn Bacon, 1962.
- ... China. (Today's World in Focus Series). Boston: Ginn, 1964.

II. Useful College Geography Textbooks

- Cressey, George B. Asia's Lands and Peoples. New York: McGraw-Hill, 1951 ed.
- Cressey, George B. Land of the 500 Million: A Geography of China. New York: McGraw-Hill, 1955.
- East, W. G. and Spate, O.H.K. The Changing Map of Asia. New York: Dutton, 1961.
- Ginsburg, Norton, ed. The Pattern of Asia. Englewood Cliffs: Prentice-Hall, 1958.
- Shabad, Theodore. China's Changing Map. New York: Praeger, 1956.
- Stamp, L. Dudley. Asia: A Regional and Economic Geography. New York: Dutton, 1962 ed.
- Wheeler, Jesse H., J. Trenton Kostbade, & Richard S. Thoman. Regional Geography of the World. New York: Holt, 1955.
- Winfield, Gerald F. China: The Land and People. New York: William Sloan and Associates, 1948.

III. Other Booklets

- Barnett, A. Doak. Communist China--Continuing Revolution. (Headline Series Booklet No. 153) New York: Foreign Policy Association, 1962.

- Blum, Robert. U. S. Policy Toward Communist China. (Headline Series Pamphlet). New York: Foreign Policy Assoc., 1966.
- Durbin, Peggy. Mao's China. (Headline Series Booklet No. 136). New York: Foreign Policy Association, 1959.
- ## Jackson, W. A. Douglas. Russo-Chinese Borderlands. New York: Van Nostrand, 1962.
- Lewis, John Wilson. Communist China: Crisis and Change. (Headline Series Pamphlet). New York: Foreign Policy Assoc., 1966.
- # Loh, Pichon P. Y., ed. The Kuomintang Debacle of 1949, Conquest or Collapse? (Problems in Asian Civilization Booklet). Boston: Heath, 1965.
- Mehlinger, Howard D. The Study of Totalitarianism, An Inductive Approach. Bulletin No. 37. Washington: National Council for the Social Studies, 1965.
- # Menzel, Johanna M., ed. The Chinese Civil Service, Career Open To Talent? (Problems in Asian Civilization Booklet). Boston: Heath, 1963.
- Seligman, Eustace and Walker, Richard L. Should the U. S. Change Its China Policy? (Headline Series Booklet No. 129). New York: Foreign Policy Association, 1958.
- IV. Biographies, Autobiographies and Eye Witness Accounts
- * Baker, Nina Brown. Sun Yat-Vanguard, 1946.
- Briggs, Margaret. Daughter. New York: Norton, 1935.
- # Chandra, Sekhar, Sripati. R View. (Praeger Paperback). Praeger, 1961.
- Chao, Suwei Yong. Autobiography of a Woman. New York: Asia P Co., 1947.
- Clark, Gerald. Impatient GI. New York: Day, 1959.
- Ellassen, Sigurd. Dragon War. New York: Day, 1957.
- # Guillan, Robert. 600 Million. New York: Criterion Books, 1961.
- Hahn, Emily. Chiang Kai-Shek. Doubleday, 1955.
- # Karol, K. S. China, The Other. New York: Hill and Wang, 1961.
- Kimmond, William. No Dogs In On China Today. New York: Signet, 1966.
- * Koningsberger, Hans. Love and War. (Signet Paperback). New York: Signet, 1966.

t. U. S. Policy Toward Communist
(Headline Series Pamphlet). New
Foreign Policy Assoc., 1966.

gy. Mao's China. (Headline Series
No. 136). New York: Foreign Policy
Association, 1959.

A. Douglas. Russo-Chinese Border-
New York: Van Nostrand, 1962.

Wilson. Communist China: Crisis
(Headline Series Pamphlet).
Foreign Policy Assoc., 1966.

P. Y., ed. The Kuomintang Debate
Conquest or Collapse? (Problems in
Civilization Booklet). Boston: Heath,

Howard D. The Study of Totalitar-
An Inductive Approach. Bulletin No. 37.
National Council for the Social
Sciences, 1965.

Anna M., ed. The Chinese Civil Service,
Open To Talent? (Problems in Asian
Civilization Booklet). Boston: Heath, 1963.

Mustace and Walker, Richard L. Should
U. S. Change Its China Policy? (Headline
Booklet No. 129). New York: Foreign
Policy Association, 1958.

Diaries, Autobiographies and Eye Witness

* Baker, Nina Brown. Sun Yat-Sen. New York:
Vanguard, 1946.

Briggs, Margaret. Daughter of the Khans.
New York: Norton, 1935.

Chandra, Sekhar, Sripati. Red China, An Asian
View. (Praeger Paperback). New York:
Praeger, 1961.

Chao, Suwei Yong. Autobiography of a Chinese
Woman. New York: Asia Press Book, John Day
Co., 1947.

Clark, Gerald. Impatient Giant, Red China Today.
New York: Day, 1959.

Ellassen, Sigurd. Dragon Wang's River. New
York: Day, 1957.

Guillan, Robert. 600 Million Chinese. New
York: Criterion Books, 1957.

Hahn, Emily. Chiang Kai-Shek. Garden City:
Doubleday, 1955.

Karol, K. S. China, The Other Communism. New
York: Hill and Wang, 1967.

Kimmond, William. No Dogs In China, A Report
On China Today. New York: Nelson, 1957.

* Koningsberger, Hans. Love and Hate in China.
(Signet Paperback). New York: New American
Library, 1966.

- Kuo, Helena. Giants of China. New York: Dutton, 1944.
- # Labin, Suzanne. The Anthill. New York: Praeger, 1960. (Mostly interviews with refugees.)
- # Mende, Tiber. China And Her Shadow. New York: Coward-McCann, 1960.
- # Moraes, Frank. Report On Mao's China. New York: Macmillan, 1953.
- # Myrdal, Jan and Kessie, Gen. Chinese Journey. New York: Pantheon Books. Random House, 1965.
- # Myrdal, Jan. Report From A Chinese Village. (Signet Paperback). New York: New American Library, 1963.
- # Payne, Robert. Mao Tse-Tung: Ruler of Red China. New York: Wolff, 1950.
- Portisch, Hugo. Red China Today. (Crest Paperback). Greenwich, Conn.: Fawcett, 1967 ed.
- Roper, Myra. China, The Surprising Country. Garden City: Doubleday, 1966.
- * Scovel, Myra. The Chinese Ginger Jars. New York: Harper, 1962.
- # Snow, Edgar. The Other Side of China Today. New York: Random House, 1959.
- # Stevenson, William. The Yellow Wallpaper. Houghton Mifflin, 1959.
- * Stucki, Lorenz. Behind The Great Wall: An Appraisal of Mao's China. (Paperback). New York: Praeger, 1965.
- Stirling, Wong and Cressey, Earl H. Confucius, A Girl Comes Of Age In Modern China. New York: Farrar, Straus and Young, 1952.
- # Stein, Sam. The Crippled Tree. Putnam, 1965.
- Wain, Nora. The House of Exile. Brown, 1935.
- # White, Theodore H. and Jacoby, Ann. Out Of China. (Paperback). New York: Random House, 1946.
- Yee, Chiang. A Chinese Childhood. Methuen and Co., 1940.
- * Yen, Maria. The Umbrella Garden. Macmillan, 1954.
- V. Fiction
- Buck, Pearl. The Good Earth. New York: Scribner's, 1931.
- Chang, Eileen. The Rice-Sprout Season. Scribner's, 1955.
- Lewis, Elizabeth. To Beat A Tiger. Winston, 1956.

nts of China. New York:

The Anthill. New York: Praeger,
(interviews with refugees.)

ina And Her Shadow. New York:
1960.

Report On Mao's China. New York:
3.

essie, Gen. Chinese Journey.
theon Books. Random House,

ort From A Chinese Village.
(ack). New York: New American

ao Tse-Tung: Ruler of Red China.
ff, 1950.

Red China Today. (Crest Paperback).
n.: Fawcett, 1967 ed.

na, The Surprising Country.
Doubleday, 1966.

e Chinese Ginger Jars. New York:

Snow, Edgar. The Other Side of The River, Red
China Today. New York: Random House, 1961.

Stevenson, William. The Yellow Wind. Boston:
Houghton Mifflin, 1959.

* Stucki, Lorenz. Behind The Great Wall, An
Appraisal of Mao's China. (Paperback).
New York: Praeger, 1967.

Su Ting, Wong and Cresney, Earl Herbert. Daughter
Of Confucius, A Girl Comes Of Age In
Modern China. New York: Farrar, Straus,
and Young, 1952.

Wyn, Han. The Crippled Tree. New York:
Putman, 1965.

Waln, Nora. The House of Exile. Boston: Little,
Brown, 1935.

White, Theodore H. and Jacoby, Annalee. Thunder
Out Of China. (Paperback). New York: Apollo
Editions, 1946.

Yeo, Chiang. A Chinese Childhood. London:
Methuen and Co., 1940.

* Yen, Maria. The Umbrella Garden. New York:
Macmillian, 1954.

V. Fiction

Buck, Pearl. The Good Earth. New York: Day,
1931.

Chang, Eileen. The Rice-Sprout Song. New York:
Scribner's, 1955.

Lewis, Elizabeth. To Beat A Tiger. Philadelphia:
Winston, 1956.

Hersey, John. A Single Pebble. New York: Knopf, 1956.

* Walsh, Richard J. Adventures And Discoveries of Marco Polo. New York: Random, 1953.

VI. Other Books

* Ansley, Delight. The Good Ways. New York: Crowell, 1950. (Deals with history of different religions of world.)

Barnett, A. Doak. Communist China And Asia, A Challenge To American Policy. (Vintage Paperback). New York: Vintage Books, Random House, 1960.

Barnett, A. Doak. Communist China In Perspective. (Praeger Paperback). New York: Praeger, 1962.

Barnett, A. Doak. Communist China, The Early Years, 1949-55. New York: Praeger, 1964. (Also available in Praeger Paperback).

Bóyd, R. G. Communist China's Foreign Policy. (Praeger Paperback). New York: Praeger, 1962.

Callis, Helmut G. China, Confucian and Communist. New York: Holt, 1959. (Includes copy of constitution).

Cartier-Bresson, Henri and Miller, Barbara. China. (Bantam Paperback). New York: Bantam Books, 1964.

Chai, Ch'u and Chai, Winberg. The Society of China. (Mentor Paperbacks). New York: New American Library, 1953.

Cottrell, Leonard. The Tiger Of Malaya. (Mentor Paperbacks). New York: Holt, Rinehart and Win-

Creel, H. G. Chinese Thought From Confucius To Mao Tse-Tung. Chicago: Univ. of Chicago Press, 1953.

Fairbank, John K. The United States and China. (Paperback) New York: Compa-ny, Viking Press, Rev. ed. (1958)

Fetscher, Walter A., Jr. The Oriental Civilization. (Mentor Paperbacks). New York: New American Library, 1953.

* Fessler, Loren, and the Editors of Life World Library. New York: Life, 1963.

Fleming, Peter. The Siege at Peking. Harper, 1959. (on Boxer rebellion)

Floyd, David. Mao Against Khrushchev. (Paperback). New York: Praeger, 1962.

Fu-Sheng, Mu. The Wilting Of The Tiger. (Praeger Paperback). New York: Praeger, 1962.

- A Single Pebble. New York: [unclear]
6. J. Adventures And Discoveries
olo. New York: Random, 1953.
- nt. The Good Ways. New York:
950. (Deals with history of
religions of world.)
- ok. Communist China And Asia,
To American Policy. (Vintage
New York: Vintage Books,
e, 1960.
- ak. Communist China In Per-
(Praeger Paperback). New York:
62.
- ak. Communist China, The Early
-55. New York: Praeger, 1964.
ible in Praeger Paperback).
- Communist China's Foreign Policy.
erback). New York: Praeger,
- G. China, Confucian and Communist.
olt, 1959. (Includes copy of
).
- , Henri and Miller, Barbara. China.
rback). New York: Bantom Books,
- # Chai, Ch'u and Chai, Winberg. The Changing
Society of China. (Mentor Paperback). New
York: New American Library, 1962.
- Cottrell, Leonard. The Tiger Of Ch'in, The Dra-
matic Emergence of China as a Nation. New
York: Holt, Rinehart and Winston, 1962.
- ## Creel, H. G. Chinese Thought From Confucius To
Mao Tse-Tung. Chicago: Univ. of Chicago
Press, 1953.
- ## Fairbank, John K. The United States And China.
(Paperback) New York: Compass Books, The
Viking Press, Rev. ed. (1958).
- # Salusevich, Walter A., Jr. The Origins of
Oriental Civilization. (Mentor Paperback).
New York: New American Library, 1959.
- * Fessler, Loren, and the Editors of Life. China.
(Life World Library). New York: Time, Inc.,
1963.
- # Fleming, Peter. The Siege at Peking. New York:
Harper, 1959. (on Boxer rebellion).
- ## Floyd, David. Mao Against Khrushchev, A Short
History Of The Sino-Soviet Conflict. (Praeger
Paperback). New York: Praeger, 1963.
- # Fu-Sheng, Mu. The Wilting Of The Hundred Flowers.
(Praeger Paperback). New York: Praeger,
1962.

- oko. The American and
Two Ways of Life. New York:
1953, p. 457.
- rt. Fifty-Five Days of Terror,
of the Boxer Rebellion. New York:
64.
- and others. China. New Haven: HRAF
- R. Images of Asia, American
China and India. (paperback).
Capricorn, 1958.
- "China's Traditional Family,"
Brien, Clarence Schrag, and Walter
Readings In General Sociology.
oughton Mifflin, 1964.
- Ageless Chinese, A History. New
oners, 1965.
- ld's Great Religions. New York:
1957.
- The Chinese Way Of Life. Cleveland:
- My Country and My People. New York:
1935.
- F., ed. China. Berkeley: Univ.
ia Press, 1946.
- ## Mehnert, Klaus. Peking And Moscow. (Mentor
Paperback). New York: New American Library,
1963.
- # Newman, Robert P. Recognition of Communist China.
(Paperback). New York: Mcmillan, 1961.
- ## Rostow, Walter W. and others. The Prospects For
Communist China. New York: Wiley, 1954.
- Seeger, Elizabeth. The Pageant Of Chinese
History. New York: McKay, 1962.
- * Spencer, Cornelia. Made In China. New York:
Knopf, 1952.
- ## Tang, Peter. Communist China Today. Vol. 1.
Washington D. C.: Research Institute on the
Sino-Soviet Bloc, 1961 ed.
- Walker, Richard L. China Under Communism, The
First Five Years. (Paperback). New Haven:
Yale Univ. Press, 1955.
- # Wilcox, Clair and others. Economies Of The World
Today: Their Organization, Development, and
Performance. (Paperback). New York:
Harcourt, Brace and World, 1962.
- ## Wu, Yuan-li. The Economy Of Communist China,
An Introduction. (Praeger Paperback).
New York: Praeger, 1965.
- # Yang, C. K. Chinese Communist Society: The
Family And The Village. (Paperback).
Cambridge: Massachusetts Institute of Tech-
nology Press, 1965.

Yang, Martin C. A Chinese Village. (Paperback).
New York: Columbia University Press, 1945.

VII. Collections of Readings

Ruth Adams, ed. Contemporary China. (Paperback).
New York: Vintage Books, 1966.

Burt, A. ed. The Teachings of the Compassionate Buddha. (Mentor Paperback). New York: New American Library, 1955.

Daniels, Robert V. ed. A Documentary History Of Communism. Vol. 2. (Vintage Paperback.)
New York: Vintage Books, Random House, 1962.

Eisen, Sydney and Filler, Maurice, eds. The Human Adventure, Readings In World History.
Vol. 2. New York: Harcourt, Brace, and World, 1964.

Hoff, Rhoda. China--Adventures in Eyewitness History. New York: Henry Z. Walck, Inc., 1965.

Jacobs, Dan N. and Baerwald, Hans H., eds. Chinese Communism, Selected Documents. Harper Torchbook Paperback. New York: Harpers, 1963.

Lewis, John Wilson, ed. Major Doctrines of Communist China. Paperback. New York: Norton, 1964.

Mehlinger, Howard, ed. Communism in Theory and Practice. San Francisco: Chandler, 1964.

MacFarquhar, Roderick, ed. Politics Takes Command. Press, 1966. (Paperback)

Payne, Robert, ed. The Whirlwind Of Chinese Poetry. (Mentor Paperback).
New York: New American Library, 1947.

Pentony, Devere E. ed. Red China: Communist Foreign Policy. Paperback. San Francisco: Chandler, 1966.

Schurmann, Franz, and Orville, ed. China Reader, Imperial China. New York: Vintage Books, 1964.

Stavrianos, Leften S., ed. China: A History. Boston: Allyn and Unwin, 1966.

Swearer, Howard R. and Long, ed. Contemporary Communism: A Reader. Belmont: Wadsworth, 1966.

VIII. Magazines and Periodical Articles

Behr, Edward. "Red China Faces the Future". Monday Evening Post. Nov. 28. (on life of average Chinese and attitudes toward government)

Bisch, Jorgen. "This Is The New China". National Geographic. Nov. 1964. 639.

C. A Chinese Village. (Paperback).
Columbia University Press, 1945.

MacFarquhar, Roderick, ed. China Under Mao:
Politics Takes Command. Cambridge: M. I. T.
Press, 1966. (Paperback).

of Readings

ed. Contemporary China. (Paperback).
Vintage Books, 1966.

Payne, Robert, ed. The White Pony, An Anthology
Of Chinese Poetry. (Mentor Paperback).
New York: New American Library Association,
1947.

i. The Teachings of the Compassionate
(Mentor Paperback). New York: New
Library, 1955.

Pentomy, Devere E. ed. Red World In Tumult:
Communist Foreign Policies. Chandler Paper-
back. San Francisco: Chandler, 1962.

bert V. ed. A Documentary History Of
i. Vol. 2. (Vintage Paperback.)
Vintage Books, Random House, 1962.

Schurmann, Franz, and Orville Schell, eds. The
China Reader, Imperial China. (Paperback).
New York: Vintage Books, 1967.

hey and Filler, Maurice, eds. The
venture, Readings In World History.
New York: Harcourt, Brace, and World,

Stavrianos, Leften S., ed. Readings In World
History. Boston: Allyn and Bacon, 1962.

China--Adventures in Eyewitness
New York: Henry Z. Walck, Inc.,

Swearer, Howard R. and Longaker, Richard P. eds.
Contemporary Communism: Theory And Practice.
Belmont: Wadsworth, 1963.

N. and Baerwald, Hans H., eds. Chinese
a, Selected Documents. Harper Torchbook
k. New York: Harpers, 1963.

VIII. Magazines and Periodical Articles

Wilson, ed. Major Doctrines of Commu-
na. Paperback. New York: Norton,

Behr, Edward. "Red China Face to Face." Sat-
urday Evening Post. Nov. 14, 1964, pp. 21-
28. (on life of average city worker and
attitudes toward government).

Howard, ed. Communism in Theory and
San Francisco: Chandler, 1964.

Bisch, Jorgen. "This Is The China I Saw,"
National Geographic. Nov. 1964, pp. 591-
639.

Bryan, R. T. "I Came Back From a Red Death Cell," Saturday Evening Post, Jan. 17, 24, 31 and Feb. 7, 1953.

"Communist China and the Soviet Bloc," The Annals of the American Academy of Political and Social Science, September, 1963.

* Judd, Walter H. "Keep Red China Out!" Reader's Digest, Nov., 1964.

Karnew, Stanley. "Refugee Reports on Red China," Reporter, July 18, 1963, pp. 39-42.

* Lapp, Ralph, "The Nuclear Power of China," Life, May 28, 1965, pp. 86-98.

IX. Sources of Information

Asia Society
112 East 64th St.
New York 21, New York

(Publishes bibliographies on reading materials and audio-visual materials.)

Department of State, Office of Media Services
Bureau of Public Affairs
Washington, D. C. 20520

(In addition to price lists and order numbers for selected documents on many topics, publishes series of Background Series on different countries.)

Mills, Harriet C. "Thought Refo
Monthly, Dec., 1959, pp. 71-7

* Shor, Franc. "Showcase of Red C
Geographic, Aug., 1960, pp. 1

Miscellaneous articles on Cultur
changes in China in recent ye

e.g. Series in numerous picto
in Life from Jan. to June, 19
Crisis in Mao's Purge," Jan.
the Hands of the Red Guard, T
radation," June 2, 1967.)

Many articles in news magazin
and spring of 1967. (e.g. "D
Dragon," Time, Jan. 27, 1967
Time, Jan. 13, 1967.)

Articles in Reader's Digest
Red Guard, May, 1967.)

Key

* Easy Reading

** Very Easy Reading

For Better Readers

Difficult Reading

" I Came Back From a Red Death
Saturday Evening Post, Jan. 17, 24,
p. 7, 1953.

China and the Soviet Bloc," The
American Academy of Political
and Social Science, September, 1963.

H. "Keep Red China Out!" Reader's
Digest, Nov., 1964.

W. "Refugee Reports on Red China,"
Time, July 18, 1963, pp. 39-42.

"The Nuclear Power of China,"
Time, Feb. 28, 1965, pp. 86-98.

Information

100
10th St.
New York

(bibliographies on reading materials
and visual materials.)

Department of State, Office of Media Services
Public Affairs
Washington, D. C. 20520

For information on price lists and order numbers for
documents on many topics, publishes series
Country and Series on different countries.)

Mills, Harriet C. "Thought Reform," Atlantic
Monthly, Dec., 1959, pp. 71-73, 75-77.

* Shor, Franc. "Showcase of Red China," Nat'l.
Geographic, Aug., 1960, pp. 192-223.

Miscellaneous articles on Cultural Revolution and
changes in China in recent years:

e.g. Series in numerous pictorial articles
in Life from Jan. to June, 1967. (e.g. "China,
Crisis in Mao's Purge," Jan. 20, 1967; "In
the Hands of the Red Guard, Torture and Deg-
radation," June 2, 1967.)

Many articles in news magazines during winter
and spring of 1967. (e.g. "Diagnosing the
Dragon," Time, Jan. 27, 1967; "Red China,"
Time, Jan. 13, 1967.)

Articles in Reader's Digest (e.g. "I Was a
Red Guard," May, 1967.)

Key

- * Easy Reading
- ** Very Easy Reading
- # For Better Readers
- ## Difficult Reading