

# CHINA

A Resource Unit for Secondary Schools



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prospective social studies teachers  
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WORLD AFFAIRS MATERIALS

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## Resource Unit on China for Secondary Schools

### Introduction

China is in the news today--and will undoubtedly be in the news for years (or centuries ) to come. It is the world's largest nation, with approximately 650 million persons--or about one person in every four on our globe.

In size it is the world's second largest country -- next to the U.S.S.R. in total area and larger than Canada, Brazil, and the U.S.A.

It is a country with nearly 4000 years of history and of great contributions in many fields to the world.

In this vast land there is a revolution underway today which is political, social, and economic in nature. This revolution has caused the rest of the world to watch China with interest--and in some cases with great concern. Certainly the repercussions of this revolution are being felt all over the world.

Furthermore, the fact that the communist government of China has not been recognized by the United States and has not been admitted to the United Nations and its specialized agencies has provoked heated and bitter discussions around the globe. These questions are still being debated and discussed and will be for some time to come.

What happens in China is of profound interest to the rest of the world. It is a country which needs to be studied in secondary schools throughout the United States.

Such studies are not easily undertaken for a variety of reasons. One is that there is a dearth of materials on contemporary China , written for secondary school students. Second is the fact that there is much mis-information "floating" around in peoples minds. Third is the fact that discussions about China tend to produce more heat than light.

It is hoped that this resource unit will help teachers to discuss present-day China with as much objectivity as possible and with as many up-to-date facts as one can gather. The Unit is not a finished product but it should lead teachers and students to other sources of information in addition to the data in these pages.

### The Purpose of a Resource Unit

A Resource Unit like this one is intended as a general mine of information and ideas from which teachers may select materials suitable for specific groups. It contains much more than can be used in most classes so that teachers will need to be selective in their use of this document. Some materials will be easily available; others may not be available in school libraries but may be obtained elsewhere. This Unit contains ideas on aims, experiences, and resources. Suggestions as to ways in which it can be improved will be welcomed.

### Organization of a Unit on China

It is probable that teachers will want to spend about a month on China in any secondary school social studies class. If the course is in geography, emphasis may be placed on the geographical aspects of that country, but other ideas should not be overlooked. If the unit is in a world history class, emphasis may be more upon the past than the present and future, but these latter two time elements should not be omitted. If the unit is an integrated social studies unit, all these aspects can be included.

Assuming that a month is to be devoted to a study of China, here is a suggestion as to how the time might well be divided:

- |   |        |                            |
|---|--------|----------------------------|
| 1. General introduction                           | 2 days | Class as a whole           |
| 2. Organization of committees and individual work | 2 days | Committees and individuals |
| 3. Further overview                               | 4 days | Class as a whole           |
| 4. Committee and individual work                  | 7 days | Committees and individuals |
| 5. Summaries of committee and individual work     | 5 days | Class as a whole           |

It is important that the entire class have some general geographic background on China before going into more specialized studies as committees or as individuals. At some point the entire class should also have some background on the highlights of the history of China, even though some individuals or a committee may delve more deeply into this topic. The class also needs some background on the general revolution now taking place in China. These topics might well be treated in 1 and 3 of the suggested outline listed above.

Topics especially appropriate for individual work include such themes as education, recreation, art, industrialization, home life, music, literature, and religions.

It might be helpful if some of the great Chinese literature could be studied in a course in English or literature at the same time as the class is studying China in a social studies class. Sometimes this can be arranged with other teachers.

### Note on Special Materials

Attention is called to the world history textbook by Ethel Ewing entitled Our Widening World (Rand McNally, 1958). This volume has approximately 150 pages on China. The Science Research pamphlet by John Armstrong called "Chinese Dilemma" is also of special value (1956, 64 pp. 50¢). Many other materials are listed in the bibliography at the back of this Unit. Current materials should be clipped from newspapers and magazines and saved for future use.

### General Aims of the Unit

1. To realize the size of China, its location, and some of its major geographical features, such as its mountains, rivers, deserts, climate, and resources, and the effect of these points on China in the past and in the present.
2. To understand the influence of the people on the land as well as the influence of the land on the people--terracing, irrigation, etc.
3. To build attitudes of understanding and respect for the Chinese people, recognizing similarities AND differences.
4. To understand the variety of people within China.
5. To appreciate the rich cultural traditions of China and some of her contributions to the world.
6. To gain at least an elementary understanding of her long history, with special reference to the Revolution of 1911 and events since World War II.
7. To understand some of the ways of living in China--Yesterday and today, with special emphasis upon the role of the larger or extended family, and currently of the communes.
8. To learn something about the Chinese government--past and present.
9. To gain some understanding of the value systems of China, with attention to Confucianism and other philosophical and religious systems.
10. To learn about the emigration of Chinese to other parts of the world and their part in the U.S.A. and especially in Southeast Asia.
11. To understand some of the reasons for the rise of communism and its appeal to the Chinese people.
12. To learn some of the arguments pro and con for the recognition by the U.S.A. of the mainland government of China today and recognition by the U.N. of China.
13. To learn to use a wide variety of materials intelligently, including materials presenting different points of view on contemporary China.
14. To develop critical thinking, including suspended judgment on some issues.
15. To learn to work with others in committees and to learn the skills of committee work.
16. To develop a continuing interest in China.
17. To increase one's ability to evaluate his own work.

### Some Possible Introductory Activities

1. A discussion of current events relating to China.
2. Use a film such as "Face of Red China" or "Red China and the Free World" (see film list).
3. Outgrowth of a unit on the Far East.
4. An exhibit of materials on China or a visit to a Museum.
5. Outgrowth of reading Pearl Buck's GOOD EARTH.
6. Radio or television program on China today.

### A General Approach to the Unit

One of the best methods of introducing and organizing a unit is to assemble all the questions of students about a country like China and then to arrange them in some kind of order by topics or themes. The teacher may need to add some questions of his or her own to the list. Among the types of questions which might be raised are the following:

1. Why is China important?
2. Why is China important to the United States?
3. What is the land of China like? How large is it? What are its major mountains, rivers, deserts? What resources does it have? Are they developed? What is its climate like?
4. What are the people of China like? Why has family life been so important? How have the Communists tried to change it? Why?
5. How do the people of China live? Are there differences in types of living in China? What? Why?
6. What are some of the highlights of Chinese history? Why was the revolution of 1911 so important?
7. What is the government of China like today? How did it get its power? What is it trying to do? How successfully?
8. What contributions have the Chinese made to world culture?
9. What contacts has the U.S.A. had with China over the years?
10. What are Chinese schools and colleges like? Are most of the people still illiterate? What have the Communists done about education?
11. Where is Taiwan? Are all the people on that island exiles? If not, how have the original settlers reacted to the newcomers?
12. Who are some of the famous Chinese of the past? Of the present?
13. What religions or philosophies exist in China?
14. What are the pros and cons of admitting China to the U.N. and our recognizing the mainland government as a nation?

### Some Suggested Activities on China

1. Make different kinds of maps of China, showing population, resources, cities, transportation, etc.
2. Visit a nearby museum to see its China collection.
3. Show films and filmstrips on China.
4. Try to write some Chinese words.
5. Invite a person who knows China to speak to the class.
6. Make a collection of pictures about China, mount them on cardboard and show in an opaque projector.
7. Evaluate the different materials used in research work on China, as to the slant of the authors.
8. Carry on some arts and crafts work.
9. Make wide use of novels and biographies on China.
10. Make a Time Line of Chinese history, limiting it to a few key dates.
11. Conduct a round table discussion or debate on the recognition of China by the U.N.
12. Conduct a similar round table or debate on U.S. recognition of mainland China as a government.

The Land and Its Resources

What are the most important geographical features of China?  
What are its resources? To what extent have they been developed?

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Size. Size of U.S.A. and Mexico combined.  
1/6th larger than U.S.A.  
Yet less than half the arable land of the U.S.A.

General Regions. Plateau of Tibet, Turkestan, Mongolian table-land, eastern highlands and central plain of Manchuria, and China proper. China proper influenced by the three main rivers.

Main Rivers. Yellow or Hwang-Ho (China's Sorrow) in north.  
Yangtze in central part.  
West river in the south.

Major mountain chains. Altai Range between China and U.S.S.R.  
Tianshan Range  
Trans-Himalaya Range  
Himalayan Range

Northern China. Highlands in west and lowlands in east. Fertile plain due to alluvial soil. Many floods on Hwang-Ho or Yellow River. Light rainfall and generally cool climate. Rich deposits of coal, tin, antimony, tungsten. Lacks oil. Grand Canal and Great Wall. Chief cities: Peiping and Tiensin.  
Crops. WHEAT, millet, soy beans, and corn.

Southern China. Hot and wet, with many floods. Fertile soil and good agriculture.  
Crops: RICE, tea, cotton. Densely populated.  
Chief rivers: Yangtze and West.  
Chief cities: Shanghai, Nanking, and Canton.

Outlying Regions. (See separate page on Taiwan-Formosa)  
Manchuria rich in minerals. Grows wheat and soybeans.  
Some manufacturing.  
Tibet high plateau region, called The Forbidden Land.  
Sparsely settled. Natural home of yaks.  
Sinkiang surrounded by mountains. Much barren desert land. Mineral resources include iron, coal, petroleum, and copper.  
Inner Mongolia includes Gobi desert. Little rainfall.  
Nomadic people herding sheep, camels, cattle.

Increase in Production of Steel, Coal, Cement, Petroleum, Elect.

In millions of tons; on electricity in millions of ll. hours.

	<u>1943</u>	<u>1952</u>	<u>1957</u>	<u>Goal 1962</u>
Steel	1.2	1.35	5.24	12
Coal	56.6	63.5	120.	230
Cement	2.29	2.86	6.8	12.5
Petroleum	.32	.44	1.46	?
Electricity	5.96	7.26	18.99	44.

From The New Leader magazine  
October 20, 1958.

Some Suggested Activities

1. Draft a list of essential facts on the land and the resources of China for use by the entire class. Mimeograph for each person.
2. Write to publishers for materials on resources, products,
3. Make flour and salt or clay relief maps of China.
4. Look up information on the key cities of China.
5. Compare the rivers and mountains of China with those in other parts of the world. Make a chart from the materials obtained.
6. Make a special report on the major regions of China.
7. Make a study of some of the lesser known products of China, such as soy beans and kaoliang.

Reading References

Current History magazine for January, 1957. Articles on "Communist China's Economic Challenge" and "Agriculture in Communist China".  
 Nourse and Goetz China: Country of Contrasts. Chaps. 1 and 2.  
 Spencer Land of the Chinese People. Chapter 1.  
 Spencer Let's Read About China. Chapters 10 and 11 on villages and cities.

Films

"The Good Earth", "Oriental City" (Canton), "Tientsin: Gateway to North China", and "Town by the Yangtze".

Filmstrips

"Foods for China"  
 "Peking: Forbidden City"

## The People of China and How They Live

Who are the people of China? What do they look like? Are they all alike? What are their homes like? Why are families so important? What do they do to earn a living?

In this section it is important to stress the differences within China in order to help remove stereotypes of this country.

Population. Around 650 million persons. One in four in the world. Chinese from mainland now in Taiwan two million, plus 8 million Taiwanese. Around 12 million "overseas Chinese"--largely in South and Southeastern Asia where they are primarily business people.

Types. Great variety in China. Northerners tend to be taller, sometimes darker and more square-shouldered. Somewhat slower in reactions.

Southern Chinese somewhat lighter skinned, shorter, quicker movements, more lithe.

Characteristically dark eyes and hair, with eye-fold which Westerners unfortunately call "slant-eyed".

Languages. Northerners speak Mandarin; southerners Cantonese. Written language or ideographs common to all. Common written language a great source of strength over the centuries.

Food. Wheat the staple of Northern China; rice of Southern China.

Houses. A great variety. In north tend to be mud or dried brick.

South--more often brick or woven bamboo.

Roofs generally of straw thatch or tile, depending upon income.

Floors often of pounded earth.

Buildings constructed around open court. "Garden" inside.

Many in south live on boats.

In northwest some cave-dwellers, warm in winter; cool in summer.

In cities--more western-style houses and apartments.

Families. Chinese social and economic life long arranged around family or clan. Loyalty to family has been the highest virtue. Oldest members rule and are well provided for by others. Age respected. Warm family relationships mark most Chinese families. With so many people, living so close together, art of human relations highly developed. "Saving face" is mark of respect; people not openly insulted. Honor to one member of family an honor to all; disgrace to one disgrace to all. Form of social security. Cities tend to break up families. Old family system attacked by Communists.

Population Problem. 13 million new, additional persons a year. 1955 abortions legalized. Late marriages encouraged. Birth control encouraged for a time. Estimated population by 1985--one billion.

Cities. 10 years ago only 5 cities with over a million.  
1959. 13 cities with over a million inhabitants.  
Illustrates marked urbanization and industrialization  
of China.  
Shanghai a city of 7 million persons.

Communes. Form of collective living promoted by the Communists.  
Primary purpose--to increase production, to control thinking,  
to attack the old family system and its loyalties, and to develop  
a new loyalty to the Chinese state. Experimental basis in Honan  
Province in 1958. "Great Leap Forward" campaign in late 1958.  
4600 families to a commune. Organized into labor brigades like  
military units. In some places barracks have been established  
to replace homes. Collective mess halls. Men and women separated.  
Slogan-"Organize along military lines, work as if fighting,  
and live the collective way". Similar to collectivization  
in Russia, but Chinese have gone further.

Occupations. Until recently 80 % of the Chinese were farmers.  
Owned small plots of ground. Large landowners or absentee owners  
were very common. In recent years radical changes in land owning.  
Collective being organized along with communes for living and  
working. More industrialization, too. (See figures on production  
on p. 6).

#### Some Suggested Experiences.

1. Viewing films on Chinese life, such as "Children of China",  
"Chinese Peasant Goes to Market", or "Farming in South China",  
or filmstrips.
2. Have three people represent farmer of north, farmer of south,  
and fisherman--telling about their lives.
3. Give the arguments for collectivization and communes as  
seen by Chinese communists.
4. Report on books representing old Chinese family life.
5. Have more able students do research on the Chinese in Southeast  
Asia.
6. Collect, mount, and show pictures of various kinds of Chinese  
people, stressing their variety.
7. Interview people who have lived in China, on life there.

#### References

Cressey Land of the 500 Million.  
Lang Chinese Family and Society.  
Lin The Importance of Living and My Country and My People.  
Nourse and Goetz China: Land of Contrasts. Chaps. 3,4,5,6,9.  
Samaki and White Asia. Chap. 5 on "The People of China".  
Spencer The Land of the Chinese People. Chapters 2 and 9.  
Suyin A Many Splendored Thing. Latter part of book deals with fam-  
ily life in China, and the effects of communism.

## History and Government of China

How long has China existed? What is meant by the term "China is a civilization rather than country"? Does this still hold true? Which of the dynasties are most important? Why is the Revolution of 1911 so important? What is the appeal of Communism in China? What is the present government trying to do?

See chart on the next page for a sense of time.

Early Background. Origin unknown. By 2000 B.C. people were living in the Yellow River valley, tilling soil, making pottery, etc. One of the four earliest centers of civilization we know.

Most Important Dynasties. All of them important. Shang dynasty for about six centuries from about 1766 to 1122 B.C. Replaced by Chou Dynasty, with Confucius the most important figure (probably 551 to 479 B.C.). More influential on a world scale than any other individual philosopher. Became artisans in stone, bronze, ivory, etc. Han Dynasty from approximately 200 B.C. to 200 A.D. Traded with Roman Empire. First Buddhist influences in this period. Dark Ages for about 300 years. T'ang Dynasty from 618 A.D. to 907 A.D. - China's Golden Age. Greater empire, finer cities, better craftsmen. Printing developed. Islam and Christianity appear. Followed by conquest of Kublai Khan and Mongols. Mongol rule-1279-1368. Ming Dynasty 1368-1644 A.D. China pretty well isolated. Portuguese established at Macao. Jesuits entered and influenced China and were in turn influenced by it. Manchus for next 250 years, until 1911. First Anglo-Chinese War 1840-42, resulting in ceding of Hong Kong to British. Revolution of 1911 succeeded (one of several in this period). Sun Yat-sen leading figure--considered Father of Modern China. In 1920's rise of Chiang Kai-shek. Japanese invasion in 1931. Domination by Japan during World War II. September 22, 1949 Chinese People's Republic established. 1950-Korea-armistice on July 27, 1953.

Appeal of Communism in China. Emphasized need for land reform, including "common people", adapted Marxist theories to agrarian nation, almost religious fervor of Communists, capitalizing upon little democratic control in China. Used Dissatisfaction with Chiang's government. Included intellectuals. Used American aid to discredit government. Capitalized on idea of government ownership as continuation of ancient practices. Promised better life for all persons, especially peasants.

### Reference /s.

Durdin and Smith "China and the World"  
 Nourse and Goetz China: Country of Contrasts, Chapter 11.  
 Samaki Asia. Large part of section on China on its history.  
 Seeger The Pageant of Chinese History. Entire book, written for junior and senior high school students.

# COMPARATIVE HISTORICAL CHART

WESTERN WORLD		DYNASTIES	CHINESE WORLD	
B.C.				B.C.
1800	Hammurabi BRONZE AGE	HSIA	NEOLITHIC AGE. Agricultural communities in Yellow River valley cultivated loess soil with stone tools. Domesticated dog and pig. Hunting and fishing tribes in Yangtse valley.	1800
1700		SHANG		1700
1600				1600
1500	EGYPTIAN NEW EMPIRE Moses		BRONZE AGE. Primitive Yellow River city states. Probable use of irrigation. Shāng-inscribed bones give base line of history. Sheep and goats domesticated. Writing. Beautiful bronze castings. Potter's wheel. Stone carving. Silk culture and weaving. Wheeled vehicles.	1500
1400				1400
1300	Trojan War	CHOU		1300
1200				1200
1100	IRON AGE Solomon		ANCIENT FEUDALISM. Expansion from Yellow River to Yangtse valley. "City and country" cells. Increased irrigation. Horse-drawn war chariots. 841 B.C. earliest authenticated date.	1100
1000				1000
900	Lycurgus		Glass.	900
800	Carthage founded			800
700	Hebrew prophets Greek lyric poets		IRON AGE. Round coins. Magnetism known. CLASSICAL PERIOD. Confucius, Lao-tse.	700
600				600
500	Persian Wars Socrates			500
400	Plato Aristotle		Mencius. Bronze mirrors.	400
300	Alexander Punic Wars		BEGINNING OF EMPIRE. Great Wall. Palace architecture. Trade through Central Asia with Roman Empire. Ink.	300
200	Carthage and Corinth destroyed	CHIN		200
100	Julius Caesar	HAN	First Buddhist influences.	100
A.D.	Birth of Christ Jerusalem destroyed		Paper.	A.D.
100	Marcus Aurelius			100
200		3 KINGDOMS		200
300	Constantine Roman Empire divided	CHIN	Tea. Political disunity but cultural progress and spread.	300
400	Odoacer takes Rome	WEI	Buddhism flourishing. Use of coal. Trade with Indo-China and Siam.	400
500	Justinian	SUNG CHI LIANG CHEN		500
600	Mohammed's Hegira	SUI	Large-scale unification. Grand Canal. ZENITH OF CULTURE. Chinese culture reaches Japan. Turk and Tungus alliances.	600
700	Moslems stopped at Tours	TANG	Revival of Confucianism weakens power of Buddhist monasteries. Mohammedanism. Cotton from India. Porcelain. First printed book. State examinations organized. Rise of Khitan. Foot binding. Poetry, painting, sculpture. Wang An-shih.	700
800	Charlemagne Alfred		Classical Renaissance. Paper money. Rise of Jurchid. Compass. Navigation and mathematics.	800
900	Holy Roman Empire	5 DYNASTIES	MONGOL AGE. Jenghis Khan. Marco Polo. Franciscans.	900
1000	CRUSADES	LIAO		1000
1100		CHIN	Operatic theater. Novels. Lamaism.	1100
1200	Magna Carta		Yung Lo builds Peking. Period of restoration and stagnation. Portuguese traders arrive. Clash with Japan over Korea. Nurhachi.	1200
1300	RENAISSANCE	YUAN		1300
1400	Printing in Europe Turks take Constantinople	MING	Critical scholarship. Canton open to Western trade. Treaties with Western powers. Spread of Western culture. Taiping Rebellion. Boxer Rebellion. 1911 Revolution. Nationalist Revolution. Unification under Chiang Kai-shek. Japanese invasion and World War II.	1400
1500	AGE OF DISCOVERY			1500
1600	Religious Wars	CHING		1600
1700				1700
1800	American } French } Industrial } Revolutions			1800
1900	First World War Russian Revolution Second World War	REPUBLIC		1900

## Some Leading Persons in Chinese History

Who are some of the leading men and women in Chinese history?  
Who are some of the important leaders today?

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### General Background.

A few persons might be selected from China's long history, but most of the people selected should probably be from more recent times. Not all the names listed below will be treated in most classes, but the list may prove useful in providing "leads" to prominent persons. Identifications should not be memorized.

### Names in the Long History of China.

Confucius, Lao-Tse, Mencius.

Various emperors and Hung Hsiu-chu'uan (leader of Taiping revolt)

Sun Yat-sen, father of modern China.

Ch'en Tu-hsiu, leader in science and democracy.

### Artists, Musicians, Literary Figures, etc.

Ku K'ai-Chih, Wu Tao Tzu, Wang Hai-Chih, Su Shih, Mi Feit, LiPo.  
SuTungpo.

### Recent Chinese Leaders.

Chiang Kai-shek and Madame Chiang

Soong sisters

Hu Shih (scholar) and James Yen (leader in literacy campaigns)

Mao Tze-tung (Party boss at present), Liu Shao-chi (head of state since 1959), Chou En-lai, Chu-Teh, Chen Yun and others (see chart on government).

### References on Leaders.

Articles from the New York Times Magazine Sections

Cameron "The Man Who Speaks for Red China" (Chou En-lai)

March 6, 1955.

Chang Kuo-Tao "Chou En-lai Is a 'Round' Man" April 25, 1954.

Hughes "Communist China's Great Persuader" Feb. 2, 1958 (Mao)

Hughes "The Long March of Mao Tse-tung" sept. 21, 1958.

Buck The Man Who Changed China: The Story of Sun Yat-Sen (Landmark)

Buck Tell the People. (On the work of James Yen in literacy).

Brown Sun Yat-sen.

"Chiang Kai-shek" Time April 18, 1955.

Elegant China's Red Masters.

Kenworthy Twelve Citizens of the World. (Chapter on Sun Yat-sen)

Kuo Giants of China.

Spencer Three Sisters: The Story of the Soong Family of China.

Yutang The Gay Genius: The Life and Times of Su Tungpo. John Day, 1947.

# How Five Men Control Peiping's Policies

- |              |              |             |         |          |
|--------------|--------------|-------------|---------|----------|
| 1.           | 2.           | 3.          | 4.      | 5.       |
| Mao Tse-tung | Liu Shao-chi | Chou En-lai | Chu Teh | Chen Yun |

## Party Apparatus

### Party Chairman

1.  
Mao is party boss by reason of his position as Chairman of the Central Committee.

### Secretariat

1. 2. 3. 4. 5.  
Policy group made up of Big Five and eight others. The purged Kao Kang was a member.

### Central Committee

1. 2. 3. 4. 5.  
Theoretically supreme, as agency representing Party Congress. Elects Politburo, Secretariat and its own Chairman. Has 60 to 70 members, formerly including purged Kao Kang and Jao Shu-shih

### National Party Conf.

Expanded version of Central Committee, with grass-roots representatives, called between Congresses to deal with party matters, such as recent purges.

### National Party Congress

1. 2. 3. 4. 5.  
Under party constitution is source of Communist leadership, electing Central Committee. Actually meets very rarely.

## Government Organization

### Chairman of the Republic

1.  
Chief executive official with power of decree and command of armed forces.

### Vice-Chairman (4)

### Supreme State Conference

1. 2. 3. 4. 5.  
Policy group representing all branches of the govt.

### State Council

3. 5.  
Chief administrative organ which functions like Cabinet. Includes Premier Chou, Vice Premiers, Ministry heads.

### People's Congress Standing Comm.

2.  
Acts as a legislature between meetings of the National Peoples Congress. Made up of 75 members

National People's Congress  
1. 2. 3. 4. 5. 1,226 deputies  
Theoretically the highest state power, making laws and top appointments. Actually it meets rarely and is dominated by party chiefs.

## Religion and Philosophy in China

What are the leading religions of China? What are their major beliefs?

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### Major Religions or Philosophies.

Confucianism, Taoism, Buddhism, Islam, Christianity. Communism today--if considered a religion or faith or philosophy.

The Way of the Ancients. Chinese base their beliefs on idea of the interaction of Yang and Yin, the two major forces in the world--the spiritual and material elements of the universe. Religion took two forms--the worship of ancestors and the worship of the gods of the soil.

The Way of Lao-Tse. May have lived in 6th century B.C. According to tradition, left home, riding on a water buffalo, to carry teachings to the west. Wrote "The Book of the Way of Virtues", giving as primary virtues love of mankind, moderation, and humility. Among outstanding ethical teachers of world history.

The Way of Confucius. Younger contemporary of Lao-Tse. Emphasized DAILY life rather than religious practices. Propriety is a central theme in his value system. Reverence for parents is fountain "whence all other virtues spring". Conversations between him and his pupils recorded in the Analects. Tremendous influence on China's history.

The Way of Buddhism. Originated in India. Central belief the importance of getting rid of all desires to attain peace of mind and of spirit. Man not alone in efforts of self-mastery and insight. Aided by those who have gone before.

Christianity and Islam. Estimated followers of Islam around 28 million. Of Christians -- 2,600,000 Catholics; 620,000 Protestants.

### Some Suggested Activities.

1. Read and report on chapters on religion in Fitch and Ansley.
2. Select and read to the class some of the sayings of Confucius.
3. Show pictures of Buddhism and other religions from Life's book on religions, through an opaque projector.

### Some References on Religion.

Ansley The Good Ways. Chap. 7 "The Road from China"

Ayscough A Chinese Mirror. Pp. 341-420. Early religions in China.

Fitch Their Search for God: Ways of Worship in the Orient.

"The Way of Confucius" Pp. 63-66.

"The Way of Buddha" Pp. 67-84.

Life magazine "Buddhism" March 7, 1955.

"Religion in the Land of Confucius" April 4, 1955.

Yutang, Lin "Communists and Confucius" Life April 4, 1955.

See paper back books in Mentor series on "The Sayings of Confucius, The Way of Lao-Tze, and The Teachings of the Compassionate Buddha. 50¢ each.

## Education in China

Are the people of China illiterate? Do they have schools and colleges? What have the Communists done about education?

Education in the Past. High respect for learning and men of learning. Scholars at the very top of the social status scale in ancient China. But this group very limited--perhaps 5% of the people. Education of girls and women neglected. Schools emphasized classics and rote memory. Did produce a small group of outstanding scholars and attracted men of high caliber to government service through civil service exams based on learning. Did not produce change, limited to a few, narrow and too much emphasis upon memory and classics.

Illiteracy in China. At least 80% illiteracy until very recently. Average Chinese needed children to help with labor; couldn't afford to pay costs of education. Saw little good in schools. Language a handicap. Eight major dialects, almost separate languages. Written language difficult to learn.

Progress Since World War I. James Yen simplified Chinese language for work with Chinese soldiers in World War I. Later he and others took part in mass education movement in China. Tremendous strides in parts of China.

Education Under the Communists. Communists use all forms of education--informal as well as formal--press, radio, films, museums, exhibitions, comics, stage, parades. "Study Movement" started in 1949 in which everyone studied tenets of Marxism-Leninism, basic documents of new regime. Classes in factories, hospitals, local communities as well as in schools. 1956-special effort to wipe out illiteracy in 5-7 years. Concentrating on persons 18-40 years of age.

With establishment of communes, more children in boarding schools. Recent emphasis upon technological education. Students in colleges and universities do manual labor. (3 - 4 months a year). Spare Time Colleges (like adult education centers) established. 186 in 1957 with 90,000 students. Attempt to Latinize Chinese language by phonetic alphabet. New "Middle Schools" compress work of elementary schools into three years for persons 18-30.

### Some References on Education in China.

- Buck Tell the People. (on the work of James Yen).  
 Chen, Theodore Hsi-en "Education" The New Leader. May 4, 1959.  
 McEvoy "Jimmy Yen and the People's Crusade" Reader's Digest  
 March, 1955.  
 Moehlman and Roucek Comparative Education. (Advanced readers)  
 Nourse and Goetz China: Land of Contrasts. Chapter 8.  
 Spencer Let's Read About China. Chapter 15.  
 Sassani "Education in Taiwan" Govt. Printing Office.

Some Chinese Contributions to the WorldAgriculture

Rotation of crops	Intensive farming	Green manure
Use of legumes	Soy bean and rape	Bamboo and
Cattle breeding	Tea, fruits, nuts	mulberry
	Irrigation	trees

Architecture

Garden plantings	Memorial arches
Walls	Tombs

Art

Paintings of flowers and animals, birds, trees (bamboo esp.)  
 Vases  
 Scrolls and different types of paper  
 Calligraphy as an art  
 Use of silk, jade, ivory, bronze, lacquer, porcelain, glass,  
 and enamel  
 Painters K'ai-Chih and Wu Tao Tzu

Education

Mass Education Movement (especially the work of James Yen  
 after World War I).

Government

Civil Service with exams.

Literature

Libraries  
 Dictionaries and encyclopedias  
 Chinese Classics: Chou Li, I-Li, and Hsiao Ching Chien  
 Historical studies such as the work of Shih Chi of Ssu-ma  
 Poetry, ballads  
 Historical figures: Ch'iu, Tso Chuan, Tzu Chih T'ung Chien,  
 and Ssuma Juang

Medicine

Massage, pharmacopoeia

Philosophy

Confucius, Mencius, Lao Tzu, Wang Yang-ming, Chi Hai, etc.

Recreation

Jugglers, acrobats, marionettes, lanterns, professional  
 story-tellers, dolls, kites, mah jong and other card games,  
 chess, theater for popular works, firecrackers.

Social Institutions

Certain aspects of "extended families" such as care of aged

Science, Invention, Transportation

Painting, mariner's compass, textiles, (esp. silks)  
 Canals and various kinds of craft-boats

References on Chinese Contributions  
to the World and On Special  
Aspects of Chinese Life

Benton "Chinese Shadow Plays"  
 Bodde "Chinese Gifts to the West"  
 Creel "Chinese Writing"  
 Hummel "Fun and Festival from China" Songs, games, recipes, etc  
 Jacobs The Chinese American Song and Game Book  
 Millen Games Around the World  
 Nourse and Goetz China: Country of Contrasts. Chap. 7  
                   "China's Art" and Chapter 9 "China At Play".  
 "The Pagoda: 13 Chinese Songs" Cooperative Recreation Service.  
 Soong The Art of Chinese Paper-Folding for Young and Old.  
 Spencer Made in China. On arts and crafts.  
 Spencer Land of the Chinese People. Chap. 10 "Chinese Art"  
 Spencer Let's Read About China. Chap. 13 "Festivals"

Film "Chinese Gifts to the West".

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Novels, Folk Tales, and Miscellaneous Writings on China.

Buck, Pearl The Good Earth. N.Y., Pocket Books, 1953. 344 pp.  
                   A classic by a Nobel Prize Winner, long resident in China.  
 Christian, Arthur R. Shen of the Sea. N.Y., Dutton, 1925.  
                   Humorous short stories. Grades 5-8 or slow readers in high  
                   school.  
 Lewis, Elizabeth When the Typhoon Blows. Philadelphia, Winston,  
                   1942.  
 Lewis, Elizabeth Ho Ming, Girl of the New China. Philadelphia,  
                   Winston, 1934.  
 Lewis, Elizabeth Young Fu of the Upper Yangtze. Philadelphia,  
                   Winston.  
 Lim, Siau-tek Folk Tales from China. N.Y., John Day.  
 Lin, Yutang The Wisdom of China and India. N.Y., Random, 1942.  
                   Collection of the famous writings of China.  
 Oakes, Vanya The Bamboo Gate. N.Y., Macmillan, 1946. Children  
                   of modern China try to understand the changes brought by  
                   war.  
 Waln, Nora The House of Exile. Boston, Little, Brown.  
 Yang, Y.C. Dragons on Guard. Philadelphia, Lippincott, 1940.  
                   208 pp.  
 Yohannan A Treasury of Asian Literature. N.Y., New American  
                   Library, 1958. 432 pp. 50¢.

China, the U.S.A. and Taiwan-Formosa

How long has the United States had contacts with China? What has been their nature? What is our present attitude towards China? Why? What are the arguments pro and con on recognition of China? On admission of China to the U.N.?

Over a long period of time realations between the U.S. and China were very friendly. Only recently have relations been strained or officially non-existent.

In the early colonial period traders sailed to China to obtain tea, silk, spices, chinaware and cotton. In the 1840's and 1850's trade was accelerated. In the 1840's China was opened up to the world by Britain. The U.S. profited by these vents without becoming involved in the fighting.

Meanwhile much U.S. interest was developed through the work of missionaries who often set up schools and hospitals along with their more direct religious work.

At the turn of the century the U.S. sided with Japan--until after 1905. One of the most important events of this period -- the Open Door Policy in China, enunciated by Secretary of State Hay.

Meanwhile Chinese had come into the U.S.A. in the early gold rush days and as workers on transcontinental railroads. Exclusion Act of 1905, repealed in 1943.

China an ally in World War II. During long period U.S. supported Chiang Kai-shek, with some fluctuations in extent of support. Marshall's visit in 1945 to China led to temporary peace between Chinese Nationalist forces and Communists. Various views on whether U.S. was not interested or not able to prevent graft and corruption in Chiang's government --which led in part to his defeat by Communists and flight to Taiwan.

Debate on Formosa-Taiwan and Recognition of "Red" China.

Points of view differ within nations, but official positions can be charted as in the continuum below. This should show pupils that a wide variety of views are present on these issues.

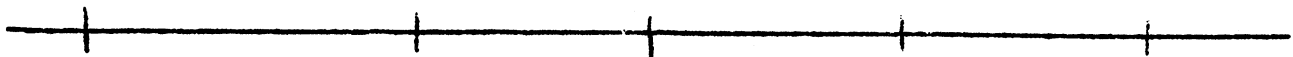
China  
Mao Tze-tung

India

Great  
Britain

U.S.A.

China  
Chiang Kai-  
Shek



Continued on next page

Some of the arguments in the present crisis are outlined below. It must be remembered that there are many positions or many variations of the five positions listed on the previous page.

1.  
Recognition of Mao  
Govt. and Entry In-  
to U.N.

U.S. should not defend Quemoy, Matsu islands.

China meets international law requirements for recognition; controls own territory; controls foreign policy. Must be recognized eventually; better now than later.

Aid to present government of China might pull China away from U.S.S.R.

U.S. allies have already recognized Mao government.

U.S. could use trade with China.

2.  
Middle-Read  
Position

Yield on islands; don't yield on Taiwan as of military importance. Also owe Chinese who fled defense of their lives.

Could have both Taiwan and Mao govts. in U.N. Both are legitimate govts. OR Taiwan could be made a UN trust territory.

Pick best time to recognize Mao government and obtain good compromise.

3.  
Strong Support for  
Chiang and His  
Position

Any yielding to Communists is bad. Destroys morale of anti-Communists, especially in South Asia.

Chinese Nationalists government still the legal govt. of China. Mao won only by war and illegal methods.

Mao government does n't live up to Charter of U.N. on peaceful purposes.

Any efforts to divide China and U.S.S.R. doomed to failure. Are two of a kind.

Some References on Chinese Foreign Policy and U.S. Policy Toward China.

- Armstrong, John P. "Chinese Dilemma" p. 45 ff.  
Boorman (Ed.) "Contemporary China and the Chinese"  
Brown, B.H. and Green, Fred "Chinese Representation" A Case Study in United Nations Political Affairs"  
Dept. of State "U.S. Policy of Non-Recognition of Communist China"  
Durdin and Smith "China and the World" Pp. 50-63 on Formosa.  
Luard, E. "Chinese Foreign Policy"  
Palmer, Norman "Foreign Policy of Communist China" in special issue of Current History for January, 1957.  
Seligman, E. and Walker, R.L. "Should the U.S. Change Its China Policy?" Entire issue of this Foreign Policy Headline Book.  
Thomas, S.B. "Communist China and Her Neighbors"

See also news in current newspapers and magazines on this issue.

### Some Basic Facts About Taiwan

Names. Officially Taiwan (Terraced Bay). Called West Formosa (Beautiful Island).

Location. 100 miles off Southeast coast of China, across water of Taiwan Strait. Philippines 225 miles from the south.

Size. Taiwan and Pescadores size of Connecticut and Vermont. Taiwan 250 miles long; 45 miles wide. Shape of tobacco leaf.

People. 9,200,000 people. 8 million of these native Taiwanese. About 2 million who fled China. 150,000 aborigines who are back in the mountains. Rate of growth 3.7%--very high as rates go around the world. Largely due to excellent health facilities.

History. Long without contact with outside world. Chinese entered in 13th century. Dutch in 1622--there about 40 years. Spanish for a short period. 1661-62 Dutch driven out by Chinese Ming ruler in exile from China mainland after victory of Manchus. 1884 French controlled island briefly. 1895 Japan conquered island and held it until World War II. 1949 Chiang Kai-shek and his followers from mainland took over.

Language. Amoy dialect and Mandarin Chinese. Many speak Japanese.

Religions. Buddhist, Confucianism, Taoism, Christianity.

Economy. 80% of the people are farmers. Considerable fishing. Products include sugar, tea, sweet potatoes, fruits, Mineral resources include coal, copper, petroleum, sulphur and pyrite.

Army. 400,000 From 1955 on, local people drafted into army.

Cities. Capital--Taipei 650,000. Keelung port city in north. Kaohsiung port city in south.

Land Reform. Since World War II three stages in land reform: (1) rent limitation, (2) sale of government properties-land., (3) limitation on amount of land owned by one person.

### References on Formosa-Taiwan

- "Basic Data on the Economy of Formosa" Govt. Printing Office, 1957  
7 pp. 10¢.  
Durin and Smith "China and the World" For. Policy Assoc. Pp50-63  
"Formosa" Issue of Focus magazine April, 1955.  
"Free China's Island Province of Taiwan" China Society 1959.  
"A Pocket Guide to Formosa" Govt. Print. Office 1958. 106pp. 35¢.  
Sassani, A.H.K. "Education in Taiwan" Govt. Print. Office.  
1956. 34 pp. 20¢.

Some Words, Names, Places, Terms to Learn

acreage	Manchuria
Amur river	Marco Polo
ancestor and ancestor	Mongolia
worship	Mongols
antimony	mandarin
armistice	Mao Tze-tung
	monsoon
Boxer Rebellion	mulberry leaves
bubonic plague	
Buddhism and Buddhist	Nanking
	nationalists
Centon	
cholera	paddy fields
chopsticks	pagoda
Chiang Kai-shek	Peking
Chungking	philosophy
Confucias and Confucianism	predecessor
customs	prefecture
collectivization	
communes	rebellion
	revolution
Dalai Lama	roation
dynasty	
East China Sea	sampan
East Indies	sediment
emperor	Shanghai
extraterritoriality	Singapore
	Sinkiang
festival	South China Sea
foreigner	Szechwan
Formosa	
Genghis Khan	Taiwan or Formosa
Gobi desert	Taoist
Great Wall	teakwood
	terracing
Hong Kong	Thasa
Hwang	Tibet
	Tientsin
imperialism	traditional
	tungsten
jinrikisha	
"junk"	unify
	United Nations
Korea	
Kublai Khan	"war lords"
Kuomintang	
	yak
lacquer	Yangtze river
levy	Yellow Sea
	Yellow River
Malay Peninsula	
malaria	
Manchus	

### Some Possible Means of Evaluation

1. Since behavior is the final test of social studies teaching, good evaluation should come in the reception accorded a Chinese student or visitor and the way in which questions are asked and opinions expressed. Or--in reaction to current news, on trips, or in general classroom behavior in discussions on this controversial theme. Can the pupil discuss controversy intelligently, without too much emotion, bringing FACTS to bear.
2. An attitude test given at the beginning and again at the end of this unit. Do not GRADE such tests. This would ruin the device.
3. Factual tests given at the beginning and again at the end. Or--test only at the end, including essay type questions, multiple choice items, matching, etc. according to the type of data desired.
4. The way in which students attack their individual and/or group work--or ways in which they listen to the reports of others and question them.
5. Observe skills in next unit to see where there is growth.
6. Ask for comments of librarian (s), parents, and colleagues.
7. Listen to comments of pupils on their work.
8. Watch for references later in term to this unit.
9. Differences between discussion of film shown at the beginning and end of the unit.
10. Pictures of Chinese drawn by pupils--preferably before and after unit.

### Some Possible Culminating Activities

A Unit does not have to have a "culminating experience". It sometimes helps, however, to have one or two activities which tie together many or all of the unit's work. Among such activities might be the following:

1. A class scrapbook or journal.
2. Trip to a museum.
3. Film. Possibly seen at the beginning and at the end of unit.
4. Visit of student from China or someone who has lived there. Prepare some questions in advance to start the ball rolling.
5. Trip to a Chinese restaurant with food explained if possible.
6. Mimeographed booklet on China. Save for future classes.
7. Program for school assembly, other classes, or P.T.A. group.
8. Have a general question and answer period. You may want to get the pupils to write the questions, go over them in advance, and place them in a "grab bag" for answering.
9. Have BRIEF committee reports on highlights of their work. Try to use a variety of methods from interviews to mimeographed summaries, or from murals to panels.
10. Evaluation of the entire unit by the class. Perhaps with a student chairman.

## Resources for Studying China

### Bibliographies

- "China: A Selected List of References" Institute of Pacific Relations, 1957. 26 pp. 50¢.  
 Hucker, Charles O. "Chinese History: A Bibliographic Review" Service Center for Teachers of History, 1958. 42 pp. 50 ¢.  
 Less in quantity.

### Books for Teachers

- Anderson, Howard (Ed. ) Approaches to an Understanding of World Affairs. National Council for the Social Studies, 1954. 478 pp. Cha.p. 10 on China. By George Cressey.  
 Ballantine, Joseph W. Formosa. Washington, Brookings Inst., 1953.  
 Chang, Chia-sen The Third Force in China. N.Y., Bookman Assoc., 1952. 345 pp.  
 Cressey, George B. Asia's Lands and Peoples. N.Y., McGraw-Hill. Various editions. A good overall account, stressing geography.  
 Cressey, George B. Land of the 500 Million-A Geography of China. N.Y., McGraw-Hill, 1955. 410 pp.  
 Fairbank, John K. The United States and China. Cambridge, Harvard University Press, 1948. 367 pp.  
 Goodrich, I. Carrington A Short History of the Chinese People. N.Y., Harper, 1951. 260 pp.  
 Guillain, Robert 600 Million Chinese. N.Y., Criterion, 1958. A French journalist's appraisal of contemporary China.  
 Hahn, Emily Chiang Kai-shek: An Unauthorized Biography. N.Y. Doubleday, 1955. 382 pp.  
 Hsu, Francis L.K. Americans and Chinese: Two Ways of Life. N.Y., Schuman, 1954. 457 pp.  
 Hughes, E.R. and K. Religion in China. N.Y., Hutchinson's Univ. Library, 1950. 151 pp.  
 Lang, Olga Chinese Family and Society. New Haven, Yale University Press, 1949.  
 Latourette, Kenneth S. The American Record in the Far East: 1945-1951. N.Y., Macmillan, 1952.  
 Latourette, Kenneth S. History of Modern China. Baltimore, Penguin Books, 1955. Inexpensive and authoritative.  
 Magruder, Frank A. National Governments and International Relations. N.Y., Allyn and Bacon, 1952. 664 pp.  
 North, Robert C. Moscow and the Chinese Communists. Stanford, Stanford University Press, 1953.  
 Purcell, Victor The Chinese in Southeast Asia. N.Y., Oxford  
 Riggs, Fred W. Formosa Under Chinese Nationalist Rule. N.Y., Macmillan, 1952.  
 Rostow, W.W. The Prospects for Communist China. N.Y., Wiley, 1955  
 Tewksbury, Donald G. Source Book on Far Eastern Ideologies. N.Y., American Institute of Int. Relations, 1949. 180 pp.  
 Walker, Richard L. China Under Communism: The First Five Years. New Haven, Yale University Press, 1955.  
 Walker, Richard L. The Continuing Struggle. N.Y., Criterion. 1959. 155 pp. Continuation of book on first five years.  
 Yang, Martin C. A Chinese Village. N.Y., Columbia Univ. Press, 1945.

### Books and Booklets for Secondary School Students.

Attention is called to textbooks and encyclopedias which are not listed in this account. Some students who are good readers can use some of the books listed for teachers on page 22.

- Ansley, Delight The Good Ways. N.Y., Crowell, 1950. Chapter 7 on "The Road to China" on religion in China.
- Armstrong, John P. "Chinese Dilemma" Chicago, Science Research, 1956. 67 pp. 50¢. Intended as a special text.
- Ayscough, Florence A Chinese Mirror. Boston, Houghton, Mifflin, 1925. 464 pp. Pp. 341-420 on religions in China.
- "Basic Data on the Economy of Taiwan" Washington, Govt. Printing Office, 1958. 7 pp. 10¢.
- Battistini, Lawrence H. Introducing Asia. N.Y., John Day, 1953.
- Benton, Derk "China's Gifts to the West" Washington, American Council on Education, 1943. 40 pp. 35¢. For ages 13 and up.
- Bodde, Derk "Chinese Ideas in the West" Washington, American Council on Education, 1948. 42 pp. 50¢.
- Brown, Nina Sun Yat-sen. N.Y., Vanguard, 1946. 247 pp.
- Boorman, Howard L. (Ed.) Contemporary China and the Chinese. Phila., Annals of the Am Ac. of Pol and Soc. Science Jan, 1959.
- Brown, Benjamin H. and Green, Fred. "Chinese Representation: A Case Study in United Nations Political Affairs" N.Y., Wilson Foundation, 1955. 52 pp. 25¢.
- Buck, Pearl S. My Several Worlds: Abridged Edition for Young Readers. N.Y., John Day, 1954. 192 pp.
- Buck, Pearl S. The Man Who Changed China: The Story of Sun Yat-sen. N.Y., Random, 1953. 185 pp.
- Buck, Pearl S. "Tell the People: Mass Education in China" N.Y., Institute of Pacific Relations, 1945. 72 pp. 25¢. The work of James Yen in adult education.
- Chen, Theodore Hai-sen "Education" (China's First Decade). The New Leader magazine May 4, 1959.
- "China" Merrill Books, 1956. 32 pp. 25¢. For slow readers.
- "China's Resources for Heavy Industry" Am. Geo. Soc., 1958. 6 pp. 15¢. Issue of Focus magazine.
- "Communist China" Current History. Entire issue, Jan, 1957.
- Creel, H.G. "Chinese Writing" Washington, American Council on Education, 1945. 16 pp. 25¢.
- Dept. of State "U.S. Policy of Non-Recognition of Communist China" Washington, Govt. Print. Office, 1958. 13 pp. 10¢.
- Durdin, Tillman and Smith, Robert A. "China and the World" N.Y., Foreign Policy Assoc., 1953. 64 pp. 35¢ Very good.
- Elegant, Robert S. China's Red Masters. N.Y., Twayne, 1951.
- "Free China's Island Province of Taiwan" China Society, 1950. 4 pp. Free.
- Fitch, Florence Mary Their Search for God: Ways of Worship in the Orient. N.Y., Lothrop, 1947.
- "Formosa" New York, American Geographical Society, April, 1955. Issue of Focus magazine. 6 pp. 15¢.
- Goetz, Delia "The Dragon and the Eagle" N.Y., Silver Burdett.
- Greenbie, Sydney An American Boy Visits the Orient. St. Louis Webster Publishing Company.
- Hobart, Alice T. Oil for the Wamps of China. Indianapolis, Bobbs-Merrill, 1933.

- Hummel, Margaret C. "Fun and Festival from China" N.Y., Friendship Press, 1948. 48 pp. 50¢. Games, songs, recipes, etc.
- Jacobs, Gertrude The Chinese-American Song and Game Book. N.Y., Barnes, 1944. Beautifully illustrated. Out of print but available in some libraries.
- Kenworthy, Leonard S. Twelve Citizens of the World. N.Y., Doubleday, 1953. Chapter 10 on Sun Yat-sen.
- Kuo, Helena Giants of China. N.Y., Dutton, 1944. Biographies.
- Kuo, Helena I've Come a Long Way. N.Y., Appleton, 1943.
- "Let's Try Chinese: A Primer of 26 Chinese Characters" N.Y., Institute of Pacific Relations. Undated. 25¢.
- Lewis, Elizabeth Ho Ming, Girl of the New China. Philadelphia, Winston, 1934. A novel.
- Lewis, Elizabeth Young Fu of the Upper Yangtze.
- Lin, Yutang My Country and My People. N.Y., John Day, 1930 382 pp
- Lin, Yutang The Importance of Living. N.Y., John Day, 1938. 459 pp
- Luard, E. "Chinese Foreign Policy" N.Y., Institute of Pacific Relations, 1958. 14 pp. 50¢.
- McEvoy, J.P. "Jimmy Yen and the People's Crusade" Reader's Digest. March, 1955. Stresses work in the Philippines but some material on his earlier work in China.
- Moehlman, and Roucek Comparative Education. N.Y., Dryden, 1952. On Chinese education. For superior readers.
- Nourse, Mary A. and Goetz, Delia China Country of Contrasts. N.Y., Harcourt, 1944. 229 pp.
- "The Pagoda: 13 Chinese Songs." Delaware, Ohio, Cooperative Recreation Service, 1952. 32 pp. 25¢. English text.
- "A Pocket Guide to Taiwan" Washington, Government Printing Office, 1958. 106 pp. 35¢. Written for soldiers but of interest to others. Simple.
- Quinn, Vernon Picture Map Geography of Asia. Philadelphia, Lippincott, 1946. For very slow readers. Brief.
- Rau, Santha Rama East of Home. N.Y., Harper, 1950. 303 pp. Stresses arts and crafts. Pp. 73-144 on China.
- "Red China-Dragon on the March" Senior Scholastic Jan 16, 1950.
- Roberts, C.E. The Young Traveler in China. N.Y., Dutton, 1953.
- "The Republic of China" China Society, 1959. 4 pp. Free.
- Sakamaki, Shunzo and White, John A. Asia. St. Louis, Webster, 1953. 528 pp. Pp. 59-179 on China. A textbook for secondary school students.
- Sassani, A.H.K. "Education in Taiwan" Washington, Govt. Print. Office, 1956. 34 pp. 20¢.
- The Sayings of Confucius. Mentor Books, 1958. 128 pp. 50¢.
- Seeger, Elizabeth The Pageant of Chinese History. N.Y., Longmans, 1947. 414 pp. From ancient times to 1940's,
- Seligman, E. and Walker, R.L. "Should the U.S. Change Its China Policy?" N.Y., Foreign Policy Assoc., 1958 78 pp. 35¢.
- Soong, M.H. The Art of Chinese Paper-Folding for Young and Old. N.Y., Harcourt, 1948.
- Spencer, Cornelia China. N.Y. Holiday House, 1944. 24 pp. A short and general account with colored illustrations.
- Spencer, Cornelia The Land of the Chinese People. Philadelphia, Lippincott, 1945. 120 pp. Comparisons of northern and southern China Daily life emphasized. Their future.

- Spencer, Cornelia Let's Read About China. Grand Rapids, Michigan Fider. 111 pp. Many large photos in black and white.
- Spencer, Cornelia Made in China: The Story of China's Expression N.Y., Knopf, 1947. 258 pp. A volume in a series on arts and crafts in many countries. Some illustrations.
- Spencer, Cornelia Three Sisters: The Story of the Soong Family of China. N.Y., John Day.
- Suyin, Han A Many Splendored Thing. Boston, Little Brown, 1952. Some caution is probably in order as the story concerns a English journalist who lives with the writer. Nevertheless much good material.
- Stewart, Marguerite Boys and Girls of the Orient. St. Louis, Webster, 1946.
- The Teachings of the Compassionate Buddha. Mentor, 1958. 247 pp. 50¢.
- Thomas, S.B. "Communist China and Her Neighbors" Canadian Institute of International Affairs, 1948. 16 pp. 15¢.
- "A Visit to Red China's Hidden Capital of Science" Saturday Review. Special issue of November 8, 1958. 58 pp. 25¢.
- Walker, Richard L. "Communist China: Power and Prospects" Special issue of The New Leader magazine October 20, 1958.
- Way of Life: Lao Tzu. Mentor, 1958. 134 pp. 50¢.
- "Who Are They?" Part 2 Mao Tse-tung and Chou En-lai" Washington, Government Printing Office, 1957. 6 pp. 10¢.
- Yohannan, John D. (Editor) A Treasury of Asian Literature. New American Library, 1958. 432 pp. 50¢.

#### Articles on Religion in Life Magazine

Buddhism March 7, 1955.  
Confucianism April 4, 1955.

#### Music of China.

"Chinese Folk Songs and Dances" Folkway Records. See also listing under "The Pagoda" in the bibliography.

#### Pictures of China.

Look magazine for April 16, 1957 has some pictures on contemporary China. See also National Geographic for pictures. See also unit of the Informative Classroom Pictures, Inc. (Grand Rapids, Mich.)

#### Exhibit on China

Life magazine has an exhibit on "Peiping" which can be rented inexpensively.

#### Maps

Write to Friendship Press and Cram's for maps on China. Addresses given at the end of this bibliography.

### Films on China

- "Ageless China" Father Hubbard Films, 1953. 40 min, sound, black and white. Jr. and sr. high. Nanking, Shanghai, etc.
- "Children of China" Eny Brit., 1940. 11 min., sound. Family life in a typical Chinese village. Elem and up.
- "China" McGraw-Hill, 1945. 18 min, sound, black and white. A March of Time production depicting history to World War II.
- "China's Gifts to the West" Harmon, 1936, 30 min, black and wh.
- "Chinese Peasant Goes to Market" Gateways, 1949, 10 min., sound, black and white. Junior and senior high school students.
- "Decision in Hong Kong" Dynamic Films, 1957, 28 min, color. Rental \$8 from Presbyterian Bd of Missions. Work with refugees by missionaries in Hong Kong.
- "Face of Red China" CBS-TV, 1959, 55 minutes, black and white. Rental from World Affairs Center for \$12.50.
- "Farming in South China" United World, 1950, 22 min, sound, black and white. Junior and senior high students.
- "Formosa :Blueprint for a Free China" March of Time, 1953, 23 min., Rental \$6 from N.Y.Univ. Film Library.
- "Peiping Family" McGraw-Hill, 1948, 21 min., sound, black and white. Middle class family.
- "Red China and the Free World: World Affairs Center and Metropolitan Television Association, 1957, 29 min. Rental \$8 from World Affairs Center.
- "Sampan Family" International Film Foundation, 1949. 16 min., sound.
- "Should Red China Be Admitted to the U.N.?" American Film Forum, 1954, 15 min., sound, black and white. Senior high school. Rental \$15 from Almanac Films.
- "Understanding the Chinese " Assoc. Film Artists, 1951, 10 min., sound, color. Junior and senior high school pupils. Historical and cultural patterns.

### Filmstrips on China.

- "China" Informative Classroom Pictures, 1947. 64 frames.
- "China" Young America, 1951. 37 frames.
- "Civil War in China" N.Y.Times, 45 frames, 1959. China's history
- "Peking: The Forbidden City" Life and Society for Visual Education. 67 frames. Court life in days of Chinese emperor.

### Addresses of Film and Filmstrip Companies Cited Above

Almanac Films, 516 Fifth Ave., N.Y.C.  
 Encyclopedia Britannica, 1150 Wilmette Ave., Wilmette, Ill.  
 Father Hubbard Films, Univ. of Santa Clara, Santa Clara, Cal.  
 Filmsets, 1956 N. Seminary Ave., Chicago 14, Ill.  
 Gateways Productions, 1859 Powell St., San Francisco 11, Cal.  
 Harmon Foundation, 140 Nassau St., N.Y.C. 38  
 Informative Classroom Pictures, 40 Ionia Ave., N.W., Grand Rapids, Michigan  
 Life Magazine, 9 Rockefeller Plaza, N.Y.C. 20  
 New York Times, Times Square, N.Y.C. 18  
 New York University Film Library, 26 Washington Pl., N.Y.C. 3

Presbyterian Board of Missions, 156 Fifth Ave., N.Y.C. 10  
 Society for Visual Education, 1345 W. Diversey Parkway, Chicago  
 United World Films, 1845 Park Ave., N.Y.C. 29  
 World Affairs Center, 345 East 46th St., N.Y.C. 17  
 Young America, 18 East 42nd St., N.Y.C. 18

Addresses of Organizations and Publishers Cited in This Unit.  
 (For film and filmstrip companies, see pages 26 and 27).

American Academy of Political and Social Science, 3937 Chestnut St., Phila., 4  
 American Council on Education, 1785 Mass. Ave., N.W., Washington  
 American Geographical Society, Broadway at 156th St., NYC 32  
 Arts Cooperative Service, 322 East 23rd St., N.Y.C. 10  
 Brookings Institution, 722 Jackson Place, N.W., Washington 6  
 Canadian Institute of International Affairs, 230 Bloor St., West, Toronto 5, Canada  
 China Society of America, 125 East 65th St., N.Y.C. 21  
 Columbia University Press, 116th and Broadway, N.Y.C. 27.  
 Cram's, 730 East Washington St., Indianapolis 7, Ind. (Maps)  
 Current History, 1822 Ludlow St., Phila., 3, Pa.  
 John Day Co., 210 Madison Ave., N.Y.C. 16  
 Doubleday, 575 Madison Ave., N.Y.C. 22  
 Foreign Policy Association, 345 East 46th St., N.Y.C. 17  
 Friendship Press, 474 Riverside Drive, N.Y.C. 27 (Maps)  
 Government Printing Office, Washington 25, D.C.  
 Harper and Brothers, 39 49 East 33rd St., N.Y.C. 16  
 Institute of Pacific Relations, 333 Sixth Ave., N.Y.C. 14  
 Life Magazine, 9 Rockefeller Plaza, N.Y.C. 20  
 Lippincott, East Washington Square, Phila. 5, Pa.  
 Little, Brown and Company, 34 Beacon St., Boston 6, Mass.  
 Lothrop, Lee and Shephard, 419 Fourth Ave., N.Y.C. 16  
 Macmillan Company, 60 Fifth Ave., N.Y.C. 11  
 McGraw-Hill, 330 West 42nd St., N.Y.C. 36  
 Mentor Books, 501 Madison Ave., N.Y.C. 22  
 Merrill Books, 1300 Alum Creek Drive, Columbus 16, Ohio  
 National Council for the Social Studies, 1201 16th St., N.W., Washington, D.C.  
 National Geographic Society, 16th and M Sts., N.W., Washington  
 New American Library, 501 Madison Ave., N.Y.C. 22  
 The New Leader, 7 East 15th St., N.Y.C. 3  
 Oxford University Press, 417 Fifth Ave., N.Y.C. 16  
 Random House, 457 Madison Ave., N.Y.C. 22  
 Saturday Review, 25 West 45th St., N.Y.C. 36  
 Scholastic Magazines, 33 West 42nd St., N.Y.C. 36  
 Science Research Associates, 57 West Grand Ave., Chicago 10  
 Service Center for Teachers of History, 400 A St., S.E., Washington 3, D.C.  
 Webster Publishing Company, 1808 Washington Ave., St. Louis 3, Mo.  
 Woodrow Wilson Foundation, 45 East 65th St., N.Y.C. 21

# WORLD AFFAIRS MATERIALS

Brooklyn College

Brooklyn 10, N. Y.

<b>Free and Inexpensive Materials on World Affairs</b>	1963	\$1.00
<b>World Affairs Guides and Units</b>		
Studying the World: Selected Resources	1962	\$1.00
Studying Africa in Elem. and Sec. Schools	1962	1.00
Studying Asia in Elementary Schools	1962	.50
Resource Unit on China (Secondary Schools)	1959	.50
Resource Unit on India (Secondary Schools)	1959	.50
Resource Unit on Japan (Secondary Schools)	1962	.50
Studying The Middle East in Elem. and Sec. Schools	1962	1.00
Studying South America in Elem. and Sec. Schools	1962	1.00
Resource Unit on Southeast Asia (Sec. Schools)	1962	.50
<b>Materials on Africa</b> (See filmstrips below)		
Scott <b>Africa: World's Last Frontier</b> (Foreign Policy Assoc.)	1959	.50
Kimble <b>Tropical Africa</b> (Foreign Policy Assoc.)	1961	.50
Kenya and Tanganyika: A Reprint	1962	.25
Kenya: A Background Paper	1961	.50
Tanganyika: A Background Paper	1961	.50
Nigeria: A Background Paper	1959	.50
Lindgren <b>Sia Lives on Kilimanjaro</b> (Macmillan)	1959	2.00
Aggrey, Nkrumah, Nyerere, Paton and van der Post <b>Speak</b>	1962	.40
The New Map of Africa in My Mind (Social Education reprint)	1960	.20
<b>Background Papers, Reprints, and Booklets</b>		
Szulc <b>New Trends in Latin America</b> (Foreign Policy Assoc.)	1961	.50
Kenworthy <b>Our Neighbors in the Americas</b> (Oxford Book Co.)	1961	.65
Ceylon: A Background Paper	1962	.50
Peru: A Background Paper	1962	.50
Studying Other Countries (Social Education reprint)	1959	.20
Christopher <b>Middle East</b> (Foreign Policy Assoc.)	1961	.50
Durdin <b>Mao's China</b> (Foreign Policy Assoc.)	1959	.50
<b>Speaks Series of Biographical Booklets</b>		
On Nehru, Einstein, Ben Gurion, U Nu, Gandhi and others.	18 titles for	1.00
<b>Books</b> (See books also under Africa)		
Evans <b>People Are Important</b> (Capitol Pub. Co.)	1953	2.50
Kenworthy <b>Introducing Children to the World</b> (Harper)	1956	4.50
<b>International Understanding Through the Secondary School Curriculum</b>	1956	1.00
Liang <b>Tommy and Dee-Dee</b> (Oxford Univ. Press)	1953	2.00
Kenworthy <b>Leaders of New Nations</b> (Doubleday)	1960	3.50
Kenworthy <b>Telling the U. N. Story:</b>	1963	2.00
<b>New Approaches to studying the U. N.</b>		
<b>Filmstrips</b>		
Profile of Kenya	In Color	6.00
Profile of Nigeria	In Color	6.00
Profile of Puerto Rico	In Color	6.00
Profile of Pakistan	In Color	6.00
Profile of Africa Part I	In Color	6.00
Profile of Africa Part II	In Color	6.00
Schools Around the World	Black and White	5.00
Beauty Around the World	Black and White	5.00