“I think I get it, Mr. Miller. This Industrial Revolution changed the way everyone lived.”

“What do you mean, Jack?”

“Most people used to live and work on farms,” said Jack thoughtfully. “They grew their own food. They made their own cloth at home. That was the domestic system.”

“What made them change, Jack?”

“It was those new machines. People invented machines that made spinning and weaving go much faster. James Watt used coal for his steam engine—and there was the power to turn the machines!”

“Good, Jack, but what did that have to do with people?”

“That’s easy. The owners had to put all their machines somewhere. So they built factories in the cities. Then they had to have people to run those machines. Why not use the people on the farms—especially the women?”

“Why would a person leave a farm to go to a city?” asked Mr. Miller.

“Maybe a lot of people weren’t happy or doing that well on the farms. The cities were out there with their new factories. Why not try that kind of life?”

“Do you think that’s enough to get people to change?” insisted Mr. Miller.

“People always want to earn money, I guess,” said Jack. “Some parents shipped their young children off to factories. Sure the factory was a miserable place, but the work was something almost anyone could do.”

“What could the workers do about conditions in the factories?” asked Mr. Miller.

“I don’t think they could do too much at the beginning. But there were a lot of workers in those factories. They got together to improve things. Laws were passed to cut the number of hours of work. Some of the dangerous machines were covered.”

“Then the workers were satisfied?”

“Who’s ever satisfied, Mr. Miller? A few workers became capitalists, the owners of factories. And I guess that some dreamed of taking over and running the factories themselves.”
"That still leaves most of the workers," said Mr. Miller.

"Right," added Jack, "and they just kept on working. Some joined unions. Lots of workers were bothered by their jobs. The lucky ones got better jobs. But they all needed the money. Sometimes, their children, like me, had a chance to move up in life."

"How did they get to move up?"

"Well, after a while, almost everyone got the right to vote. There was more education for more people," said Jack slowly. "Maybe we won't get rich, but there's that chance—that dream. The chance for equality is there. You just have to grab it. You may not have the most money, but you can be as good as anyone else!"

"Do you see how the Industrial Revolution did that for you?"

"Sure, Mr. Miller. The Industrial Revolution made life more open. People moved around more. They could see more. They could do more—and they could want more."

"Excellent, Jack. Do you know that there are people in other parts of the world who want the same things we have?"

"I can imagine, even if I don't know," replied Jack. "But what does that have to do with me?"

"You'll see, Jack," said Mr. Miller. "Why not find out by reading the unit on imperialism?"
"Mr. Miller, you said that people in other parts of the world want the same things we have," said Jack.

Mr. Miller nodded. "That's right, Jack."

"But isn't it true that, up until a short time ago, we knew very little about those people?"

"I suppose so," answered Mr. Miller.

"Then," said Jack, a look of triumph on his face, "those people probably knew very little about us."

"Very little," agreed Mr. Miller.

"Well, then, how could people in other parts of the world want what we have? After all, they know so little about us."

"Let's just say for now that we took an interest in people in other parts of the world," replied Mr. Miller. "There were many reasons for this. We, the people of the Western world, visited many places in Africa and Asia. I suppose we liked what we saw so much that we decided to stay awhile."

"And were the Asians and Africans happy to have us stay?" asked Jack.

"I'm afraid that they had little choice," answered Mr. Miller.

"But—"

"I know," Mr. Miller smiled. "You have many questions. But save them. Our first lesson on imperialism is about to begin."
1. The Englishman’s Burden

_During the 19th century, Germany and Italy joined England, France, Portugal, Spain, Belgium, and the Netherlands in the rush to gain control of large areas in Asia and Africa. When a strong nation takes control of a weak one, this act is called imperialism._

Why were Europeans so interested in Asia and Africa? Why were they prepared to spend fortunes to bring these continents under their control? Why were they willing to risk war to fly their flags in these far-off places?

Many people have tried to answer these questions. Some say that the industrialized countries needed Asia and Africa because of their supply of raw materials. They add that Asia and Africa provided them with cheap labor, a ready market for their goods, and the promise of great profit.

Others believe that hatred and competition among the great powers drove each to outdo the other in bringing new areas under their control. Nations feared that, if they did not gain colonies, they would become weak and would lose the respect of the other powers.

A few people maintain that a sense of duty drove nations to take charge of many of the peoples of Africa and Asia. Believing themselves superior, the Europeans brought Western civilization to the “backward” areas of the world.

Imperialism had both its supporters and its critics. In our story two Englishmen are having an argument over imperialism. One is a government official, and the other is a missionary (a person who brings Christianity to people in faraway places). Each believes that he has the right set of answers.
London, 1834

"Oh, forget it," shrugged Lawrence. "Talking to you is a big waste of time."

"Be fair and stop complaining," smiled Roger. "You always were a bit too hot-headed. Now calm down, I say, and let's discuss this like grown men."

"What is there to discuss? You believe that England should take control of the lands and lives of Asian and African peoples, and I don't. It's that simple!"

"It's anything but simple," answered Roger. "Those aren't people. They are poor, dirty savages who need everything we can do for them."

"My, my, aren't we concerned," mocked Lawrence. "Since when is England in the business of helping the poor?"

"Lawrence, sometimes you annoy me. England has always helped her own poor. She has a duty to help others."

"Oh, and who assigns England this duty?"

"Why, the good Lord, of course," answered Roger. "You, an Englishman, should know that, Lawrence. We, the most civilized race in the world, have a duty to guide these poor devils. We must teach them our ways. It is our burden to do so."

"But suppose they don't like our ways?"

"Don't be a fool, Lawrence. They will welcome us with open arms. We will stop their wars. We will feed and clothe them. We will teach them to read and write. And, best of all, we will teach them to give thanks to our Lord for all of these blessings."

"And who will pay the bills for these blessings?"

"Why the English people, of course. And why shouldn't they pay? They will be paid back in full when Asians and Africans begin to buy English goods."

"How will those miserable people pay for our goods?" Lawrence asked.

"Their resources will be payment enough for now. Look, Lawrence," Roger continued, "we English are a great nation because it is God's will. If we are to continue to be a great nation, we must see our country grow. We need more room for our growing population. We need new markets for our goods. We need new bases for our navy. This is what must be done. God wills it so!"
"I swear, Roger," said Lawrence, "you sound more like a government official than a missionary. By the way, what do you suppose God wants us to teach those poor devils?"

"His word, of course," replied Roger, "and—"

"Yes," said Lawrence.
Roger smiled again. "And to act like Englishmen."

UNDERSTANDING THE STORY

A. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.

1. Powerful European nations gained control over lands and peoples of Asia and Africa during the 19th century.
2. Lawrence agreed that England should take control of Asian and African peoples.
3. It was God's will that Englishmen take control over Asian and African peoples.
4. Roger believed that Asian and African peoples needed help from the English.
5. The Asian and African peoples did not want the English to help them.
6. The English people would pay the cost for England's takeover of parts of Asia and Africa.
7. England planned to give her finished goods to Asian and African peoples.
8. Roger believed that the English were very special in the eyes of God.

B. Tell which statements Roger would have made to explain the English takeover of parts of Asia and Africa.

1. The English are not interested in the natural resources of Asia and Africa.
2. Asians and Africans are poor, dirty savages. They need everything the English can do for them.
3. God wants the English to help the Asians and Africans.
4. Asians and Africans may not welcome English help.
5. God wants England to have new markets and new military bases.
6. We English have a duty to teach Asians and Africans to be like us.
C. Imagine that the United States government has asked Lawrence and Roger for advice. The government is thinking about taking control of backward areas in Asia. How would each man advise the American government? Which man's advice would you like to see the government take? Why?

ACTIVITIES AND INQUIRIES

1. Imagine that Roger has sent a letter to the English government. He is complaining about Lawrence. Write that letter.
2. The English government tells Lawrence that he must write a letter defending his opinions. Write the letter for Lawrence.
3. Who is making the statement in the cartoon below? What does the statement mean? Are the Asian and African really learning civilized ways? Would Roger or Lawrence agree with the cartoon? Explain.

"Learning civilized ways is hard work!"
2. Indian or Englishman?

*The West brought great changes* to the East. The nations of the East were *Westernized* (modernized) whether they liked it or not.

India, once a powerful empire, was easily taken over by
the British. The Indian government had become weak and divided over the centuries. The government was disliked by many Indian people who began to look forward to the benefits of British rule.

The British made huge profits from India. India became known as the largest "jewel of the British Empire." The British used some of these profits to introduce reforms in India. Schools were built, the English language was taught, and a civil service was created. Indians who knew how to speak and write English and who knew something about European history could pass civil service tests and get government jobs.

Our story is about an Indian who is a successful civil servant. He has always felt proud of himself and loyal to the British. But he has just learned that something is wrong.

**Bombay, 1911**

I, Akbar, am a native-born Indian. Everything I am I owe to the British. As a child, I was educated in British schools here in India. As a young man, I was sent to England to study law. Today I hold a high position in the Indian government, and I am paid very well.

Some of my countrymen are not happy that we are not ruling our own country. They often complain to me. I listen for awhile. Then I remind them that, thanks to the British, widows are no longer burned according to the old practice of suttee. We do not die off so quickly from hunger and disease. Can my people forget that the British have brought law, order, and industry to our country? In spite of my arguments, people usually look at me, shake their heads slowly, and walk away.

Yesterday one man listened to me and said, "Your face is Indian, but your heart is English."

I thought this over all day. Finally I had to admit to myself that I knew far more about the history and customs of the British than of my own India. Feeling a little ashamed of myself, I decided to buy some books on Indian history. I visited five bookstores, but there were very few books on Indian history. I am beginning to understand my countrymen's feelings.
UNDERSTANDING THE STORY

A. Write T for each statement that is true and F for each statement that is false.

1. The search for raw materials and markets for goods led European nations to take control of areas of Asia and Africa.
2. England refused to take control of any part of Asia or Africa.
3. Akbar, the Indian in the story, hated the British.
4. The British sent some Indians to England to be educated.
5. All Indians were happy with British rule.
6. The English did some good things for India.
7. Some Indians began to think of themselves as British.
8. It was not easy to find a book about Indian history in India.

B. Complete each of the sentences below.

1. Akbar had a position in the ______ government.
2. The British said that they had brought ______, ______, and ______ to India.
3. Thanks to the British, fewer Indians died from ______ and ______.
4. A custom in India was to burn ______.
5. Akbar was told that his ______ was Indian, but his ______ was British.
6. Akbar knew more about the ______ and ______ of England than he did of his own country.
7. Akbar could find very few ______ on ______ history.

C. Imagine that Akbar approaches you for advice. He asks you to tell him why he is so disliked by his fellow Indians. He also wants to know what he should do to win the respect of other Indians. Answer his questions.

ACTIVITIES AND INQUIRIES

1. Go to the library. Find pictures of 19th-century India. Also find pictures of 19th-century England. Study the two sets of pictures. How are they alike? How are they different?
2. Imagine that you are a British soldier stationed in India. Write a letter home telling about what your life in India is like.
3. Pretend that you are an Indian who has been sent to England to study. Write a letter telling about your life in England.
4. The caption of a cartoon reads, "Your face is Indian, but your heart is British." Explain the caption. Is this meant as a compliment or an insult? Draw the cartoon that goes with the caption.

5. Study the map of India on page 208. Tell which item below makes each statement correct.
   a. From 1775 to 1885, British control of India (1) increased (2) decreased (3) stayed the same.
   b. A city in British India was (1) Shanghai (2) Bombay (3) London.
   c. In 1775 an area under British control was (1) Bombay (2) Goa (3) Bengal.
   d. In 1775 a city under British control was (1) Delhi (2) Amritsar (3) Calcutta.
   e. An island off the southern coast of India is (1) Ceylon (Sri Lanka) (2) Bengal (3) Madras.
3. The Supreme Crime

We now understand why some Indians welcomed British rule. The British built roads, schools, railroads, and hospitals. They provided jobs for many Indians. Suttee, the practice of widows throwing themselves on the flames as their husbands’ bodies were cremated, was outlawed. Killing female babies was made illegal. And the British sought to control thievery and murder.

But there were other Indians who disliked the British. These Indians were angry that the top positions in government were filled by the British. The schools taught European rather than Indian history. Indians said that many industries were owned and run by the British. They blamed the British for practicing racism by keeping Indians out of certain clubs, parks, and neighborhoods. They charged that the British caused much poverty in India by stealing the wealth of the country.

These people began to demand a greater voice in government. Soon they would ask for total independence. But how could the Indian people hope to force the British to leave India? The British had a strong army with modern weapons. At the same time, the Indian people were still struggling with backward customs such as the caste system. This system divided Indians according to skin color, jobs, and social class. It helped to keep the Indian people from becoming united and strong.

In our story an Indian named Mohandas Gandhi (GAHN-dee) has somehow managed to shape the Indian people into an army so powerful that even the mighty British are forced to respect it. How was it possible for him to do so much with so little?
Calcutta, 1932

I am the chief secretary to the governor general of India. Last week, the governor general and I were waiting for the Indian leader, Mohandas Gandhi. In the past few years Indians have talked of no one else but this man. They say that one day he will free them from British rule.

The governor general was pacing back and forth. He was nervous about this meeting. Thanks to Gandhi, Indians were refusing to work in British factories or to pay their taxes. Some threw themselves across railroad tracks and tied up our trains. Our jails were filled with the rebels. We did not know how to deal with them.

It was Mr. Gandhi who puzzled us most. He was educated in our schools. He has been to England. He was a lawyer and could have lived a life of comfort and luxury. Instead, he went on hunger strikes and spent much of his time in jail.

There was a knock at the door. Mr. Gandhi was announced. He entered. He was short, thin, bald, and toothless; he wore a simple native robe and sandals.

The governor general blurted out, "Mr. Gandhi, what do you really want from us?" Before Gandhi could answer, the governor general jumped out of his chair and said, "We British have brought law, order, sanitation, and industry to your country. We have given you our best people and our finest ideas. All of this has been done at great personal cost to the British people. Yet you are not grateful. You refuse to cooperate with us."

The governor general had become red-faced. He pounded the desk. "For a hundred years we have done practically everything for you!"

Gandhi shook his head sadly. He replied, "That, sir, is the supreme crime that you have committed against my people!"
UNDERSTANDING THE STORY

A. Tell which statements are true.
   1. All Indians welcomed British rule.
   2. India’s backward customs made it easier for the British to gain control of India.
   3. The British were afraid of Gandhi.
   4. Gandhi asked the Indians to cooperate with the British.
   5. Gandhi was educated in England.
   6. Gandhi dressed like the British.
   7. The British did many things for the Indian people.

B. Tell which item below makes each statement correct.
   1. The caste system divided India by (a) age (b) skin color, jobs, and social class (c) education.
   2. The Indian people hoped that Gandhi would (a) free them from the British (b) make them wealthy (c) bring industry to India.
   3. Indians refused to (a) pay taxes to the British (b) go to jail (c) give up their jobs.
   4. Gandhi was a (a) doctor (b) merchant (c) lawyer.
   5. Gandhi spent a good deal of time (a) in jail (b) going to dinner parties (c) making treaties with the British.
   6. Gandhi wore (a) British clothing (b) silk robes (c) Indian clothing.
   7. The British claimed that they brought all of these to India except (a) sanitation (b) the caste system (c) industry.
   8. Gandhi accused the British of (a) not allowing Indians to help themselves (b) teaching Indians how to rule themselves (c) teaching Indians to be proud of their own customs.

C. Imagine that the United States has been taken over by a foreign power. How would Gandhi advise Americans to behave? Would you follow his advice? Explain.

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on the life of Gandhi. Include Gandhi’s plan for the Indian people after the British left India.
2. Pretend that you are a reporter. You are going to interview Gandhi. Write the questions that you would like to ask him. Answer these questions as you think Gandhi would have done.

3. You have been asked to interview the British governor general of India. Write the questions that you would like him to answer. Answer these questions as you think he would have done.

4. Study the table that shows living standards in India. It tells you about living conditions in India a few years after the British left. Answer the questions that follow.

Living Standards in India, 1957

<table>
<thead>
<tr>
<th>Category</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings of</td>
<td>as low as 33 cents a day</td>
</tr>
<tr>
<td>average farmer</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>20 percent of the people</td>
</tr>
<tr>
<td></td>
<td>suffered from diseases</td>
</tr>
<tr>
<td></td>
<td>caused by malnutrition</td>
</tr>
<tr>
<td>Life span</td>
<td>26 years (average)</td>
</tr>
<tr>
<td>Infant mortality</td>
<td>50 percent of the children</td>
</tr>
<tr>
<td></td>
<td>died before age one</td>
</tr>
</tbody>
</table>

Could an English person point to this chart and say that India would have been better off if the British had not left India? How would an Indian person answer this argument? Which argument do you think is the stronger of the two? Why?
4. The Final Sacrifice

Gandhi's weapon, passive resistance, was successful. He and his followers forced the British to grant the Indian people more self-rule. But Gandhi was not satisfied. He would settle for nothing less than complete self-rule.

When World War II broke out, the British asked for and received India's help. Two million Indians fought for the British. Indians worked in the new factories that were built to help the war effort. A new, more powerful India was being born. This India would demand independence from England, and would not take no for an answer.

But England was not India's only enemy. India was divided by the conflicts between its two leading religious groups, the Hindus (HIN-dooz) and Moslems (MAHZ-lemz). The Moslem minority feared living in a Hindu-controlled India. While the Hindus fought for independence, the Moslems looked for ways to separate themselves from the Hindus. The British stalled for time by playing one group against the other.

Finally the British could delay no longer. After almost a hundred years of control, they were forced to give up their brightest jewel. India was granted independence in 1947.

But what of the problems between Hindus and Moslems? Was Gandhi able to find a way to help these two groups to live in peace?

New Delhi, 1948

There was great shouting and noise as India's leaders debated the future of the country. Now that the British had left, Hindus and Moslems were turning against each other. Our beloved leader, Mohandas Gandhi, had spoken out in protest against acts of violence by Moslems and Hindus. He now prepared to speak before a
gathering of Hindu and Moslem leaders in the Indian parliament. He stood up; suddenly the room was quiet. Gandhi looked at his audience for a few moments. Then he spoke.

"I am here to remind everyone that I spent 25 years of my life in British jails because I believed in India. I did not ask our people to make sacrifices so that one day they would kill one another! Hindus and Moslems must learn to live together. Otherwise, India has no future."

There was silence. Gandhi sat down. He had risked the hatred of dangerous fanatics with this speech. But Gandhi had taken risks all his life. At last the meeting ended. Gandhi walked off by himself. He was deep in thought. His face was sad. He understood that the fight to bring the people of India together would be much harder than the fight to rid India of the British.

Suddenly there was a sharp noise like an exploding firecracker. It was a gunshot. Everywhere there was confusion and panic. Delegates scattered. A tiny figure lay slumped on the ground. It was our beloved Gandhi, murdered by one of his own people!

Postscript. Independence has not solved most of India's problems. Since independence, India has been partitioned (divided) into two countries, India and Pakistan. This division was necessary because Hindu and Moslem leaders wanted their people to live apart. Riots broke out soon after partition, and almost a million people lost their lives. The wounds have not yet healed. To this day, India and Pakistan are enemies. The most recent war between India and Pakistan was over East Pakistan, which now is the state of Bangladesh.

UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion.

1. India should have solved all of her problems when the English left the country.
2. Hindus and Moslems turned against each other after the British left.
3. All Hindus and Moslems loved Gandhi.
4. Gandhi spent over 25 years of his life in British jails.
5. Gandhi was hated by many Indians.
6. Gandhi was shot by a man who loved India.
7. Gandhi was shot and killed by a fellow Indian.

B. Look at the cartoon below. Tell which item makes each statement correct.

1. The British commander really thought that India’s problems (a) were over (b) were just beginning (c) were not too serious.
2. The men fighting are probably (a) Boxers (b) Hindus and Moslems (c) Englishmen and Indians.
3. Gandhi would probably have been happy that (a) the men were fighting (b) the British were wishing India “good luck” (c) the British were leaving.
4. Gandhi would probably have been unhappy that (a) the men
were fighting (b) the British were wishing India “good luck” (c) the British were leaving India.

5. The British were probably leaving because (a) they were bored with India (b) the Indians wanted them to leave (c) they no longer needed India as a colony.

6. What happened in India after the British left probably left the British commander (a) uninterested (b) happy (c) sad.

7. If an Indian had answered the British commander, he would probably have said (a) “Thank you” (b) “It’s all your fault” (c) “Please don’t leave.”

C. Some important people have been assassinated in recent years. They include John F. Kennedy, Robert Kennedy, and Martin Luther King. Compare Gandhi with any one of these men. Write what both men had in common.

ACTIVITIES AND INQUIRIES

1. Pretend that you are writing a movie script on the life and death of Gandhi. Write an outline for your script.

2. Imagine that you are a reporter at Gandhi’s funeral. Write the questions that you would ask people. Then write the answers that you would expect to get.

3. You are interviewing the English governor general of India. Write what he would say about Gandhi’s assassination.

4. Imagine that you are Gandhi’s assassin. Write a letter explaining why you feel that Gandhi had to die.

5. Pretend that Gandhi is alive today. Write down the things he might say about modern India.
5. A Dance of Death

For centuries Europeans had shown great interest in China. China's beautiful cities, natural resources, great wealth, and its porcelains, silks, and teas made the Europeans' mouths water. China appeared to be very powerful, and the Europeans were careful not to push the Chinese too far.

Little was really known about China, however. Europeans did not know about China's vast problems. China was crippled by poverty, illiteracy, disease, and overpopulation. Laws favored the rich and hurt the poor. Secret terror societies planned to overthrow the government, which was weak and corrupt.

The Chinese had another picture of themselves. They thought of themselves as the proud bearers of the world's finest civilization. The Chinese agreed to trade with Europeans only after they had begged for the privilege. The Chinese showed little interest in European goods. They were even less interested in the power-driven machinery that was making the Western nations so strong. The Chinese believed that anything foreign was not worth having.

At first Europeans traded silver for Chinese goods. Later Europeans discovered that the Chinese would accept a new "currency": opium. The Chinese government became alarmed. Europeans were corrupting Chinese officials. Long after the Chinese government had outlawed the opium trade, some Chinese officials were accepting bribes to help smuggle opium into China. The Chinese people were being hurt. It was time to rid China of the Europeans.

Our curtain rises on 19th-century China. The Chinese people are preparing to defend themselves against an attack by the British.
Canton, 1839

I am a Chinese official. I fear for my country. Giant ships, each one flying the British flag, are coming closer to the shore. Soon my people and those foreign devils will lock together in a dance of death. We must teach those barbarians a lesson they will never forget!

How I hate those fish-faced round eyes! They lie, they curse, and they stink from the evil odors of the things they smoke and drink! We Chinese are better than they are.

Yet I fear these people. We have invited them to leave our country. They refused to go. We told them that we had no interest in their barbarian goods. We have everything we need under the sun. Still, they begged to trade with us. We called them inferiors and made fun of their clumsy ways. They ignored our insults!

They protest that they have come here in the name of peace. But they have brought ugliness with them. These British have smuggled opium into China. They have made my countrymen suffer so that many beg to die. No longer will the Chinese people allow these foreign devils to bring their poison into our country. That is why the English have declared war against us.

The gunboats draw closer. Some of my countrymen are shouting cries of victory before the battle has even begun! I will wait awhile before I join them.

UNDERSTANDING THE STORY

A. Write T for each statement that is true and F for each statement that is false.

1. Until the 19th century, Europe was not interested in China.
2. The Chinese believed that they had the greatest civilization in the world.
3. The Chinese did not want "barbarian goods."
4. The Chinese were fond of the British.
5. The Chinese wanted to trade with the British.
6. The British smuggled opium into China.
7. The Chinese believed that they had everything they needed and trade with foreigners was unnecessary.
B. Complete each of the sentences below.
   1. Until the 19th century, Europeans knew little about ———.
   2. Europeans thought that China was very ———.
   3. Into the mid-19th century, China was still without power-driven ———.
   4. The British ——— opium into China.
   5. The British begged to ——— with China.
   6. The Chinese called the British ———.
   7. British ——— sailed into Canton harbor.
   8. As our story ended, the British and the Chinese were preparing to go to ———.

C. The United States has a narcotics problem today. Most of the illegal drugs sold here come from foreign countries. How would the Chinese official in the story advise the American government to deal with the problem?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   superior ——— barbarian ——— opium
   inferior ——— culture

2. Pretend that you are an English sailor spending some time in China. Write a letter home describing what China is like.

3. Imagine that you are Chinese. You are writing to your cousin who has never seen an English person. Describe what the English are like.

4. Below is part of a letter written by a Chinese emperor to King George III of England. Read it carefully. Then answer the questions.
   
   Yesterday your ambassador asked permission to trade in new areas of China. This cannot be done. I remind you that we have no need of your goods. We have everything we need within our own borders. You, on the other hand, need our teas, silks, and porcelains. Do not take advantage of our good nature. Be happy that we let you trade in the city of Canton. Tremblingly, obey!

   What did the Chinese emperor think of the British? Why do you think he felt this way? Imagine that you are King George. Answer the emperor’s letter.
6. "Foreign Devils, Go Home!"

*The Chinese fought the British* and lost. Stunned and confused, the Chinese signed treaties that opened the door to the British. It was not long before other countries made their demands upon China. France, Germany, Russia, and Japan were among the countries that helped pick the remains from the rotting body of China.

The Chinese resented Westerners. They claimed that Westerners took advantage of them. Westerners who committed crimes in China were tried in their own courts and were usually found innocent or given light sentences. Chinese laborers worked for less than European workers. Westerners grew rich amidst a sea of poverty in China.

The Chinese were also unhappy about other things. They resented their weak and corrupt government. The government was blamed for China's poverty and crime. People became impatient with the government's weak attempts to modernize China. They became even more upset in 1894 when China went to war with tiny Japan and lost. The time had come for the government to take action.

The government decided that China's problems could best be solved by driving out the foreigners. A group of Chinese organized for just such a purpose. The government gave them its full support. How did this group propose to rid China of foreigners? What plans did the group have for China? Could this group succeed?
Peking, 1900

We, the members of the Society of Righteous and Harmonious Fists (the Boxers), are planning to storm the city of Peking. We must rid China of all of her foreign devils!

We are a proud people who refuse to suffer more insults and disgrace! No longer will we be treated as inferiors and laughed at in our own homeland. No longer will we permit Westerners to cheat us and steal from us. No longer will we let them commit horrible crimes against us and escape punishment.

The foreign devils have spread their poison throughout China. The British do as they please in Canton, Shanghai, and many other ports. Hong Kong now belongs to them. France, Russia, Germany, and Japan have also rushed in to pick our bones clean. China is a country in name only. We Chinese have become second-class citizens in our own country!
We are determined to sweep away all that the foreigners have brought with them. We will destroy the telegraphs, railways, rifles, and guns. We will rid ourselves of all foreign ideas. Once again, we will travel the true path.

Death to all who oppose us! Death to the barbarian priests and ministers! Death to the women and children who belong to the foreign devils!

Armed with knives, we will run down the narrow streets. We will slit the throats of all who are not Chinese. Old people, women, and children—they will die with the rest! Our consciences are clear. We have come to strike terror into the hearts of our enemies. No act is too horrible for us to perform!

Our leaders tell us that the foreign dogs have united against us because they are so frightened. If we must fight all of them, so be it! Thousands of foreigners are massing to attack. We do not fear them or their weapons. The gods are with us. Today is our day of revenge! Long live China!

UNDERSTANDING THE STORY

A. *Tell which statements express the goals of the Boxers.*

1. China must be rid of all foreigners.
2. China should learn from the West.
3. China should get rid of foreigners, but keep their telegraph and railways.
4. All foreigners, except women and children, shall be put to death.
5. China must use terror to free herself from foreigners.
6. China must free herself from the West and follow the old ways.

B. *The passage that follows is taken from a pamphlet written by the Boxers. Tell which item makes each statement correct.*

Terrible things have happened in China. Foreign devils have come with their teachings. Many Chinese have become Christians. The foreign devils have corrupted every official. They have brought their tele-
graph, railways, and guns. We must burn down the houses of the foreigners. We must restore our own temples. We will destroy all foreign goods. The gods are on our side.

1. Foreigners tried to teach the Chinese to become (a) wealthy (b) independent (c) Christians.
2. According to the Boxers, foreigners wanted the Chinese to be (a) corrupted (b) shot (c) rewarded.
3. An item that foreigners did not bring to China was (a) guns (b) railroads (c) tea.
4. What did the Boxers plan to do to the homes of foreigners? (a) burn them (b) rent them (c) paint them.
5. The Boxers hoped to rebuild (a) Christian churches (b) Chinese temples (c) railways.
6. What did the Boxers want to do to foreign goods? (a) destroy them (b) pay for them (c) steal them.

C. Imagine that a Boxer came to your school. Write down the things he would probably say about your country. How would you answer him?

ACTIVITIES AND INQUIRIES

1. Imagine that the Boxers are asking your advice. They want you to tell them how to get the foreigners out of China. What advice would you give them?
2. Go to the library. Prepare a report on the battle that took place between the Boxers and the Western powers (the Boxer Rebellion).
3. Imagine that you are Chinese. You have just been told of the ideas of the Boxers. Which ideas do you agree with? Which ideas do you disagree with?
4. Study the map of China and the Far East on page 224. Tell which item below makes each statement correct.
   a. One of the regions of China affected by the Boxer Movement was (1) Shanghai (2) Manchuria (3) Hong Kong.
   b. A city where the Boxers rebelled was (1) Hong Kong (2) Peking (3) Canton.
   c. The country south of the Manchurian border is (1) Korea (2) Outer Mongolia (3) Macao.
d. The Boxer Rebellion took place mainly in (1) southern China (2) western China (3) northern China.

e. An island east of Mainland China is (1) Taiwan (2) Korea (3) Hong Kong.

5. Write a caption for the illustration below. If the cartoon is correct, should the Boxers have hoped to defeat the armies of the West? Explain.
7. Sun Yat-sen

The proud Boxers were downed by a hail of bullets. The Chinese now were forced to take a good long look at themselves. Some began to ask if the Chinese themselves were the cause of their failure.

The government, known as the Manchu dynasty, led by an aging empress, became very nervous. After all, it had supported the Boxers. Now the government tried to introduce some reforms. It began to build Western-style schools and modernize the army. But it was too late. The Chinese were looking elsewhere for leadership.

It would take a very special person to awaken the Chinese and give them the will to face these terrifying problems. The Manchu government would stop at nothing to crush such a man.

London, 1895

I am Sun Yat-sen. I love my country, but I fear for its future. Every day, foreigners insult my people. These outsiders grow rich on Chinese soil while my people can barely make a living. My country has been invaded and disgraced because China is governed by corrupt people. These officials have stopped every attempt to reform our laws and bring China up to date. They do not understand that the old ways are dying and they are doomed to die with them.

I went to London to raise money for my cause. My followers and I had decided that we must rid China of the Manchu rulers. We had to move China forward. For this, the government had a price on my head. I was thousands of miles from home, but I knew that dangerous enemies were close at hand.

I prepared to leave my apartment. There was a knock on the
door. "Enter," I said. Two men burst into the room and grabbed me. I was pushed into a waiting carriage and taken to the Chinese embassy. I was dragged to the basement and tied to a chair.

Later, a man appeared at the door. I had seen him before. He was the Manchu's ambassador to England. He walked up to me, looked into my eyes, and slapped me hard across the face. "You are the worst kind of traitor," he said. "You throw mud in your country's face while strangers attack her. You travel around the world and tell unspeakable lies about us. You are more dangerous than the barbarian!"

I spoke out through puffed lips. "One day, my people will again command the respect of the nations of the world. A true Chinese government will help them to grow strong and will free their minds. Your empress is not that government!"

The ambassador now whispered something to one of the men. Suddenly all but one rose to leave. One man was left behind to guard me. Was he my executioner? He stared at me for a long time.
At last he whispered, “I can get word to someone who will help you!” He loosened the ropes so that I could escape. He too had seen a glimpse of China’s future. He was willing, as I was, to risk everything for it.

UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion.

1. Chinese officials stood in the way of reform.
2. China would suffer as long as she followed the old ways.
3. The government believed that Sun Yat-sen was its enemy.
4. Sun Yat-sen told lies about China.
5. A government run by the empress would never have been able to command respect from the nations of the world.
6. One of Sun Yat-sen’s captors helped him to escape.
7. The man who helped Sun Yat-sen escape believed that Sun would become a great Chinese leader.

B. Match each item in Column A with its answer in Column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happened to the Boxers</td>
<td>(a) Foreigners (barbarians)</td>
</tr>
<tr>
<td>2. Person who wanted China to learn from the West</td>
<td>(b) London, England</td>
</tr>
<tr>
<td>3. Person who was against reform and modernization</td>
<td>(c) Manchus</td>
</tr>
<tr>
<td>4. Where Sun Yat-sen was kidnapped</td>
<td>(d) to raise money for his cause</td>
</tr>
<tr>
<td>5. Group that kidnapped Sun Yat-sen</td>
<td>(e) Manchu empress</td>
</tr>
<tr>
<td>6. What Sun Yat-sen was accused of</td>
<td>(f) defeated by the West</td>
</tr>
<tr>
<td>7. Sun Yat-sen was thought to be more dangerous than these people</td>
<td>(g) speaking out against his own country</td>
</tr>
<tr>
<td>8. Sun Yat-sen’s goal in England</td>
<td>(h) Sun Yat-sen</td>
</tr>
</tbody>
</table>
C. Imagine that Sun Yat-sen is visiting the United States today. List the things that he would like about this country. List the things that he would want China to copy. List the things that he would not want China to copy.

ACTIVITIES AND INQUIRIES

1. Pretend that you are a reporter. Your assignment is to interview Sun Yat-sen. List the questions that you want to ask him. Write down the answers that you think Sun would give you.

2. Imagine that you are interviewing a Manchu. List the questions that you would like to ask. Write down the answers that you think he would give you.

3. Suppose that you are a follower of Sun Yat-sen. Draw a poster that will help explain some of Sun’s ideas.

4. Sun Yat-sen has come to you for advice. He wants to know how he can begin to make China a more modern country. Write down your ideas.

5. Look at the illustration on page 229. Describe what is happening.
8. Kidnapped

Sun Yat-sen's revolution was a success. The Chinese overthrew the Manchu leaders and began to take the first steps toward becoming a modern nation. Most Chinese agreed that China must learn the ways of the "foreign devils" to be rid of them. But not all agreed on how this should be done.

Two groups began to compete for the leadership of China. One group, the Nationalists, was headed by a general named Chiang Kai-shek. The other group, the Communists, was headed by a peasant named Mao Tse-tung. At first, these two groups worked together to unify China. But soon, Chiang broke with the Communists and declared war on them. Watching this carefully, the Japanese rubbed their hands in delight and decided that this was the time to invade China.

As our story opens, the Japanese have just declared war on China. In spite of this, Chiang was determined to continue the fight against Mao's Communist army. Not all of his followers agreed with him. One, a young army marshal named Chang Hsueh-liang, tried to convince Chiang to stop his war against the Communists. Chiang was kidnapped by the young marshal. The ransom was to be the Nationalists' agreement to fight against Japan.

Sian, 1936

I am Marshal Chang Hsueh-liang. I had General Chiang Kai-shek kidnapped yesterday and brought to my headquarters here in Sian.

Chiang was announced. We greeted each other and started talking. "Marshal Chang," he said, "you are playing with fire. I have fought against the Manchus, the European imperialists, and now the Japanese. But I tell you that China's greatest enemies are her own people who call themselves Communists."
‘How can you speak this way when China is now being carved up by the Japanese?’ I asked. ‘Chinese people will die fighting the invaders. Yet all you can speak of is your quarrel with the Communists. These men are loved by our people. They help us to work our lands, and they will soon risk their lives for us against the Japanese. I beg of you, make your peace with the Communists. Let us face the Japanese as one people!’

Chiang gave me an angry look. ‘I will not be lectured by you,’ he said. ‘You are a fool not to recognize the Communists for what they are. They will do anything to make people like them now. They say that they mean to make Sun Yat-sen’s dream come true. They say China will be free of the foreign devils and cured of the disease of poverty. They claim they want to build a state where no one is poor. But all they really want is power for themselves.’

‘Generalissimo,’ I said, ‘it is obvious that we do not agree. Sadly, while we argue, the Japanese do us great harm. All of us—Communists as well as Nationalists—are Chinese first. We must all join as brothers and sisters and drive the Japanese out of our country. Promise that you will stop your war against the Communists and welcome them into your ranks.’

Chiang shook his head. He replied, ‘This I cannot do!’

‘Then, sir, you leave me no choice but to imprison you until you change your mind!’ I replied.

Chiang looked up. In a soft voice he said, ‘My son, you fear the Japanese, who are but a disease of the body. To fight them, you are willing to join with the Communists, who are a disease of the soul!’

**UNDERSTANDING THE STORY**

A. Decide who made or might have made the remarks that follow. Write GC for each statement that Chiang Kai-shek made or might have made and MC for each statement that Marshal Chang made or might have made.

1. I swear that I will rid China of all Communists.
2. The Communists are China’s greatest enemies.
3. The Japanese are China’s greatest enemies.
4. Many Chinese people love the Communists.
5. The Communists want power only for themselves.
6. We must join with the Communists to drive out the Japanese.
7. The Communists are a disease of the soul.
8. The Communists help the people by working on their land.

B. Tell which statements show how China was affected by the war between Chiang Kai-shek and the Communists.

1. Chiang was imprisoned by one of his own followers.
3. Chiang fought the Communists and the Japanese at the same time.
4. Chiang decided to trust the Communists. He gave them weapons to help fight the Japanese.
5. The Communists tried to get the Chinese people on their side by helping them work on their lands.
6. Chiang and the Communists agreed on most things.
7. The Chinese people were torn between their loyalty to Chiang and their good feelings for the Communists.

C. President Richard Nixon made a trip to Communist China in 1972. Imagine that before leaving on his trip to China Nixon asked Chiang Kai-shek for advice. Would Chiang have agreed that President Nixon should make the trip? Explain.

ACTIVITIES AND INQUIRIES

1. Imagine that you are a reporter. Interview Chiang Kai-shek. List the questions you would ask him. Write down the answers that you think he would give you.
2. Pretend that you are interviewing a Chinese Communist. List the questions you would ask. Then, answer the questions as you think he would.
3. Read the quotes from The Guide for Chinese Communist Soldiers and answer the questions that follow.

   - Speak politely.
   - Pay fairly for what you buy.
   - Return everything you borrow.
   - Pay for anything you damage.

   Do not hit or swear at people.
   Do not damage crops.
   Do not hurt women.
   Do not mistreat captives.
Which of these rules should American soldiers follow? Why? Why did the Chinese Communist leaders want their soldiers to follow these rules carefully?

4. Imagine that you are a Japanese general who is fighting the Chinese. Which group would you rather see in power, the Nationalists or the Communists? Why?

5. How would the soldier in the cartoon below probably answer the farmer's question? How would Chiang Kai-shek answer the question?

"But how can I ever repay you?"
9. Civil War: 
Chiang Versus Mao

*Chiang agreed to stop* the war against the Communists and join with them in fighting the Japanese. But both sides continued to fight each other even as they fought the Japanese.

As the war dragged on, the Nationalists faced serious problems. They had to print paper money to pay for the war. This caused the value of money to drop and the price of goods to rise. People began to say that the Nationalist government was corrupt. Officials could be bribed to do favors for the wealthy. The government took food from the people and forced them to pay high taxes. The people became restless, confused, and unhappy under the Nationalist government.

In the meantime, the Communists were winning the support of the people by lowering land rents and helping the peasants to work the land. The Communists also gained the reputation of being fierce fighters against the Japanese.

When the war with Japan ended, people wondered how long it would be before the Nationalists and the Communists would be at each other’s throats. As our story opens, Chiang and Mao are meeting in a last-minute effort to prevent a war. See if you can guess whether or not war will break out between these two and their followers.

Chungking, 1945

Chiang entered the room. He was well-groomed. His uniform was hand-tailored, and his chest was covered with medals. Next Mao entered. His uniform was simple and badly in need of a pressing. He wore no medals.
The two men glared at each other. For 19 years they had been locked in a fight to the death. Both had bitter thoughts at the moment. At last, the two began to bargain.

Chiang said, “Now that the Japanese have been defeated, there is no need for you to keep your armies. You must send your soldiers home and turn their weapons over to China’s real government, the Nationalists.”

Mao replied, “I will be happy to join my army with yours if you give me and some of my generals a place in your government.”

Chiang spoke quickly. “This I will not do!”

“All right, then,” said Mao, “don’t take me into your government. But I insist that you hold free elections and give up the powers that have turned China into a dictatorship!”

Chiang would have none of this. “My voice is the voice of the Chinese people. I govern in their name. For this reason, I consider my government to be a democratic one.”

Both men were silent. Chiang thought: “Mao is a dangerous man. He kills landlords to give their lands to his followers. He encourages his people to steal from property owners. Soon no man who owns property will be safe from these jackals. If Mao has his way, those who have become rich by use of their wits and hard labor will be chased from China. The country will become a land of peasants!”

Mao stared with hatred at Chiang. Mao thought: “Look at the way he dresses. How many mouths could be fed with the money that uniform cost? While people starve, he and his wife sleep on silk sheets! How can he understand China’s problems when he surrounds himself with landlords and bankers? But time is on my side. Chiang may have larger armies than I do, and, thanks to the United States, he will soon have the newest equipment. But his government is rotten. The Nationalists will be destroyed because they are their own worst enemies!”

The meeting was over. The two men faced one another. Mao filled his glass with wine. He raised the glass in Chiang’s direction. With a half-smile he said, “Long live China!”

Chiang filled his glass, raised it, smiled, and said nothing. The two men drank their toasts in silence.
UNDERSTANDING THE STORY

A. Write C for each statement with which Chiang Kai-shek would have agreed and M for each statement with which Mao Tse-tung would have agreed.

1. A leader should always be dressed well.
2. A leader should dress like those who follow him.
3. The Communists should turn their weapons over to the Chinese government.
4. Communist generals should be given positions in the Chinese government.
5. Free elections should be held in China.
6. People should take goods from property owners.
7. Landlords and bankers are useful people to have around.
8. The Chinese Nationalist government was corrupt.

B. Look at the cartoon below and answer the questions on page 239 based on the story and the cartoon.

"Long live China!"
1. Mao is thinking of a China that is led by (a) the West (b) the Communists (c) the Nationalists.
2. Chiang is thinking of a China that is led by (a) the West (b) the Communists (c) the Nationalists.
3. Mao and Chiang are really wishing each other (a) good luck (b) long life (c) bad luck.
4. According to the cartoon, the two men (a) have much in common (b) like each other (c) dislike each other.
5. Both men seem to agree on (a) their love for China (b) their taste in clothing (c) their enjoyment of drinking parties.
6. The cartoon shows that the two men (a) trust each other (b) distrust each other (c) are good friends.
7. According to the cartoon, the two men will probably (a) join forces (b) step down from power (c) continue the civil war.

C. Imagine that a group of Chinese have asked you for advice. They want to know which man they should follow, Chiang or Mao. What advice will you give them? Why?

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on either Chiang Kai-shek or Mao Tse-tung. Be prepared to tell the class how he came to power.
2. Pretend that you are a reporter. Interview Mao Tse-tung. List the questions you would ask. Write down the answers that you think Mao would give to your questions.
3. Imagine that Chiang has read your interview with Mao. How would he answer Mao's charges?
4. Pretend that you are an American reporter and are present at the meeting between Mao and Chiang. Write a newspaper article about your impressions of the two men.
5. Now imagine that you are a Chinese person who is present at the meeting between Chiang and Mao. Write down your thoughts about the two men. Be prepared to defend your ideas.
10. The Wind Cannot Read

_In spite of United States efforts to bring Mao and Chiang together, in 1945 the Nationalists and the Communists once again declared war._

The Nationalists began with more troops and equipment. The Communists had a better-organized army and higher morale. Fighting was fierce, but when the smoke had cleared in 1949, the Communists were in control of the vast Chinese mainland.

Now the Chinese people waited to see how their new masters would behave. After centuries of corruption, poverty, and backwardness, would China at last find peace and prosperity? The Chinese Communists say yes. The Chinese professor in our story has another opinion.

_Peking, 1967_

"Come in, Professor Lin. Please sit down. You remember me, of course. I was a student of yours only three years ago. Now I am the captain of a Red Guard unit. I am here to save you from your own errors."

Professor Lin recognized me immediately. "Of course, I remember you, Captain Chen. You were one of my brightest pupils. Together we explored the beauties of the ancient Chinese writings. I had great hopes for your future."

"I was very foolish once," I answered. "I did not understand that the only worthwhile results come from studying the thoughts of Chairman Mao. I have seen the light, and I am going to try to help you to do the same."

"My son," Professor Lin said, "I am an old man. I have seen much. Many who came before you have tried to change the ways of our people. Now it is your turn. I have seen you students beat old
people and burn temples and churches. You make war on everything old and foreign. Yet you succeed only in making all China afraid of her young people.”

“Professor Lin, I can have you beaten to death for those words! Don’t you understand that we, the young people of China, are building a new land? We will no longer suffer at the hands of landlords, warlords, and imperialists! Each day we win the fight against hunger and ignorance! Soon the whole world will be at our feet. I ask you to join with us, and help us to give birth to this glorious future!”

The professor thought for a few moments. He replied, “Chen, you cannot make a revolution with robots. You may imprison a human body, but even you cannot control a person’s thoughts!”

“Enough!” I yelled. “Guards! Take him away! There is nothing more we can do with him!”

Two guards stepped forward. As he turned to go, Professor Lin said to me, “Think back to that proverb that was your favorite and mine as well.”

Later I recalled the proverb: “The sign says do not pick the flowers, but the wind cannot read.”

UNDERSTANDING THE STORY

A. Decide who made or might have made the remarks that follow. Write PL for each statement that Professor Lin made or might have made and CC for each statement that Captain Chen made or might have made.

1. I am here to save you from your errors.
2. Together we studied ancient Chinese writings.
3. Worthwhile results come only from thinking the thoughts of Chairman Mao.
4. You want to destroy everything old and foreign.
5. China is afraid of its young people.
6. We are building a new nation.
7. No one can control another person’s thoughts.
8. Soon the world will be at our feet.
B. *Tell which statements show how China was affected by communism.*
   1. People were asked to read ancient Chinese writings.
   2. People were forced to go to temples and churches.
   3. Some students beat up old people.
   4. Westerners were chased out of China.
   5. The Chinese government fed and educated its people.
   6. The Chinese people were free to read anything they chose.
   7. The Chinese government tried to control the thoughts of its people.
   8. Chinese people were allowed to speak freely on any subject.

C. *Imagine that a person who was born and brought up in Communist China comes to visit you. Write down the Chinese person’s comments about life in the United States. Would this person want to stay here or go back to China? Explain.*

**ACTIVITIES AND INQUIRIES**

1. Go to the library. Prepare a report on life in Communist China today. Try to bring pictures of Communist China to class.
2. Imagine that you are visiting Communist China. Write a diary describing what you see.
3. Look at an American newspaper. Draw a line through every story that could not be printed in Communist China. Explain why you drew lines through these stories.
4. Imagine that Professor Lin is being placed on trial. You are the prosecutor. Prepare the case against him.
5. Now imagine that you are the professor’s lawyer. Prepare the case in his defense.
11. East Meets West

We are now going to be introduced to the Japanese people. Most of them live on four islands off the coast of Asia. Together, these islands are just about the same size as California, but Japan's population is more than half that of the entire United States.

For centuries, emperors had ruled the Japanese people. Three hundred and fifty years ago, a powerful family by the name of Tokugawa (toe-ku-GAH-wah) won the right to help the emperor rule.

The Tokugawa family gained power only after they had defeated other powerful Japanese families. The Tokugawa were very jealous of their newly won power. They watched the other families carefully to make sure that none would try to challenge them. They made special rules for the Japanese people to live by. People were divided into classes. They were not allowed to marry outside their class or move up to another class. Of course, the Tokugawa were members of the highest class. One member of the family made all the important decisions. This person was known as the shogun (SHOW-gun), or commander in chief. His power was handed down from generation to generation in his family. Soon the shogun had more power than the emperor. The Tokugawa rule lasted for more than 250 years.

Europeans began to visit Japan in the 16th century. Many Japanese people welcomed these foreigners and were eager to learn from them. But the Tokugawa feared that foreigners would bring change to Japan. They chased the foreigners from the country. Some Dutch traders remained, however, and they helped to keep alive the desire of the Japanese for knowledge of the outside world.

By the 19th century, the Tokugawa were beginning to lose their hold on Japan. People began to resent the Tokugawa rulers. The Japanese wanted the emperor to rule.
They also wanted to better themselves and move freely from one class to another. They needed some outside pressure to help. This pressure was on the way.

In our story, Commander Matthew Perry of the United States Navy has just arrived in Japan. He is there on an important mission. How will the Japanese deal with Perry? Will his mission be successful?

**Tokyo, 1853**

"Commodore Perry, a Japanese noble and his guards are here. He and his party want to come aboard ship and meet with you."

Perry gave orders for the Japanese group to be escorted to the bridge. An interpreter was sent for.

"May I ask the purpose of your visit?" said the Japanese noble, perhaps a bit too politely.

"By all means, sir," answered Perry. "I am here to ask you to stop torturing and putting to death shipwrecked American sailors."

To this, the Japanese said nothing.

"In addition," Perry continued, "my government asks that you open your ports to American ships so that our two countries can trade and become good friends."

"Perhaps," said the Japanese, "we will become even better friends if we do not trade with one another. We have our own way of life, and we do not wish to see it disturbed by outsiders!"

"But I believe that we have much to offer one another," Perry replied. "My government asks that I present you with gifts for your emperor. We think that these gifts will convince you that we can be of service to your people."

The Japanese nobleman waited for Perry to show him his gifts. Perry nodded his head and sailors brought out a sewing machine and a large model of a steam engine railroad train.

"We will show you how to use these things," said Perry, smiling. "You see," he repeated, "we do have much to offer you!"

The Japanese noble spoke in hard tones. "Once before—long before my time—foreigners came to our shores. At first they too wished only to trade. Later we learned that many of our people
were being taught to pray to a false god. So we ordered the foreigners to leave. We see no reason to change that policy now!"

Perry looked uncomfortable. "I hope that this is not your final decision. My government understands that you must have time to think things over. I am returning to the United States, but I will come back soon. Perhaps by then you will have changed your mind."

The Japanese noble greeted this statement with silence. Suddenly he and his men stood and bowed politely. It was their signal that the meeting was over.

Perry watched in silence as the Japanese party left the ship. He had strong doubts that the Japanese would change. But as he turned back to his cabin, Perry saw some papers that had accidentally been dropped by one of the Japanese. Every sheet of paper was covered with drawings of parts of Perry's ship.

Suddenly Perry relaxed and smiled. He would have good news for his government after all.

UNDERSTANDING THE STORY

A. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.

1. Outsiders knew little about Japan until the middle of the 19th century.
T

2. Foreigners were forbidden to enter Japan because they were carriers of deadly germs.
F

3. Shipwrecked American sailors had been tortured by the Japanese.
T

T

5. The Japanese were more interested in the sewing machine than in the railroad train.
N

6. The Japanese thought that foreigners would bring false gods to Japan.
F

T

T
B. The following statement shows how the Japanese felt about Perry's visit. Read it carefully. Then choose the item that makes each of the sentences that follow correct.

If we were to go to war with a foreign country today, we would face a very tough enemy. He would come with many ships and surround our shores. He would capture our ships. No matter how many of his ships we destroyed, the enemy would fight on.

Japan cannot afford such a war. Our people would suffer many hardships and grow tired of fighting. Let us, therefore, have contact with foreigners. Let us learn from them. Let us study their science and inventions. Perhaps one day we shall be strong enough to wage wars with foreign countries and take land from them. We will give the land to our people.

1. The Japanese believed that foreign countries might one day (a) declare war against Japan (b) give them their products (c) torture shipwrecked Japanese sailors.
2. The Japanese thought that foreigners were probably (a) cowards (b) madmen (c) great fighters.
3. In case of war with a foreign country (a) the foreign country would suffer most (b) Japan would suffer most (c) neither would suffer great hardships.
4. Foreign ships were (a) better than Japan's (b) not as good as Japan's (c) not as fast as Japan's.
5. The person who wrote the above statement believed that Japan should (a) not have any contact with foreigners (b) have little contact with foreigners (c) have much contact with foreigners.
6. The Japanese should (a) stick to their own ways (b) learn the ways of foreigners (c) follow the religions of foreigners.
7. The Japanese should be prepared to (a) live in peace with foreigners (b) teach foreigners Japanese ways (c) go to war with foreigners.

C. Imagine that a space ship has landed in your country. People from another planet step from the ship. They ask that your country open its cities to the people of the other planet. These people also bring wonderful gifts, which no earth person has ever seen before. Should your country open its cities to these people? Explain your answer.
ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on Perry’s trip to Japan. See if you can find pictures of 19th-century Japan.
2. Imagine that you are an American sailor aboard Perry’s ship. Write a letter home describing the Japanese people you have seen.
3. Pretend that you are a Japanese official who has just come from a visit aboard Perry’s ship. Write a report about everything that you saw.
4. Assume once again that you are a Japanese official. The emperor wants your advice. He wants to know if Japan should open its ports to the United States. Advise the emperor, and explain why you advised him as you did.
5. Explain the cartoon below. Imagine that you are the person in the cartoon. Answer your own question.

"Which one?"
12. Imitation Is Power

Perry returned to Japan a year later and the Japanese agreed to a treaty. Soon other nations knocked on Japan’s door, and the Japanese signed treaties with them as well. Many Japanese complained about these treaties. Japan was buying more from Westerners than it was selling to them. The Japanese were making up the difference with gold. Cheap foreign goods were driving Japanese industries out of business. The shogun was blamed and was forced to step down.

A new group came to power in Japan. This group believed that Japan must become a modern nation in order to stop the West from taking over the country. They decided that Japan would borrow the best ideas from the West. They modeled Japan’s government, army, navy, industries, and agriculture after those of Western countries. However, this group kept most of the powers that it had taken away from the Tokugawa shogun. Once again the emperor ruled in name only. The Japanese government—made up of the emperor, a two-house legislature, and a constitution that gave people the right to vote for their leaders—was really a dictatorship of the few over the many.

We now visit Japan 40 years after Perry’s ships first steamed into Tokyo Bay. An English professor is visiting Japan to study the Japanese school system. He has been brought to the office of Dr. Saito, a high school principal. The two men have just introduced themselves. Ask yourself what changes had taken place in Japan in 40 years.

Tokyo, 1893

"Professor Blake, how can I help you?" asked Dr. Saito.
"Dr. Saito, I would be most pleased if you took me on a tour of your school."
"Why of course, professor."

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The two men began their walk around the school. Classes were in progress and not a single student could be found in the hallways.

"Dr. Saito, do your students ever cause problems for your teachers?"

"I do not understand your question. If you mean are they late to school or do they misbehave, the answer is of course no. You see, only our best students can go on to high school. And they must work very hard to stay here."

"I notice, Dr. Saito, that your students dress like Westerners, rather than in the style of your country."

"Yes, Professor Blake, we Japanese are most impressed with your ways. We are not ashamed to admit that we have copied much from you. This is why in only 40 years Japan has become a modern nation."

"Dr. Saito, I cannot tell you how impressed I am by your factories, railroads, ships, and, of course, by your schools. Can you tell me how you have done so much in so short a period of time?"

"Professor, we are a poor country. We are only rich in one resource: our people. We work very hard, and we are not too proud to borrow good things when we see them. The best that the world has to offer has been brought to our humble land, and we continue to learn much from you."

"One thing troubles me, Dr. Saito. I noticed a map on your office wall. Unless I am mistaken, I saw a Japanese flag pinned on the northern part of China."

"Professor Blake, as I have said, we continue to learn much from you!"

UNDERSTANDING THE STORY

A. Tell which statements are true.

1. The Japanese agreed to sign treaties with foreign countries.
2. Japanese students were noisy and difficult to control.
3. The students dressed like Westerners.
4. Only the best Japanese students went on to high school.
5. The Japanese fought foreign ideas.
6. Japan has many natural resources.
7. The Japanese were not ashamed to borrow foreign ideas.
8. The story tells us that the Japanese were interested in China.

B. *Tell which statements Dr. Saito would have said were correct.*
1. All students should be allowed to enter high school.
2. The Japanese people should not accept any foreign ideas.
3. Japan has learned much from foreign countries.
4. Japan should build railroads and factories.
5. The Japanese should never go to war with any country.

**The Problem**

- **Population:** 31 million
- **Wages:**
- **Resources:**
  - Coal
  - Iron
  - Oil
  - Cotton
  - Rice
  - Fish
  - Silk
  - Wood

**The Solution: Industrialization**

- **Bugs from Foreign Countries:**
- **Machines:**
- **Products:**

*Japan's economic problem and its solution*
6. The Japanese people are Japan's best resource.
7. The Japanese should begin to take over part of China.

C. Imagine that Dr. Saito has been asked to tell our president how to solve our problems at home. What advice would Dr. Saito give? Should the president follow this advice? Explain.

ACTIVITIES AND INQUIRIES

1. Study the illustration on page 250. Use the information to answer the questions that follow.
   a. Why did the Japanese have to buy many things from foreign countries?
   b. What are some of the things that Japan bought from foreign countries?
   c. What are some of the things that Japan sold to foreign countries?
   d. Why do you think wages remained low in Japan?
   e. Was its rapidly increasing population good or bad for Japan? Explain.

2. Imagine that you went to Japan with Professor Blake. Write a letter home describing what Japan was like.

3. Pretend that a Japanese student is visiting your high school. What will the Japanese student like about your school? What will the Japanese student not like about your school?

4. Assume that you are Professor Blake. You must report on what you saw in Japan to the English government. Write the questions that you will be asked. Answer these questions.

13. The Riches of Africa

We now turn from Asia to Africa. By the 19th century, much was known of Africa's coastal areas but little was known of its interior. Most people were afraid to explore the interior. They feared diseases, unfriendly natives, wild animals, jungles, swamps, and deserts. They also believed that anyone who dared explore the African interior would die a horrible death. For these reasons, Africa became known as the "Dark Continent." It was widely believed that the African interior was populated only by savage people who used all of their energies to survive in the wild environment.

In truth, however, Africa's interior had been the birthplace of a number of highly civilized groups of people. They had developed governments, laws, economies, religions, strong family ties, literature, arts, and other social traditions. There were a number of rich African cultures, but it would take years before outsiders would recognize them.

In the meantime, Europeans built trading posts along Africa's coast where they bought gold, ivory, and spices from native traders. Europeans were eager to explore the treasures of Africa, but fear kept them back.

In 1865 a missionary and explorer named David Livingstone went on an expedition to central Africa. Over the years little was heard from Livingstone, and rumors of his death soon spread throughout the Western world. Henry Stanley, a reporter for the New York Herald, was sent to Africa to search for Livingstone. The following are some highlights from Stanley's diary of the trip.

Zanzibar, January 6, 1871

Here I am in Africa. What do I do now? I must organize an expedition. James Bennett, my publisher, has given me unlimited funds, but I don't know where to begin! I'm sure that this will be my toughest newspaper assignment.
January 10

I have made great progress. At the advice of some American and Arab traders, I have begun to organize the expedition. I must buy thousands of yards of cloth, thousands of different colored beads, and several hundred pounds of brass wire. I will use these items to trade with the natives in the interior. I also need food, pots and pans, boats, donkeys, horses, guns and ammunition, medicine, and porters. I'd better get busy!

Bagamoyo, March 21

Ready at last! I left Zanzibar on February 4 and sailed for Bagamoyo, 20 miles away. My party is now 192 persons, 22 donkeys, 12 goats, 2 horses, and a watchdog. We carry six tons of material and supplies. Now the adventure begins!

April 3

The journey is turning into a nightmare. We are bogged down in rain and mud. Sickness is everywhere. The porters are coming down with malaria. Luckily we have quinine. My horse became infested with stomach worms and died. We are moving through a jungle. The smells are sickening. The bush slows us and tears our equipment loose from the backs of our donkeys. I can’t wait to leave this place behind us.

April 24

We have had good luck. A friendly chief sent us food in return for some of our cloth. The rains have stopped and we are moving nicely again. The scenery is beautiful. We are dazzled by wild flowers, sugarcane, Indian corn, cucumbers, eggplants, and beautiful trees against a background of giant mountain ranges. Best of all, I met an Arab trader who told me that he lived next to a white man in Ujjii. He said this man was old and had just recovered from a serious illness. I’m sure this man is Livingstone, and I am more determined than ever to find him.
Makata Valley River, May 9

Bad luck again! The rains started once more. The men are tired. We can cover only a few miles a day. Someone in the group is stealing from us. I have had bad attacks of chills and fever. The donkeys keep getting stuck in the mud. They are beginning to die. My faithful watchdog has also died. Each day, more men come down with the chills. When the rains stopped, they were followed by blazing heat waves. The temperature rose to 128 degrees. One man died and another’s legs were so badly swollen that he couldn’t move them. Perhaps we’ll find better luck in the next village.

Mawapwa, May 22

Thank heaven for Mawapwa! The food is delicious and we are well rested. My only complaint is about insects. They are in my tent, my cot, my clothing, and in my hair. We are joining two Arab caravans and moving on.

Tabora, June 23

What an adventure! We have traveled through 30 miles of desert. Then we passed through the lands of the Wagogo people. The Wagogo chiefs were greedy and demanded much wire, cloth, and beads before they would let us pass on. My porters tried to turn back and I had to threaten them with my pistol and my whip before they would move on. At last we reached Tabora. We have been traveling for three months and two days and we have come 525 miles from the coast.

Malagarasi River, October 25

We have narrowly escaped death. The road to Ujiji was blocked by a bandit chief named Mirambo. He made war on the Arabs at Tabora and we were stranded there for many weeks. We have finally decided to take our chances and move toward Ujiji. I have 54 men left. Some deserted. Others fell sick. We stumbled into a grassy plain where we saw many wild animals. Herds of buffalo, zebra, giraffe, and antelope ran past us. At the river bank, I was about to dive into deep water for a refreshing swim when I saw a
giant crocodile swimming beneath me! We stocked up with food and pushed forward. We have seen lions, leopards, elephants, and rhinos. Will we ever reach Ujiji?

November 3

Great news! I met two men who had been in Ujiji eight days ago. They said they saw a white man dressed like me. His beard was white and he looked old and sick. It must be Livingstone! He is alive! My men have packed our supplies and we are about to complete the last leg of our journey. Next stop, Ujiji.

Ujiji, November 10

We have made it! We completed a journey of 975 miles in 236 days. The men were overjoyed. We marched into the village and greeted the chief. My heart was pounding. I asked a native if a white man lived in the village. He pointed toward a hut.

I saw an old man wearing a blue cloth cap and gray tweed trousers. I walked toward him. I was now face to face with him. I wanted to hug him but I was afraid that I would frighten him. I removed my helmet and in a trembling voice said, “Doctor Livingstone, I presume?” He looked at me for a moment and smiled.

Postscript. Stanley’s newspaper accounts of his adventures in Africa aroused tremendous interest around the world. Stanley told of great quantities of ivory, copper, cotton, copal, and many other resources. Europeans made a mad rush to explore and colonize the interior of Africa.

As for Livingstone, he refused to leave the jungle with Stanley. He chose instead to continue working in his beloved Africa. A year after Stanley found him, Livingstone died.

UNDERSTANDING THE STORY

A. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.

1. In the early 19th century, little was known about the interior of Africa.
2. The interior of Africa was the most dangerous part of the world.
3. Asia was called the "Dark Continent."
4. Europeans were afraid to explore the unknown parts of Africa.
5. Henry Stanley was a missionary who was lost in Africa.
6. David Livingstone was a newspaper reporter who searched for Henry Stanley.
7. Henry Stanley was the greatest explorer of the 19th century.

B. *Tell which statements by Henry Stanley encouraged Europeans to colonize Africa.*

1. Many of my men became ill with malaria.
2. I was dazzled by the sugarcane, Indian corn, and eggplants.
3. The temperature sometimes rose to 128 degrees.
4. There are large amounts of ivory and metals.
5. Natives will trade valuable things for cloth, beads, and brass wire.
6. There are many dangerous animals.
7. Many of the natives are very friendly.
8. There are bandits who rob and kill.

C. Imagine that you have a choice. You can go to Africa with Stanley to search for Livingstone, or you can stay at home. What would you do? Why?

**ACTIVITIES AND INQUIRIES**

1. Use each of the following key terms in a sentence.
   - Dark Continent
   - missionary
   - expedition
   - reporter
2. Go to the library. Prepare a report on Stanley, Livingstone, or another African explorer.
3. Pretend that you are Stanley. You are looking for Livingstone but have not yet found him. Write a news report telling of your experiences.
4. Now assume that you have found Livingstone. Send a report to your newspaper telling how you found him.
14. The Treaty—Guns for Gold

*Europeans now raced into Africa’s interior.* Countries sent agents to explore and claim territory. Often, several countries went after the same territories. Tempers flared and threats were exchanged. England and France almost went to war over a desert in the Sudan.

European countries finally decided that it was both foolish and dangerous to fight over Africa. They met in Berlin in 1884 and 1885 to set rules for the colonization of Africa. They tried to settle arguments and to divide Africa in a fair manner. They also tried to provide for free trade on African rivers. The only people not represented at the conference were the Africans themselves.

By 1900 Africa had been divided up among the countries of Europe. Much of Africa’s territory was gained by treaties. In our story, a chief is about to sign a treaty with a European nation. See if you can understand why Europeans were more interested in making treaties than in using force. Why did the chiefs sign these treaties? Who will gain the most from the treaties? Why?

**Matabeleland, 1888**

“Chief Bengula, I can’t remember when I’ve had a more enjoyable time,” said C. D. Rudd, a British agent. “The hunting and fishing have been excellent, and you are a wonderful host.”

“Mr. Rudd,” said the chief, through his interpreter, “it has been a pleasure to have you visit us. Please come back soon.”

“Chief Bengula, I don’t mean to upset you, but is it true that other tribes are preparing to go to war with you?”

“Mr. Rudd, my people are ready to defend their homeland against attack. Any attackers will find that we have sharp claws.”

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"Chief Bengula, I respect you very much. I would like to help you if you will let me."

"What do you have in mind?"

"My government is willing to supply you with guns, ammunition, and a gunboat. If you have these weapons, no tribe will dare to attack your people!"

"And what must I do for you?"

"Just put your mark ("X") on this piece of paper. This is your word that we will always be friends. In return for our help, you will give us the rights to all of the yellow rocks under your land. You will let us hire your people to help us to remove these rocks. You see, chief, you need our weapons, and we need the rocks under your land. So we need one another."

"You are indeed a good friend, Mr. Rudd!"

UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion.

1. Chief Bengula was asked to sign a treaty.
2. Chief Bengula made a mistake by signing the treaty.
3. Mr. Rudd deserved to be promoted to a higher position because he got the chief to sign the treaty.
4. The chief gave away the rocks (minerals) under his land.
5. The treaty was signed in Africa.
6. The treaty was the best one Chief Bengula could get.
7. Mr. Rudd's country would supply Chief Bengula with guns and ammunition.
8. Chief Bengula could not read the treaty he signed.

B. Complete each of the following sentences.

1. Europeans wanted to sign ——— with the Africans.
2. C. D. Rudd was a ——— agent.
3. Chief Bengula thought the ——— would attack him.
4. "If a tribe attacks us, they will find we have ———."
5. "We will supply your tribe with guns and ———."
6. "Just sign this ——— with an 'X'."
7. "We will have the rights to the ——— under the ———."
8. "You need our ———; we need your ———."
C. Imagine that you are a United States president in the late 19th century. Would you send Mr. Rudd to arrange a treaty with an African nation? Explain. What would an American president want from an African chief? What would you give in return?

ACTIVITIES AND INQUIRIES

1. Look at the cartoon below. Why is the European saying this? Is it true? Explain. If you were the chief, would you sign the treaty? Explain. What does the chief want? What do the Europeans want? Why do the Europeans bother with a treaty? Why do they not simply take what they want?

"Chief, you drive a hard bargain."
2. Imagine that you are Mr. Rudd. Write a letter to the head of your department at home. Tell him about your experiences with the African chief.

3. Now pretend that you have received the letter from Mr. Rudd. Are you satisfied with his work? Explain.

4. Suppose that Chief Bengula is being tried by a court of members of his tribe. He is accused of giving away tribal lands. You are given the job of defending the chief's signing of the treaty. Prepare his defense.

5. Imagine that you are accusing Chief Bengula of doing wrong by signing the treaty. Prepare the case against him.
Europeans took much from Africa, but they brought a number of good things as well. They built schools, hospitals, roads, and railroads. They installed telephones and telegraphs, provided jobs, and put an end to the slave trade. Agriculture was modernized and industries were developed. But these things had to be paid for. The Africans paid with their hard work. They provided the cheap labor needed to make profits. They paid taxes from their wages. In addition, African chiefs were told to provide men to help clear jungles and build roads and highways. These men had no choice. They were forced to work.

Some colonists treated their people decently, but others treated their people cruelly. The worst colony was the Congo Free State. This area belonged to King Leopold II of Belgium. Leopold was concerned with one thing—making money. There were great profits to be made from ivory and rubber. Leopold hired companies to gather the rubber and ivory. He instructed them to use forced labor. Africans were beaten, crippled, tortured, and even killed for not gathering enough rubber. Women and children were held as hostages until the men returned with their quota. Men were forced to spend long periods of time in the forests in order to gather rubber. Some did not gather enough and ran away. Others were killed by wild animals.

In our story some African workers are staging a work stoppage. How do you suppose the story will end?
Belgian Congo, 1903

"Mr. Hendricks, please come quickly. We have a terrible problem!"

"Yes, Smith, what is it?"

"Five natives are refusing to go to work. They are just sitting together and the others are watching them. I don’t like it one bit!"

Hendricks quickly pushed through the crowd of natives, and Smith followed. He approached the five men who suddenly stopped speaking to one another and looked up. Their mouths were set defiantly, but there was a trace of fear in their eyes.

"All right, boys, rest time is over! It’s time to go to work. Pick up your baskets and move out!"

One man stood and faced Hendricks. He was obviously the leader of the group. He nervously cleared his throat and prepared to speak.

"Sir, we do not wish to make trouble. We have tried to please you by working hard and you only force us to work harder. Each time you send us out for rubber, you ask that we bring back more. It takes us many days and much hard work to fill these baskets. We must sleep away from our families, and it is lonely and cold. We only ask that you—"

"Seize that man!" Hendricks cried. The man was immediately set upon by three armed men who tied his hands behind his back. The man began to scream with fear.

At Hendricks’ command the man was pushed into a hut. The others gathered around, and wild eyed, they waited and listened.

They heard the man pleading and moaning. Suddenly there was a horrible shriek! Then another! Then silence. The natives picked up their baskets and ran off to the forest. The work stoppage was over.

Hendricks looked down at the dead native. He smiled and said to Smith, “Well, I gave him his wish. He’ll never have to gather rubber again!”
UNDERSTANDING THE STORY

A. *Tell which item makes each statement correct.*

1. This story takes place in (a) the Congo (b) Egypt (c) South Africa.
2. The Europeans got the Africans to work harder by (a) being kind (b) using force (c) paying more money.
3. Some natives refused to work because they (a) wanted more money (b) thought the work was too hard (c) wanted a five-day week.
4. Hendricks wanted to teach the native leader (a) how to collect rubber (b) how to speak English (c) a lesson.
5. The African colony where natives were most exploited and ill-treated was (a) Algeria (b) Cape Colony (c) Congo.
6. The natives complained that when they worked hard (a) they were made to work harder (b) they were paid less (c) nobody talked to them.
7. When Hendricks spoke to the natives (a) they did not listen (b) they were afraid (c) they refused to obey because he was a European.
8. After Hendricks killed the native leader, the workers (a) ran away (b) rushed back to work (c) refused to work.

B. *Which statements below might Hendricks have made?*

1. Natives must be afraid of us or they will not work.
2. We do not want trouble with the Europeans.
3. It takes us many days to fill our baskets with rubber.
4. I’ll teach the natives a lesson they won’t forget.
5. We are often away from our families, it is very lonely.

C. Pretend that you are the owner of a rubber plantation in Africa. Would you hire Hendricks as your foreman? Explain. You are a worker. How would you like to work with Hendricks as your foreman? Explain.

ACTIVITIES AND INQUIRIES

1. Study the map of Africa in 1914 on page 262 and answer the following questions.
   a. France controlled (1) Nigeria (2) the Middle Congo (3) South Africa.
b. Kamerun (Cameroon) was a possession of (1) Germany (2) Italy (3) Great Britain.
c. Egypt was a possession of (1) Great Britain (2) Germany (3) France.
d. Portugal controlled (1) Mozambique (2) Angola (3) Algeria.
e. An independent African nation not controlled by a European country was (1) Liberia (2) Somaliland (3) Tripoli.
f. Which country did not control lands in Africa in 1914? (1) France (2) Japan (3) Spain.

2. The caption of a cartoon based on the story is: “This will teach them a lesson!” Draw the cartoon.

3. Imagine that you are a Belgian. Your government has sent you to the Congo. Write a report describing what Hendricks did. What action would you recommend that the Belgian government take? Why? If none, explain why.

4. Assume that Hendricks is being tried for murder. You have been named the prosecuting attorney. Prepare the case against Hendricks.

5. Suppose that you were assigned to defend Hendricks. Prepare his defense.
16. The Minority Rules

Many Europeans disapproved of the cruel ways in which black Africans were treated. They looked for better ways than torture and fear to control the large native population. Greatly outnumbered by the black population, the white settlers in South Africa developed a system that guaranteed they would continue to be the controlling group.

Beginning in 1926 and continuing up to the present day, the white-controlled government has passed strict racial segregation laws. Black Africans must carry passes at all times. The penalty for not carrying a pass is a fine or jail term. Blacks are not allowed in certain buildings, parks, theaters, and libraries. These are reserved for whites only. The best jobs go to the whites.

Black South Africans, for the most part, are not taught the skills that would enable them to get better-paying jobs. They must obey strict curfew laws. They cannot travel around the country without the permission of the government. If a black African takes a job in a town away from his home, he cannot go home after his workday is finished. Black Africans also find it difficult to leave the country. If they leave South Africa without permission, they are by law forbidden to reenter.

The whites say that the black Africans are as much in favor of the separation of the races as they are. They say that only black Africans receive free education and low-cost housing and health care. They also claim that blacks in South Africa have higher incomes and better living conditions than blacks living anywhere else in Africa. The whites say that thanks to their policies South Africa is the richest and most highly developed country in Africa.

Many people predicted that there would be an explosion in South Africa. The first one came in 1960. Thousands of Africans left their passes at home and walked to the police stations to surrender for arrest. They hoped to force the
government to stop demanding that they carry passes. Police fired on the marchers. A number of demonstrators were killed or wounded. The government, however, was not prepared to give up its tight control over the black population. Nor was it willing to give blacks the right to vote.

In 1976 black Africans protested once more. This time, it was against low pay and discrimination. Workers walked off their jobs. A number of blacks were shot and killed. Black leaders were jailed and kept in prison without trial. Others lost their jobs. Thus the South African government continued to control the black population through force and fear.

Many nations have criticized South Africa. The United Nations has passed resolutions condemning South Africa's policies. Even a small number of South African whites have been critical of their government. These people are usually silenced by prison terms or house arrest. In our story we find out why some South African whites disagree with their government. Ask yourself why the government refuses to change its policies. Is it wise for the government to continue these policies?

**Cape Town, 1970**

"Mr. Jones, it is my duty to tell you that you are under arrest," said police officer Crosby. "Please come with me at once."

Jones and Crosby left the newspaper office. Jones was placed in a car and taken to the station house. He was escorted into a private room. An old enemy, Mr. Greene, awaited him.

"Well, Greene," said Jones, "I see that you've called the dogs out on me again."

"Jones, you're the worst kind of fool! Don't you understand that your newspaper articles are loaded pistols held against the heads of all the whites in this country?"

"As a newspaperman, it is my job to tell the truth. Why are you so afraid of what I write?"

"We've talked about this many times, Mr. Jones. You know as well as I that we whites are outnumbered by Africans by more than
three to one. You also know what will happen to us if we educate them and let them work alongside us—or even mix with us. They'll demand more money and better housing. They will want to be able to vote! Once that happens, we'll have no choice except to leave this country. By God, if you can't see that, then you deserve to live in a country governed by these people!"

"Greene, open your eyes! Up and down this continent, Africans are demanding and getting a voice in government. If we whites have any future at all, it will be as partners with Africans, not as their masters."

"Jones, you're hopeless! It is useless to reason with you. But whether you agree with us or not, your attacks against the government must stop. I am therefore placing you under house arrest for the next two years. I will see to it that you never write for a South African newspaper again. The thoughts expressed in this room today make me tremble for the future of this country!"

Jones stared hard at Greene. "For the first time, we agree!"

UNDERSTANDING THE STORY

A. Write T for each statement that is true and F for each statement that is false.

1. Many Europeans did not approve of treating African natives cruelly.
2. Jones was arrested because of what he wrote.
3. There are more whites than blacks in South Africa.
4. Greene will be happy when the natives have the right to vote.
5. More and more Africans are taking part in their government.
6. Jones feels that if whites have any future in Africa, it is as partners with the blacks.
7. Greene will leave South Africa if blacks get the right to vote.

B. Tell which statements show how life in South Africa is affected by the white government's fear of the black population.

1. There is little freedom of the press.
2. People cannot be arrested unless they are accused of committing a serious crime.
3. Police officers are equally fair to blacks and whites.
4. The government of South Africa does not wish to be criticized.
5. There are no more newspapers in South Africa.
6. Blacks and whites are not permitted to mix.
7. A newspaperman can be placed under house arrest.
8. There is no fear of the government in South Africa by either blacks or whites.

C. Imagine that you are a member of Congress. A bill has been introduced that will end the right of newspapers to criticize the United States government. Prepare to speak either for or against this bill. Can we have a democracy without freedom of the press? Explain.

ACTIVITIES AND INQUIRIES

1. The caption of a cartoon is: “You’re under arrest!” Assume that the person arrested is a writer or reporter. Draw the cartoon, using the ideas in the story.
2. Imagine that you are an American newspaper reporter in South Africa. You see what happens to Mr. Jones. Write your story so that it will be approved by the South African censors (those people who read all material and decide if it can be printed).
3. Now write another story about Mr. Jones so that it might not be approved by the South African censors.
4. Look at your local newspaper. Clip out all the pictures that you feel would not be permitted in South African newspapers. Explain why.
5. Read the following selection. It was written by Chief Albert Luthuli, a South African, who was awarded the Nobel Peace Prize in 1960. Then answer the questions by telling which item makes each statement correct.

   Here in South Africa white supremacy is worshiped like a god. The government claims that white men built everything that is worthwhile in the country. They are the only ones who can plan and build the cities, the industries, and run the farms and mines. Only they, the whites say, are fit to own and control
these things. Black people are only temporary visitors in the cities. They are supposed to be fit only for the dirtiest, least important jobs. Blacks are not fit to share in political power. These ideas survive in South Africa because the people who support them profit from them.

a. The author of this selection wrote about (1) England (2) South Africa (3) West Africa.

b. According to many white South Africans, the only ones who could build the cities were (1) the blacks (2) the whites (3) members of special tribes.

c. Black people were considered (1) good city planners (2) the best politicians (3) fit only for the least meaningful jobs.

d. White supremacy was (1) insisted upon by both races (2) insisted upon by the blacks (3) insisted upon by the whites.

e. White rule survived in South Africa because (1) the United Nations approved of it (2) its supporters profited from it (3) black people preferred it.
17. Jomo Kenyatta

While the government of South Africa tightened its control over its black people, explosions were taking place elsewhere in Africa. World War II forced Europeans to use Africans as soldiers or factory workers in Europe. These Africans came in contact with Europeans and learned from them. They listened to speeches about freedom. They saw black Americans in uniform, bearing arms. Most of all, they watched Europeans fighting among themselves. Africans came to realize that their masters were not all powerful. These Africans would never again be the same. They returned to Africa with new ideas. They wanted what the whites had in Africa: good schools, good jobs, and good salaries. Most of all they wanted to be free people in their own country.

Jomo Kenyatta (ken-YAH-tah) was one of those African people who returned to their countries after having lived in Europe. Here is his story.

Nairobi, 1974

You are Jomo Kenyatta and you believe that the price of freedom comes very high.

As a boy growing up in Kenya (KEEN-ya) you would cry with tears of anger because your tribe, the Kikuyu (kee-KOO-yoo), were no longer what they used to be. They and the other African tribes were pushed aside by European settlers, who took the best lands for themselves. A few thousand white farmers produced four times as much farm goods as Kenya’s entire native population of 8 million. Secretly you admired the Europeans. They had worked hard to conquer crop and livestock diseases, insects, and dry spells. But you hated them as well. They and the settlers from
India controlled your country. They owned the best land and most of the industry. They ran the government. You swore that someday you would help your people to become the masters of their own country.

You spoke often and well. People began to listen. You became a leader of the Kikuyu tribe. Soon money was collected to send you to England. Your backers hoped that you would win some rights for your people from the English.

You stayed away from your homeland for 15 years. You lived in England and traveled to other European countries. But you never forgot Kenya. You spoke, you pleaded, you demanded a greater share of government for your people. The English turned a deaf ear.

You returned to Kenya in 1946. Once again you became a leader of your people. You demanded the vote, the end of color discrimination, and the return of some of the best lands to the native Africans. While you talked, many of your followers took an oath to kill Europeans or frighten them into leaving the country. These people called themselves the Mau Mau (mow mow). They terrorized both blacks and whites. They spilled the blood of women and children. Throats were slashed. They burned entire villages to the ground. All who did not go along with them were the enemy. Years of pent-up rage were now drenching Kenya with the blood of her children.

The Mau Mau never attacked you. This made the police suspicious. They decided to arrest you. You maintained your innocence but did not resist. You were sentenced and imprisoned for seven years.

The war went on. It would last for almost ten years. At last the African fire burned itself out. The Mau Mau had killed 30 white civilians, almost 2,000 Africans, and 38 British security men. The Mau Mau dead totalled over 7,800.

The British got the message. They began to prepare Kenya for independence.

You were released from prison in 1961. Your party immediately chose you as its leader. Elections were held, and for the first time your people were given the right to vote. When all the votes had been counted, you learned that your people had elected you prime minister of Kenya. You thanked them by shouting, "I have
snatched you out of the lion’s belly!” Your people understood.
You decided that it would be best to forget the bitter past. You kept close ties with the British. You believed that your country still had much to learn from them. You tried to teach your people that independence is a responsibility. Independence means hard work. You invited all races to work together for Kenya’s future. Your people listened.
You are Jomo Kenyatta, and you believe that the price of freedom comes very high. You were not afraid to pay that price!

UNDERSTANDING THE STORY

A. Tell which statements are true.
1. Africans resented Europeans for having taken advantage of them.
2. All Africans were against using violence.
4. Kenyatta spent many years away from his homeland.
5. The Mau Mau attacked Kenyatta.
6. The Mau Mau killed more whites than blacks.
7. The Mau Mau used terror tactics against both blacks and whites.
8. As prime minister Kenyatta threw the British out of Kenya.

B. Pretend that your government is doing certain things that you feel are wrong. How can you make your feelings known to your government? What action would you expect to be taken as a result of your efforts?

ACTIVITIES AND INQUIRIES

2. Pretend that you are a writer. Your assignment is to prepare a motion picture or television script on an African nation’s struggle for independence. Who would your main characters be? Describe some of the major scenes in your script.
4. Imagine that you are a British soldier who is fighting against the Mau Mau. Write a letter home describing your feelings about the Mau Mau. Why do you think they are so violent?

5. Study the table of lives lost in the Mau Mau conflict and answer the questions that follow.

**Casualties in Kenya in the Mau Mau Conflict, to 1960**

<table>
<thead>
<tr>
<th></th>
<th>Persons Killed</th>
<th>Persons Wounded and Captured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Africans</td>
<td>Asians</td>
</tr>
<tr>
<td>Mau Mau Security forces (soldiers)</td>
<td>7,800</td>
<td>0</td>
</tr>
<tr>
<td>Civilians</td>
<td>470</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1,315</td>
<td>20</td>
</tr>
</tbody>
</table>

b. Most of those killed in the fighting were (1) Africans (2) Asians (3) Europeans.
c. The number of civilians killed in the fighting was (1) smaller than the number of soldiers killed (2) much larger than the number of soldiers killed (3) about the same as the number of soldiers killed.
d. The smallest number of those killed, wounded, or captured were (1) Asians (2) Europeans (3) Africans.
e. The number of Europeans killed and wounded in the fighting was (1) much smaller than the number of Africans (2) much larger than the number of Africans (3) about the same.
18. The End of Imperialism

Much of Africa south of the Sahara Desert is now controlled by black Africans. But independence has not brought an end to Africa’s problems. In our story, four United Nations delegates are having a drink in the delegates’ lounge. They are delegates from England, France, Belgium, and a new African nation.

See if this selection helps you to understand why modern-day Africa continues to face serious problems. Ask yourself whether the Europeans and the African can speak as equals. What changes had taken place in Africa by this time?

United Nations, New York, 1976

ENGLISHMAN (speaking to the African). Really, my friend, your speech today in the General Assembly was a lot of rot! Don’t you think that it’s a bit foolish to blame us for the problems that you yourselves can’t seem to solve?

FRENCHMAN (also speaking to the African). Have you forgotten that we always treated your people as equals? In our eyes, you were Frenchmen. My countrymen need not apologize for anything!

AFRICAN. I see that my Belgian friend has nothing to say.

BELGIAN (angrily). Oh, nonsense! We taught you a better way of life, and you kicked us out. You’re just too dishonest to admit that you made a mistake. Admit it! You simply aren’t ready to rule yourselves.

AFRICAN. So it comes down to that! “The poor, helpless, ignorant Africans can’t manage without Bwana.” You laugh at us because we fight among ourselves, because we suffer from poverty, disease, and dishonest leadership. But what of yourselves? How many times have Europeans made war against one another?
Have you solved your problem of poverty? Have you found a way to solve inflation? Are your leaders so very honest?

ENGLISHMAN. That’s quite enough! You have a sharp tongue and a bright mind but a very poor memory. You forget that my country and not yours provided for your education. Were it not for Europeans, people like you would still be ignorant tribesmen living as your ancestors did.

(At this, the Frenchman and the Belgian exchange smiles.)

AFRICAN. You Europeans still think of yourselves as the finest creatures on earth. For over a century, you have pushed the people in Asia and Africa around. But today a new generation of Asians and Africans challenges you for the leadership of the world. Already you tremble before the might of the Chinese. You worry about competition from the Japanese. You have led us into the 20th century, but we will move into the 21st century under our own power! No, gentlemen, now that you can no longer take what you need from us, it is you who begin to stumble!

BELGIAN. Your future is bad government, hunger, disease, famine, and civil war. One day, you will look back with longing and realize that we brought you your finest hour.

AFRICAN. No, it is for you to look back! Your greatness is already behind you. Ours is soon to begin! Gentlemen, I bid you good day.

(The African walks quickly away from the other three men.)

ENGLISHMAN. What gall!

FRENCHMAN. You take him too seriously. He is hopelessly ignorant.

BELGIAN. Gentlemen, let us forget this bit of nonsense. I propose a toast. Let us drink to a bright future for our people everywhere.

(The Englishman and the Frenchman are slow to pick up their glasses.)

UNDERSTANDING THE STORY

A: Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.

1. Today much of Africa south of the Sahara is controlled by black Africans.

2. Independence has solved Africa’s problems.
3. The Belgians were the best colonial rulers.
4. The Frenchman says that the French treated the Africans as equals.
5. Most African nations were not ready for independence when they received it.
6. The African thinks that his countrymen can rule themselves without European help.
7. All African nations get along well with one another.
8. The British were the worst colonial rulers.

**B. With which of the statements would the African in the story agree?**
1. Western leaders are not honest about Africa.
2. Westerners treated Africans as their equals.
3. The West taught us a better way of life.
4. The West has not solved its own problems. How can it expect Africa to be different?
5. We suffer from poverty and disease.
6. African countries are just as powerful as European nations.
7. The West is afraid of the power of the Chinese and the competition of the Japanese.
8. One day Westerners will be called back to run Africa.

**C. Assume that you are a visitor to the gallery of the United Nations General Assembly. You have heard the African, Belgian, French, and English delegates make speeches. Which of them impressed you most? Explain. Which of them impressed you least? Explain.**

**ACTIVITIES AND INQUIRIES**

1. Go to the library. Prepare a report on one of the new African nations. Include material on resources, population, climate, and outlook for the future.
2. Imagine that you are the United States ambassador to the United Nations. The African ambassador from a new nation speaks to you about American aid for his country. Prepare a list of questions you would ask this African representative. Write the answers that you would expect him to give about his country.
3. Pretend that you are a reporter. Interview the Belgian representative to the United Nations. Ask about Belgium's treat-
ment of the native population in the Congo before the Congo gained independence. What will the Belgian say?

4. Assume that you are a leader in the Congo today. Would you ever ask the Belgians to return and run your country? Explain.

5. Look at the map of present-day Africa below and answer the questions on page 279.

Africa in 1976
a. A nation in Central Africa is (a) Algeria (b) Zaire (c) South Africa.
b. The nation that is between Rhodesia and the Indian Ocean is (a) Zambia (b) Angola (c) Mozambique.
c. Angola has seaports on the (a) Atlantic Ocean (b) Mediterranean Sea (c) Indian Ocean.
d. Chad is south of (a) Libya (b) Zaire (c) Gabon.
e. The Sudan is (a) south of Egypt (b) on the Mediterranean Sea (c) west of Chad.
f. Countries without seaports are (a) Zambia and Nigeria (b) Tanzania and Rhodesia (c) Chad and Zambia.
g. Nations on the west coast of Africa are (a) Somalia and Tanzania (b) Algeria and Libya (c) Mauritania and Senegal.
h. Nations on the east coast of Africa are (a) Angola and South West Africa (b) Zaire and Sudan (c) Kenya and Tanzania.
"That wasn't bad at all," Jack said to Mr. Miller.

"Oh, do you mean you enjoyed learning about the Western powers and their colonies?" Mr. Miller asked.

"I wouldn't go that far. Still, it was kind of interesting to see how the colonies began to do their own thing. It almost reminded me of how my parents and I get along."

"How do you mean, Jack?"

"Well, my parents also tell me that they know best, and that I must follow their advice. And they brought law, order, and health into my life. But I understand that I must begin to make my own choices. Otherwise, I'll never grow up."

"In other words, Jack, your parents behaved toward you just the way the Western powers behaved toward their colonies."

"Not exactly. I'm not so sure that the Western powers really had the colonies' best interests in mind. And no matter how angry I get with my parents, I'm not going to drop bombs on them. I'll never use violence against them. In fact, that's what I really don't understand."

"What's that, Jack?"

"I don't understand how the colonies could just push the mother countries out of their lives."

"Perhaps the colonies are simply making their own choices,” said Mr. Miller. “They too want to grow up. Maybe one day these countries will feel themselves truly grown up. Then they can be friendly with the Western powers."

"One thing is certain,” said Jack. “They can never go back to what they once had.”

There was silence for a moment as teacher and student thought over what had been said.

Jack broke the silence. “Mr. Miller, there is something else I don’t understand. The Western powers had rough times with their colonies. How come they get along so well with each other?”

Mr. Miller smiled. “I think you are in for a big surprise in Unit Eight, Jack.”
"But I don't understand, Mr. Miller," said Jack. "How could the Western powers be so stupid? I mean, they were smart enough to take over giant countries in Africa and Asia. Why weren't they smart enough to keep out of one another's way?"

"They tried, Jack. They tried very hard."

"You mean they didn't want to go to war with one another?"

Jack asked, a note of surprise in his voice.

"War was the last thing they wanted. In fact, to keep the peace each country built up its army and navy and prepared to go to war."

"What kind of crazy way is that to prevent a war?"

"Perhaps you're right, Jack," said Mr. Miller. "But don't be too hard on the Western powers. I think if you look carefully, you will find that there are still powerful countries that act this way today."

"I get it," said Jack. "You're telling me that World War I is a lesson for the way the countries in the world are acting today."

"More than a lesson, Jack. Perhaps it's a warning."

"Okay, Mr. Miller, I'm hooked. Let's find out why countries that didn't want a war were pushed into World War I."
1. Prelude to War

As our first story opens, a war between Germany and France has just ended (the Franco-Prussian War, 1870–1871). Germany won and signed a peace treaty with France. Two diplomats, a Frenchman and a German, are discussing the treaty.

See if you can understand why many people think the Franco-Prussian War was really the first step that led to the outbreak of World War I.

Versailles, 1871

"For the last time, Poincaré (pwan-kah-RAY), why can't you listen to reason?"

"Schmidt, it is you Germans who are the unreasonable ones. You forced the war upon us. Now you push our faces in the mud and force us to sign this so-called peace treaty."

"Sir, I remind you that the French were the first to declare war. It was your Emperor Louis Napoleon, not our Prime Minister Bismarck, who swore to avenge his country's honor. Your government made a terrible mistake. Now the people of France must pay for it!"

"You make everything so simple, Schmidt. Even a lie sounds like the truth when it comes from your lips. We both know it was Germany that really wanted this war. We understand that it was Bismarck who tricked us into a war that we never even wanted. Louis Napoleon is a fool for having been tricked. But what can be said for a man like Bismarck? He unites his people with the blood of his neighbors!"

"Come, come, Poincaré. You are being carried away by your feelings. Be reasonable. You lost the war and now you must pay. We Germans want nothing more but to live in peace with you from
now on. Your wounds will soon heal. You will forget this war. Let us shake hands and look forward to the time when our countries will meet as friends."

"Never! Never will my people forget this insult! We will always remember how you forced us to sign the treaty in the Hall of Mirrors of our palace at Versailles. We will remember the faces of your soldiers who occupied our country. We will hear the cries of our brothers and sisters in Alsace and Lorraine who have been stolen from us. They are being forced to live as Germans. We will remember! And one day we will present you with our bill!"

"Be careful, Poincaré. It is dangerous for a Frenchman to speak this way to a German!"

"Schmidt, that is one more thing that I will remember!"

UNDERSTANDING THE STORY

A. Tell which statements show how the Franco-Prussian War affected France.

1. France won the Franco-Prussian War.
2. France was forced to sign a peace treaty with Germany.
3. France was made to pay for its loss to Germany.
4. Bismarck moved the capital of Germany from Berlin to Paris.
5. The war brought French lands under German rule.
6. France lost Alsace and Lorraine to Germany.
7. German soldiers occupied France.
8. After the Franco-Prussian War, France became Germany's strongest ally.

B. Decide who made or might have made the remarks that follow. Write S for each statement that Schmidt made or might have made and P for each statement that Poincaré made or might have made.

1. Germans were unreasonable.
2. Louis Napoleon swore to avenge the honor of France.
3. France was forced to sign the peace treaty.
4. Bismarck tricked France into war.
5. France lost the war and now must pay for it.
6. France will never forget this insult.
7. Germany and France must look forward to meeting as friends.
8. Germany stole Alsace and Lorraine from France.

C. Imagine that you are the United States ambassador to France. Schmidt and Poincaré have presented their cases to you. Each tried to convince you that the other started the Franco-Prussian War. Write a report to the president of the United States. Outline the French and German viewpoints. Then add your own conclusions.

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   Alsace-Lorraine  diplomat
   military occupation  treaty

2. Imagine that you are a reporter. Your assignment is to interview Schmidt. Write the questions you would ask him about the treaty ending the Franco-Prussian War. Now write the answers you would expect him to give.

3. Imagine that you are the same reporter. Your assignment is to interview Poincaré. Write the questions you would like to ask him about the Franco-Prussian War and the treaty that ended the war. Then write the answers he would give you.

4. Go to the library. Prepare a report on either Germany or France in 1871. In your report, include the country's industries and its agricultural and military strength.

5. The caption of a cartoon is: "You stole Alsace-Lorraine from us!" Draw the cartoon. Who would agree with the cartoon, Schmidt or Poincaré? Do you agree with the cartoon?
2. A Secret Treaty

The French and the Germans remained bitter enemies. Bismarck, the German prime minister, felt that France would go to war with his country only if other nations helped her. Bismarck worked hard to stop this from happening. He formed alliances with Austria-Hungary, Italy, and Russia. In this story, Bismarck and the Russian foreign minister are about to sign a secret treaty.

See if you can discover the weaknesses in Bismarck’s plan to isolate France (keep her from having allies). Is it true that “the enemy of my enemy is my friend”?

Berlin, 1887

“Congratulations, Izvolsky (ish-VOL-skee). Your people will be proud of you. The treaty we are about to sign will once again guarantee Germany’s friendship with Russia.”

“Herr Bismarck, this treaty does not please me nearly as much as it seems to please you.”

“How can you still have doubts, Izvolsky? It is impossible —after all we have said to each other!”

“Why shouldn’t I have doubts?” answered Izvolsky. “We Russians are not stupid. We know that you have signed a treaty with Austria-Hungary. Do I have to remind you, Herr Bismarck, that we Russians do not see eye to eye with your Austrian friends?”

“Calm down, Izvolsky. I am not trying to make a fool of you. We need each other. You need the money my country is prepared to lend you. We need your guarantee that Russia will never join France in a war against Germany. We Germans have no interest in your quarrel with Austria. We only want to keep the peace in Europe!”

“Herr Bismarck, you are a brilliant man. I admire you. You have
united your country. But more than that you have forced all of Europe to fear and respect the power of Germany. Your sole enemy, France, stands alone. Italy, Austria-Hungary, and now Russia all join with Germany. But suppose that one day Russia and Austria-Hungary find themselves at war with each other. How will Germany choose then?"

"Trust me, Izvolsky. That day will never come."

UNDERSTANDING THE STORY

A. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.

1. Germany made alliances with Austria-Hungary, Italy, and the United States.
2. Bismarck was the greatest German prime minister of all time.
3. Germany tried to isolate France.
4. Russia and Germany signed a treaty in 1887.
5. The Russo-German treaty was planned to prevent all future wars.
6. Izvolsky said that he has no doubts about the treaty.
7. The Russians and Austrians were good friends.
8. Russia promised never to join France in a war against Germany.

B. Complete each of the sentences.

1. The enemy of my enemy is my ________.
2. ________, the prime minister of Germany, formed alliances with Austria-Hungary, ________, and ________.
3. The treaty in the story was to guarantee Germany’s friendship with ________.
4. Russians did not see eye to eye with the ________.
5. Germany needed Russia’s guarantee never to join ________ in a war.
6. Germany did not care about Russia’s quarrel with ________.
7. All of Europe respected the power of ________.
8. Germany’s enemy, ________, stands alone.
ACTIVITIES AND INQUIRIES

1. Imagine that you are a United States senator. The president of the United States has made a treaty with a nation that has been hostile in the recent past. The country now says that it wishes to be friendly with the United States. Your job now is either to approve or reject the treaty. How would you vote? Explain the reasons for your action.

2. Imagine that you are Bismarck's assistant. You have the map of Europe and the world in front of you. Why do you want to have an alliance with Russia? Why do you want to have an alliance with Austria-Hungary?

3. Pretend that you are Izvolsky. Write a letter to the czar of Russia. Explain about the alliance with Germany. Tell the czar what you think Russia should do about the alliance.

4. Now pretend that you are the czar. Answer Izvolsky's letter.

5. Use each of the following key terms in a sentence.

   isolate
   secret
   guarantee
   isolation
   treaty
3. The Power Balance

In spite of Bismarck's efforts to keep Russia on Germany's side, the two countries went their separate ways. In 1890 Bismarck retired. Kaiser William II (the German emperor) refused to renew the treaty with Russia. Soon France and Russia signed a treaty of their own. Bismarck's nightmare of a Germany surrounded by two enemies was beginning to come true. Europe was dividing into two armed camps, and Britain decided that it was time for her to join one of them.
In this story, two members of the British Parliament are privately debating England's future. See if you can predict which alliance the English will join. Why did the British have to make a choice of alliances? How had Britain kept a balance of power in Europe?

London, 1907

"Why should we join with any of them?" asked White. "I say let these foreigners bang their heads together. Let's mind our own business!"

"White, as usual, you make no sense at all," said Brisbane. "Save your speeches for the gallery. Let us try to speak sensibly to each other."

"And what is the sensible thing for Britain to do, Brisbane?" Brisbane thought for a moment. "There is no question. We must join one of the alliances."

"Why?" asked White. "Why can't we go on just as we have for the past hundred years? Why can't we wait for a war to begin before we decide which side to join? Why should we risk a war now? We have so little to gain by joining either side."

"Stop speaking like a fool!" answered Brisbane. "These alliances have made war more likely than ever. France, Germany, Russia, and Austria-Hungary are preparing for war. If a war starts, its flames will spread across the sea to us. We cannot avoid the war once it begins. But perhaps we can prevent a war by becoming a part of one of the alliances."

"And which side should we join?" asked White.

"That, sir, is a most difficult question," answered Brisbane. "We have been rivals of the French for a long time—especially in Africa and Asia. We are also rivals of the Russians in Asia. At the same time, the Germans talk about moving in on our African territories. They are building a navy that will soon be as powerful as ours. Truthfully, I don't like either side very much. But I do know that Britain must soon make her choice."

"And how can England choose between her enemies?" asked White.

"I suppose," answered Brisbane, "the way that Britain has always chosen."
"And what is that?"
"We have always joined with others against the most powerful country in Europe. We have kept the balance of power on the continent."
"And which country is the most powerful in Europe today?" asked White.
"The country whose navy threatens our sea-lanes is the most powerful, White. She is the nation we must join against. Do I have to draw pictures for you? Or have I answered your question?"
"No, Brisbane. In answering my question you have just answered your own!"

### UNDERSTANDING THE STORY

**A. Match each item in Column A with its answer in Column B.**

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refused to renew the treaty with Russia</td>
<td>(a) join an alliance</td>
</tr>
<tr>
<td>2. Had nightmares of Germany surrounded by two enemies on the continent</td>
<td>(b) Germany</td>
</tr>
<tr>
<td>of Europe</td>
<td>(c) France and Russia</td>
</tr>
<tr>
<td>3. Continent where the English and the Russians were rivals</td>
<td>(d) Kaiser William II</td>
</tr>
<tr>
<td>4. Continent where the English were the rivals of the Germans</td>
<td>(e) balance of power</td>
</tr>
<tr>
<td>5. Country that England feared was building a large navy</td>
<td>(f) Bismarck</td>
</tr>
<tr>
<td>6. Name given to England’s policy of joining against the most powerful</td>
<td>(g) Asia</td>
</tr>
<tr>
<td>country in Europe</td>
<td>(h) Africa</td>
</tr>
<tr>
<td>7. Brisbane’s idea of what England could do to prevent a war</td>
<td></td>
</tr>
<tr>
<td>8. European countries that had signed a treaty</td>
<td></td>
</tr>
</tbody>
</table>
B. Read the following passage about the Triple Entente. Then tell whether the statements that follow are true or false.

Czar Nicholas II of Russia was not anxious to ally Russia with democratic France. But in 1891 the French and Russian governments took the first steps toward friendship. By 1894 there was a military alliance between France and Russia. This alliance provided that France would help Russia if Germany attacked her. Russia would help France if she was attacked by Germany. The alliance between Russia and France would last as long as the Triple Alliance of Germany, Austria-Hungary, and Italy lasted.

England was still not a member of any alliance. But the competition between England and Germany for world markets increased. The German navy also challenged the British around the world. England saw that she could no longer stand alone. She sided with France and Russia. The Triple Entente (on-TOH-NT) was born.

1. At first, the czar of Russia was not anxious to make an alliance with France.
2. Germany was a member of the Triple Alliance.
3. An alliance between Russia and France protected both from an attack by the United States.
4. England entered an alliance with Russia.
5. France would help Russia if England attacked her.
6. Germany was happy to allow England to have as large a navy as she wished.
7. The alliance between Russia and France would last as long as the Triple Alliance.
8. England realized that she had to join an alliance.

C. Assume that most of the world is divided into two alliances. Also assume that the United States is not a member of either alliance. You are the top adviser of the president of the United States. What questions would you like answered before you talk to the president about the alliances? Would you advise the president to join an alliance? Explain. If your answer is yes, on what basis should the United States join? If your answer is no, what should the United States do in the event of war?
ACTIVITIES AND INQUIRIES

1. Look at the outline map of Europe in 1914 on page 288. Copy the map. Label the nations of the Triple Alliance. Then label the nations of the Triple Entente.
   a. What do you notice about the location of the countries in the Triple Alliance?
   b. What do you notice about the location of the countries in the Triple Entente?
   c. What are the advantages and disadvantages of these arrangements of countries to the nations of the other alliance?

2. Use each of the following key terms in a sentence.
   entente, rival, balance of power, alliance, armed camp

3. Go to the library. Prepare a report on a war in which Great Britain fought as a member of an alliance. Why did Great Britain join that alliance?

4. Prepare a poster on England and the Triple Entente. Should it read
   
   England Must Join the Alliance!
   or
   England Must Stay Out of the Alliance!

Upon what did you base your decision?
4. An Assassin's Story

In 1907 France, Russia, and England joined together and formed the Triple Entente. For the next seven years, the members of both the Triple Alliance and the Triple Entente would risk war. Twice Germany and France almost went to war because of arguments over Morocco. Once Russia and Austria-Hungary threatened to go to war when Austria-Hungary took over Bosnia and Herzegovina. All of these incidents were serious and dangerous. But somehow war was avoided. One incident, however, finally brought the nations of Europe to war. It involved a secret society and the actions of one of its members in the city of Sarajevo (sah-rah-YEH-voh). The Austrian archduke was assassinated (murdered). World War I had begun.

See if you can learn why this one incident was explosive enough to lead to war. Why did Princip feel that it was his duty to kill the archduke?

Sarajevo, July 1914

My name is Gavrilo Princip (PREEN-cep). I am a Bosnian who dreams. I dream that some day all Slavic people will be united under the flag of one country: Serbia.

I hate the rulers of Austria-Hungary. They do not like the Slavic people. They do not give us the same rights as the other peoples who live in their empire. It is my duty to wake up the Slavic people. They must revolt and join their brothers and sisters in building a greater Serbia!

For months I trained with members of a secret society called the Black Hand. We believed that only violence and terror would make our dream come true. My friends taught me how to use a pistol. I hoped to use this skill very soon.
My friends and I were now ready for our most important mission. We knew that the Austrian archduke, Francis Ferdinand, and his wife were visiting Bosnia on June 28. They were not to leave the country alive! Our leaders told us that the archduke planned to make life easier for the Slavic people when he became emperor. We could not have this! If his reforms helped the Slavic people, they would never revolt. The archduke had to be stopped before he ruined our dreams of a greater Serbia!

The archduke and his wife were riding in an open car. One of our leaders had prepared a bomb. The car stopped at a bridge and the bomb was thrown. The crowd screamed as the bomb exploded. When the smoke cleared, I saw wounded people lying in the street. But the archduke and his wife were not hurt. I shivered to think that we had failed in our mission.

The driver turned the car past the corner where I was standing. It seemed too late for me to do anything. But wait! The car was slowly backing up. I could see the archduke and his wife very clearly. They were sitting just a few yards in front of me. The car was moving very, very slowly. I reached for my gun, moved forward, and pointed it at my enemy. I shot once and hit the archduke in the neck. Then his wife covered him with her body. I shot her too! Long live the Slavic people! Long live Serbia!

UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion.

1. If the archduke had not been shot, World War I would never have started.
2. France, England, and Russia were members of the Triple Entente.
3. Russia and Austria-Hungary almost went to war because of Bosnia and Herzegovina.
4. Nothing could have stopped World War I.
5. Gavrilo Princip was a member of the Black Hand.
6. Princip wanted all Slavic people united under the flag of Serbia.
7. Princip should not have shot the archduke.
8. The archduke was assassinated at Sarajevo.
B. Tell which item makes each statement correct.
   1. Germany and France almost went to war over (a) Morocco (b) Spain (c) England.
   2. Princip hated those who ruled (a) Russia (b) France (c) Austria-Hungary.
   3. The Black Hand believed in (a) the balance of power (b) violence and terror (c) passive resistance.
   4. The Austrian archduke and his wife were visiting (a) Paris (b) Vienna (c) Sarajevo.
   5. Princip shot the (a) French president (b) German kaiser (c) Austrian archduke.
   6. A country that was not a member of the Triple Entente was (a) Italy (b) France (c) Russia.
   7. Princip was (a) a member of the Russian underground (b) a member of the Black Hand (c) a special agent of British Intelligence.

C. Imagine that the Black Hand never existed and Princip therefore had not killed the Austrian archduke. Would there still have been a world war? Explain. If you think there would have been a world war, how do you think the war would have started?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   assassination, Black Hand, Slavic archduke, mission

2. Imagine that you are a reporter at the trial of Gavrilo Princip. You are to visit him in his cell and interview him. Prepare the questions you want to ask. Answer the questions as you believe Princip would answer them.

3. Assume that your assignment is to defend Princip. Prepare his defense.

4. Assume that your job is to prosecute Princip. Prepare the case against him.

5. Go to the library. Prepare a report on Princip, the Black Hand, or Archduke Ferdinand.
5. In the Trenches

Archduke Francis Ferdinand was assassinated on June 28, 1914. One month later, Austria-Hungary declared war on Serbia. Russia, Serbia's protector, alerted her troops and sent them to the borders of Germany and Austria-Hungary. Germany declared war on Russia.

Believing that the French would soon attack, Germany declared war on France. The British warned that they would enter the war if neutral Belgium was invaded by any of the nations at war. On August 4, 1914, Germany invaded Belgium. England then declared war on Germany. The two armed camps, the Triple Alliance and the Triple Entente, now tried to settle their differences on the battlefield.

When news of the war came, men rushed to join the armed forces. Men in uniform marched through the streets of their cities. Civilians cheered and threw flowers. Soldiers, young and old alike, marched off to the battlefields with a song on their lips. All were convinced that they would soon return victorious and covered with glory.

Let us see for ourselves what the soldiers of World War I experienced when they finally reached the battlefields. What does this story, set in Verdun (ver-DUN), France, tell you about the war? Why does Eric insist that he is not afraid?

Verdun, 1916

Thousands of German soldiers were standing in their trenches waiting for the signal to attack. For several hours German artillery fire had been hitting the French positions. Now the shelling had stopped. Every German soldier knew that he would soon be given the order to leave his trench and try to capture the French strongholds.
Two soldiers with worried faces were talking. They nervously waited for the attack to begin.

"Hans, are you afraid?" asked Eric.

"Of course, I'm afraid. I'm not a fool or a madman," answered Hans.

"Well, I'm not afraid," said Eric. "Anything, even death, is better than living like this!"

"Eric, don't talk like a fool!"

"Why shouldn't I? Aren't we all fools? Who but a fool would volunteer to spend two years of his life living in mud and fighting with rats for scraps of bread?"

"Enough!" interrupted Hans. "Remember, you are a German soldier. You have taken an oath to protect the Fatherland. It is our duty to suffer if suffering will bring peace to our country. Let us not complain like weak old men. A good soldier must learn to hide his feelings."

"If only I could still believe these things," Eric answered sadly.

Suddenly the command "Charge!" was given. Hans and Eric picked up their weapons and pulled themselves over the trench wall. Now they somehow had to find their way across "no man's land," the area between the German and French trenches. Shells were exploding all around them. Suddenly there was the smell of gas in the air. The soldiers stopped and quickly put on their gasmasks. But some waited too long. Their lungs filled with the poison gas. They choked to death.

Hans and Eric approached the enemy trenches. There was barbed wire everywhere. The two men began to cut their way through. There was a burst of machine gun fire; rows of men fell in their tracks. Through all the noise and confusion, Hans heard one scream. It was Eric. The scream was the last sound he would ever make. Eric's arms and legs had been shot away. The rest of his body was caught on the barbed wire.

Hans stumbled forward and jumped into the enemy trench. He fired blindly, shooting at everything that moved. He saw a Frenchman who was seriously wounded. The man looked at Hans, a plea for mercy in his eyes. Hans hesitated. There was a lump in his throat. He began to back away. Suddenly the madness of the moment gripped him once again. He ran his bayonet through the fallen Frenchman.
Later, when the battle was over, the German general congratulated his soldiers. "Men," he said, "I am proud of you. You have done your duty as soldiers of the Fatherland. Thanks to you, Germany is one step closer to peace!"
At these words, Hans began to cry.

UNDERSTANDING THE STORY

A. Write T for each statement that is true and F for each statement that is false.
1. The French were hitting the German positions with artillery fire.
2. Eric said that he would rather die than go on with the war.
3. Hans agreed with everything Eric said.
4. The area between the German and the French trenches was called "no man's land."
5. Poison gas was used as a weapon in World War I.
6. In the story Hans died and Eric lived.
7. Hans decided not to kill the wounded French soldier.
8. Hans cried when he was told that he had brought Germany closer to peace.

B. Study the table below showing the military costs of World War I and complete the statements on page 299.

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Armed Forces</th>
<th>Killed or Died</th>
<th>Wounded</th>
<th>Taken Prisoner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria-Hungary</td>
<td>7,800,000</td>
<td>1,200,000</td>
<td>3,620,000</td>
<td>2,200,000</td>
</tr>
<tr>
<td>British Empire</td>
<td>8,900,000</td>
<td>900,000</td>
<td>2,100,000</td>
<td>190,000</td>
</tr>
<tr>
<td>France</td>
<td>8,400,000</td>
<td>1,357,800</td>
<td>4,266,000</td>
<td>537,000</td>
</tr>
<tr>
<td>Germany</td>
<td>11,000,000</td>
<td>1,773,700</td>
<td>4,216,000</td>
<td>1,152,800</td>
</tr>
<tr>
<td>Japan</td>
<td>800,000</td>
<td>300</td>
<td>907</td>
<td>3</td>
</tr>
<tr>
<td>Russia</td>
<td>12,000,000</td>
<td>1,700,000</td>
<td>4,950,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Serbia</td>
<td>707,000</td>
<td>45,000</td>
<td>133,000</td>
<td>153,000</td>
</tr>
<tr>
<td>United States</td>
<td>4,735,000</td>
<td>116,500</td>
<td>204,000</td>
<td>4,500</td>
</tr>
</tbody>
</table>
1. The country that had the largest number of soldiers killed was ______.

2. The country that had the smallest number of soldiers killed was ______.

3. The two countries that had the largest number of prisoners taken were ______ and ______.

4. The country that had the second smallest number of men taken prisoner was ______.

5. The three countries that had more prisoners taken than men killed were ______, ______, and ______.

6. The country that had the largest number of wounded soldiers was ______.

7. The country that had the smallest number of wounded soldiers was ______.

C. Imagine that Hans and Eric fought in the Vietnam War. You are a reporter. Interview both men. Who supported the war? Who opposed it? For what reasons?

**ACTIVITIES AND INQUIRIES**

1. Go to the library. Write a report on one of the battles of World War I.

2. Imagine that you are a soldier in a trench during World War I. Write a letter home. Tell what living in a trench is like.

3. Imagine that you are writing a script for a movie about World War I. What would you call your movie? Write an outline for your script.

4. Hans broke down because he no longer believed in the things that he had once preached to Eric. Did you ever stop believing in something? Why? How did you feel?

5. A German soldier and a French soldier would probably have disagreed about many things. On what would they have agreed? Why?
6. Make War for Democracy

When World War I started in 1914, the United States said that it would not favor one side over the other. The United States was interested only in staying out of the war. In 1916 Woodrow Wilson was reelected president. He told the American people that he had kept the country out of the war—and he meant to keep it out of the war. One year later, however, Wilson asked Congress to declare war against Germany.

In this story, Wilson is meeting with Representative Claude Kitchin of North Carolina. Kitchin is trying to convince Wilson not to send his war message to Congress. Why do you think that Wilson has changed his mind about the war? What are the main arguments that Kitchin uses?

Washington, March 1917

"And I tell you, Mr. President, that your message to Congress will cost thousands of American lives," argued Kitchin.

The two men had been discussing their differences for over an hour.

"Mr. Kitchin," said President Wilson, his eyes flashing, "may I remind you that I have done everything possible to keep the United States out of this mess? Congress demanded war when the Germans started their submarine attacks on American ships. But I asked for peaceful talks. I got the Germans to stop their attacks on our ships. No one wanted to keep America out of this war more than I. But now Germany has gone too far!"

"Perhaps it is the United States that has gone too far," answered Kitchin. "Why shouldn't Germany try to protect herself from us? Don't our ships deliver goods to Germany's enemies? Isn't it also true that Americans have loaned large amounts of
money to England and France? I beg you to think of these things, Mr. President, before you ask Congress to declare war against Germany."

"Mr. Kitchin, Americans have every right to sell their goods to anyone they wish. If private citizens want to lend money to foreign governments, that is not the business of this government. However, there is one thing that is the business of this government. The security of American citizens everywhere must be guaranteed. By God, I'm not going to sit and do nothing while German submarines blow up our ships and kill our citizens!"

"Mr. President, it's still not too late. Stop our ships from carrying goods to England and France. American business can survive without trade with these nations."

"Kitchin," answered the president a bit sadly, "I am no lover of war. In fact, I believe that Americans will pay a monstrous price for getting into this war."

Kitchin interrupted. "Then stop it before it begins. Let Americans continue to live in peace. Mr. President, please don't send that war message to Congress."

"Can't you see, Kitchin," said the president quietly, "a new world is being born? We Americans must help to shape it. Can we really have peace at home when Europe is in this great crisis? America must help to make this world safe for democracy. We can enjoy peace when we join with free people everywhere. We must bring peace and safety to all nations."

Kitchin shook his head sadly. "Mr. President, you are a decent man. I know that you mean everything you say. I'm convinced now that nothing I can say will stop you from sending that war message to Congress. I'm also afraid that, thanks to you, neither of us will ever again see a peaceful world."

Postscript. On April 2, 1917, President Wilson went before the Congress and asked for a declaration of war against Germany. On April 4 the Senate agreed with him by a vote of 82 to 6. On April 6 the vote in the House of Representatives was 373 to 50. A state of war existed between the United States and Germany.
UNDERSTANDING THE STORY

A. Write K for each statement that Kitchin made or might have made and W for each statement that Wilson made or might have made.

1. The president's war message will cost thousands of American lives.
2. Germany has been warned to stop submarine attacks against American ships.
3. Germany should protect herself from the United States.
4. Germany has gone too far.
5. American ships should not deliver goods to Germany's enemies.
6. American firms have the right to sell their goods anywhere.
7. The security of American citizens everywhere must be guaranteed.
8. If the war message is sent, we will never again see a peaceful world.

B. Tell which statements are true.

1. The United States was eager to get into World War I.
2. Wilson told the American people that he would keep the country out of war.
3. Germany never attacked United States ships.
4. England and France loaned large amounts of money to the United States.
5. German submarines attacked American ships after German leaders had promised not to do so.
6. Wilson believed that the United States would not be hurt by the war.
7. Wilson and Kitchin agreed that America should go to war against Germany.
8. The Senate and the House of Representatives of the United States agreed to declare war against Germany.

C. Imagine that Wilson and Kitchin are candidates for the office of president of the United States today. Which man would get your vote? Why?
ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on how the entrance of the United States into World War I affected the outcome of the war.

2. Imagine that you are a reporter. Prepare the questions that you would like to ask President Wilson. Then answer the questions as he would have done.

3. Assume that you are the same reporter. Prepare the questions that you would ask Kitchin. Answer the questions as Kitchin would have done.

4. What is wrong with the caption of the cartoon below? Explain. Change the caption so that it is correct.

"Mr. President, won't you declare war on Germany?"
5. Study the following selection from the document called the Fourteen Points. This was a plan to end the war and keep the peace. Decide if it is written by Wilson or Kitchin. Explain.

We entered the war because the rights of our people were ignored.
We demand that the world be made fit and safe to live in.
The program of world peace is our program.
7. Winners Take All

In mid-1918 Germany’s drive to Paris was stopped. Russia had been defeated and Austria-Hungary had left the war. The British, French, and American armies were preparing to sweep into German territory. Germany realized that she was on the brink of defeat; she asked for an armistice (an end to the fighting). It was now up to the leaders of the winning nations to make a peace plan that would prevent war from breaking out again.

In this story President Wilson is meeting with leaders of the victorious European powers. They are talking about the peace conference that will soon take place.

See if you can guess how the winners treated the losers. Why was Wilson a hero in France? Why were there such great differences of opinion between Wilson and the other leaders?

Paris, 1919

"Congratulations, Mr. Wilson," said Premier Georges Clemenceau (klem-on-SEW) of France. "How does it feel to be the most popular man in France?"

Wilson blushed. He was the first American president ever to visit Europe. He too was amazed by the way the French people had cheered him.

David Lloyd George, the British prime minister, looked up. "Yes, Wilson, I believe that the European people think of you as a shining knight. You are the one who will give back to them what this war has taken."

"And what do you suppose that is?" asked Wilson.

"I'll answer that," said Clemenceau. "My people want to make sure that Germany will never attack them again. They will be satisfied with nothing less than this security."
"And my people," added Lloyd George, "feel that someone must pay for the war. Germany started the war—why shouldn't she pay for it?"

"Gentlemen," said Wilson a bit sharply, "I didn't come to Europe to sign a peace treaty that will cripple Germany. We must deal justly with the Germans. Otherwise, there will be no lasting peace!"

"Treat them justly!" shouted Clemenceau. "These people have invaded France twice in the last 50 years. They invaded Belgium, attacked passenger ships, and killed innocent civilians. They forced Russia to sign a harsh treaty. They would gladly have picked our bones clean if they had won. You ask for justice for these people?"

"Especially for these people," answered Wilson. "Gentlemen,
these people believe in me. They asked that the shooting be stopped because they trusted me to see that they would be treated fairly.”

“Nonsense, Wilson,” boomed Lloyd George. “The Germans asked for a halt because they knew they were beaten. If we follow your advice, Germany will leave this conference the strongest country in Europe. Is that how you plan to build a lasting peace?”

The arguments continued for days. Wilson was no longer so sure of himself. He began to show signs of being tired and nervous. Slowly he gave in on many of his ideas. Clemenceau and Lloyd George were too much for him. At last, the treaty was ready.

“Well, Wilson,” said Clemenceau, “you may be proud of yourself. Thanks to you, we have agreed to a League of Nations. Never again will nations have to go to war to settle their differences. History will remember you as a good man who helped to make this war the last war. War is finished!”

Wilson thought for a moment. “I pray, sir, that your prediction will come true—not for my sake, but for the sake of humanity.”

Postscript. The Treaty of Versailles included a plan for creating a League of Nations. Germany was forced to give up some of her land in Europe and all her colonies overseas. She had to pay a heavy fine to cover the costs of the war. Her army and navy were destroyed. The Germans protested, but they had no choice. They signed the treaty rather than risk starting the war again.

Woodrow Wilson left Paris believing that his League of Nations would right all the wrongs of the treaty. He sent the treaty to the Senate of the United States for approval, but the Senate, which opposed the League, turned him down. Soon afterward, Wilson suffered a stroke from which he never recovered. He died a bitter man. His own people had turned their backs on his dream of world peace.

UNDERSTANDING THE STORY

A. Tell which statements Wilson would have agreed with.

1. Germany must be punished so that she will never make war again.

2. Germany should pay the full cost of the war.
3. The winning nations should not take advantage of Germany.
4. The Germans expect to be treated fairly.
5. Germany called for a halt in the war because she knew she was beaten.
6. The League of Nations will prevent future wars.
7. This war must be the war to end all wars.
8. The Treaty of Versailles was very fair to Germany.

B. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.
1. France asked that the fighting be stopped.
2. Wilson, Clemenceau, and Lloyd George agreed on most things.
3. Wilson was very popular with the French people.
4. The German people loved Americans.
5. England wanted Germany to pay the full cost of the war.
6. After Wilson, Clemenceau was Germany’s best friend.
7. Wilson was afraid that the war might continue unless Germany was fairly treated.
8. The League of Nations was Wilson’s idea.

C. Imagine that a war between the United States and another country has just ended. The war has been very ugly. Many people have been killed. The other country has called off the war. Now the United States must make up the peace treaty. How would Wilson make up such a treaty? Would you approve of this treaty? Explain.

ACTIVITIES AND INQUIRIES
1. Imagine that you are present at the Paris peace conference. You are asked to draw up a treaty that will prevent future wars between the nations at the conference. Draw up your treaty. Explain why it will prevent wars.
2. Assume that you are a newspaper reporter. Which of the men at the Paris conference would you want most to interview? Why? Write the questions that you would like to ask him. Answer these questions as you think he would.
3. Pretend that you are a reporter for a German newspaper. Write an article about what is happening at the peace conference.
Write your opinion of the peace treaty that Germany is being forced to sign. Explain why you feel this way.

4. Go to the library. Prepare a list of Wilson's Fourteen Points. Then make a list of the terms of the actual peace treaty (the Treaty of Versailles). Underline the ideas that you think are good in Wilson's Fourteen Points. Underline the ideas that you think are good in the Treaty of Versailles. Now put together the ideas you like in the Fourteen Points and the Treaty of Versailles. Add ideas of your own. Do you now have a treaty that will prevent future wars? Explain.

5. Assume that the peace conference is over. Germany has just signed the Treaty of Versailles. Draw a cartoon for a French newspaper showing how the French feel about the treaty. Next draw a cartoon for a German newspaper showing how the Germans feel about the treaty. Judging from the feelings in the cartoons, will the Treaty of Versailles end war between the French and German peoples?

6. Look at the maps of Europe in 1914, on page 288, and Europe in 1919, on page 306. Compare them. Notice the changes in the 1919 map of Europe. Tell which item below makes each statement correct.
   a. A new country in Central Europe in 1919 was (a) Czechoslovakia (b) Germany (c) France.
   b. A new country in Eastern Europe in 1919 was (a) Russia (b) Greece (c) Yugoslavia.
   c. A country that lost territory in World War I was (a) Spain (b) France (c) Germany.
   d. A country that gained territory in World War I was (a) Germany (b) France (c) Austria-Hungary.
   e. A country divided into many other countries was (a) Great Britain (b) Austria-Hungary (c) Italy.
   f. A new country in Northern Europe in 1919 was (a) Estonia (b) Sweden (c) Norway.
   g. A country in Central Europe that did not change in size as a result of World War I was (a) Austria (b) Germany (c) Switzerland.
   h. A country that lost territory to the new nation of Poland was (a) France (b) Russia (c) Bulgaria.
   i. Another Northern European country that did not exist before World War I was (a) Denmark (b) Lithuania (c) the Netherlands.
   j. A country north of Italy that was formerly part of an empire was (a) France (b) Switzerland (c) Austria.
A group of writers and students are in a smoke-filled cafe on the Left Bank in Paris. Wine flows freely. People are singing and dancing. It appears as if these people do not have a care in the world. Let us see if this is really so. Who do you think the stranger in the story is?

Paris, 1928

"You there, why aren’t you drinking?" asked Pierre, a student in his early twenties. Pierre spoke to a man of about 40 who sat alone watching the crowd.

The man ignored Pierre. He was a stranger; nothing was known about him. Night after night he came to the cafe, but he spoke to no one. People were curious about him. That was why Pierre had tried to strike up a conversation.

"Waiter!" shouted Pierre. "Bring a bottle of wine for my friend!"

The stranger looked up. He seemed to notice Pierre for the first time.

"Do you mind if I join you?" asked Pierre.

The stranger shrugged and turned away.

Pierre sat down and studied the stranger for a few moments.

"Where are you from?" he asked.

"Does it matter?" answered the stranger. "It is where I am going that concerns me right now."

"You are a puzzle to those of us who come here often," said Pierre. "No one knows what to make of you."

"Why?" asked the stranger. "Is it because I don’t drink and dance and smoke and make jokes like everyone else?"

"I come here because I have no other place to go. My world is dead."

"I don’t understand," Pierre said. He was beginning to feel uncomfortable.

"The war," muttered the stranger. "My world died in the war."

"But the war ended years ago," protested Pierre. "No one even mentions it now. Why think about old nightmares? Join me in a drink instead."

"There are no answers for me in that wine bottle," answered the stranger.

"But why look for answers?" asked Pierre. "The past is dead. The present is fun, the future is bright. What else is there to know?"

"Then why, if you are so confident of the future, do you live as if there were no tomorrow?" asked the stranger.

"You are beginning to bore me," answered Pierre. He stood up.

"Your world created a monster, the Great War. My world destroyed the monster. The war is a thing of the past. We will never see its like again."

"Look again," said the stranger. "The monster is not dead, only resting. It will be back again, and sooner than you think."

"Oh, really?" asked Pierre in a mocking tone. "Well, then, I’d better hurry and finish this drink."

Pierre lifted the bottle to his lips, tilted his head back, and took a long swig. He wiped his mouth with the back of his hand, and slammed the bottle down on the table. "I’ve left some for you, stranger," he said. "It may help you to close the book on the past."

"Those who ignore the lessons of the past are doomed to repeat its errors," answered the stranger. "The fires of the Great War will rage on for a long time to come. Your generation is only one of many that will be scarred by the flames."

Pierre turned and walked away from the stranger. He rejoined his friends and spoke quietly to them. Some turned to stare at the stranger. A few people laughed.

Suddenly the stranger got up, spilled the remains of the wine on the floor, and walked out.

Pierre and his friends never saw the man again.
UNDERSTANDING THE STORY

A. Tell which item below makes each statement correct.
   1. The stranger was noticed by others because he (a) acted differently (b) talked loudly (c) drank too much.
   2. The stranger lived in (a) the future (b) the present (c) the past.
   3. The stranger’s world was destroyed by (a) fire (b) the world war (c) imperialism.
   4. Pierre said that this was bright: (a) the past (b) the present (c) the future.
   5. Pierre believed that this was a thing of the past: (a) war (b) hunger (c) poverty.
   6. The stranger (a) agreed with Pierre (b) disagreed with Pierre (c) joined Pierre in a drink.
   7. The stranger believed that this would happen to those who ignore the lessons of the past: (a) They would repeat the errors of the past (b) They would forget the past (c) They would remember only good things.
   8. The stranger said that this was not dead: (a) a bright future (b) a powerful Germany (c) the monster of war.

B. Complete the following sentences.
   1. Pierre was annoyed because the stranger ——— to no one.
   2. The stranger said that his ——— was dead.
   3. Pierre said that ——— was a thing of the past.
   4. The stranger said that the monster of war was only ———.
   5. Pierre wanted the stranger to close the book on the ———.
   6. The stranger believed that Pierre’s generation would be ——— by the flames of the world war.
   7. The stranger was never ——— again by Pierre and his friends.

C. Who do you think the stranger was? Give your reasons.

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on how World War I continued to cause problems long after the war itself ended.
2. Imagine that you had a chance to speak to the stranger of the story. What questions would you have asked him? How do you think the stranger would have answered these questions?
3. Pretend that you are Pierre’s friend. Pierre tells you about his talk with the stranger. What does he say? Do you agree with Pierre? Why?

4. Write a caption for the cartoon below. Which man in the story would agree with this cartoon, Pierre or the stranger? Why? Do you agree with the cartoon?
"Wow!" said Jack. "I can't believe they were that stupid."
Mr. Miller smiled. "I suppose they were stupid at that."
"I mean," Jack rushed on, "it's really dumb to fight a war that no one wants."
"All right, Jack, if you're so smart, how would you have prevented the war?"
"That's not fair. You teachers are always asking us to solve problems that are none of our business."
"Are you sure that World War I is none of your business?"
"How can a war that began and ended years before I was born have anything to do with me?"
"Think, Jack. Is war a thing of the past?"
"I don't suppose so," answered Jack.
"Well, perhaps if we learned why wars took place, we wouldn't have them anymore."
"Okay, Mr. Miller, you're right, as usual."
"Then answer my question, Jack. How would you have prevented World War I?"
Jack thought carefully. "I don't know if I could have done anything to prevent the war. But I would have tried to get the nations to talk things over. I think the war began as soon as they signed secret treaties."
"You know, Jack, every now and then I begin to think there is some hope for you after all."
"Thanks for nothing. But seriously, World War I cost billions of dollars and millions of lives. How did the people who fought this war pay for it?"
"With a lot more than money."
"What do you mean?" asked Jack.
"You'll find out soon enough."
“Mr. Miller, I still don’t know what you mean when you say that people paid for World War I with a lot more than money.”
“What do you think I mean?”
“Teachers!” said Jack impatiently. “You’re always answering a question with another question!”
Mr. Miller smiled.
Jack continued. “I can only guess that something terrible happened after World War I.”
“How did you guess that?”
“Well, if people have to pay for something with more than money, it must be pretty serious.”
“True enough.”
“But what happened?” asked Jack. “After all, the war was over. Peace treaties were signed. What could have gone wrong?”
“If only it were that simple.”
“Oh, Mr. Miller, at least give me a hint.”
“I’m sorry, Jack, if I seem to be teasing you,” said Mr. Miller. “It’s just that our next unit is such an ugly chapter in our history that I’m still upset by it.”
“But Mr. Miller, with what, other than money, are people going to pay for World War I?”
Jack had never seen Mr. Miller with such a serious look.
“With their freedom and their lives,” replied Mr. Miller.
1. Russian Revolution—
The Beginning

World War I brought sweeping changes to most of the countries of Europe. It had perhaps its greatest impact upon Russia. Russia on the eve of the war was a giant country, with a wide variety of natural resources. In spite of these natural gifts, however, Russia was one of the most backward countries in Europe. For over 300 years, it had been ruled by absolute monarchs—the czars. The great majority of the Russian people were poor and illiterate. They were surrounded by corrupt officials and secret police, and few dared to speak out against the government. Those who did were sent off to the icy wasteland called Siberia. They were usually not heard from again. For these reasons, Russia seemed to stand still as other nations moved forward.

In our story, a crowd has gathered outside the czar’s palace. The Russian fleet had just been defeated by the Japanese. Workers are on strike, people are rioting, and revolution threatens. This crowd has come to make serious demands of the czar.

Ask yourself what the crowd wanted from the czar. How would he deal with the crowd?

St. Petersburg, 1905

"We are just wasting our time," said Sonia, a young Russian. She had joined the mob marching on the winter palace of the czar.

"You'll see," answered her friend Peter. "The czar is a good man. He'll listen to us."

"Do you really believe that your precious Nicholas is so different from those who came before him? His ancestors made slaves of the Russian people, and Nicholas is no different."
"But Sonia," protested Peter, "the czar understands suffering. His own son dies a slow death from an incurable blood disease. Nicholas can only watch helplessly. He would give up his throne if it would save his son. If he has such love for his son, is he not capable of loving and protecting his own people? You'll see, Sonia, he'll help us."

"Peter, how can you be so stupid?" asked Sonia. "If the czar is such a good man, why are so many of us so poor? Whose fault is it that we break our backs at work and go home to miserable shacks? We watch children go hungry while the czar and his friends live in palaces. They feed their dogs better than we feed our families!"

"It's not his fault," said Peter. "Things will be different for us after he hears what we have to say."

"He won't listen," said Sonia, her voice rising angrily. "He thinks of us as lowly dogs who should crawl on our bellies and beg to be petted. He will not listen to those who stand on their feet and make demands of him."

"Sonia, you have been brainwashed by your revolutionary friends," Peter replied. "They say these things about the czar without really knowing anything about him. I can only tell you that you and your friends are in for a surprise today."

"Most of my friends have already been surprised," said Sonia. "They were surprised in the middle of the night by the czar's secret police and taken away. No one knows where they are being held or if they will ever come back. This is the justice that your czar gives to those who stand up to him."

By this time, the crowd had arrived at the gates of the winter palace. Sonia and Peter pushed their way to the front lines. People holding banners and signs were calling out the czar's name. The crowd was respectful rather than angry. Men removed their hats and stood with bowed heads. Women and children stood at attention. Cries of "Little Father" were heard everywhere. It was clear that the crowd expected the czar to make an appearance soon.

Instead, the palace guard appeared. They marched up to the crowd and formed a human barricade. The officer in charge ordered the crowd to leave.

"For the last time," shouted the officer, "go now or else there will be trouble!"

"Not until we've seen the czar," answered many from the crowd.
Shots rang out. In less than a minute, the streets were red with blood.
The officer turned and signaled the guard. The soldiers aimed their weapons at the crowd and awaited their next signal.

A man shouted, “Will you fire upon unarmed men, women, and children? We come here in peace. Our only wish is that the czar will hear our pleas.”

In answer, the officer signaled his men again. Shots rang out. In less than a minute, the streets were red with blood. Children shrieked as they saw their parents stagger and fall. People ran only to be cut down by swordsmen on horseback. Only a few escaped serious injury or death.

Hours later, people came to claim the dead. Peter, wounded and exhausted, wondered if he would have the strength to bury his friend.

UNDERSTANDING THE STORY

A. Decide who made or might have made the remarks that follow. Write S for each statement that Sonia made or might have made and P for each statement that Peter made or might have made.

1. Trying to see the czar is a waste of time.
2. Nicholas is no different from his ancestors.
3. The czar loves the people.
4. It is the czar’s fault that many of our people are poor and illiterate.
5. The czar will help us after he hears what we have to say.
6. The czar uses the secret police to make us afraid of him.
7. The czar would give up his throne if it would save his son.
8. The czar thinks of us as dogs who should crawl and beg to be petted.

B. Write T for each statement that is true and F for each statement that is false.

1. World War I hardly affected Russia.
2. The great majority of Russian people were poor and illiterate.
3. The Russian people could speak freely on any subject.
4. Russia was rich in natural resources.
5. The czar’s son was dying.
6. The secret police were used to silence those who spoke out against the government.
7. In Russia every person could expect to receive a fair trial.
8. The crowd threatened the czar and threw rocks at the palace.
9. The palace guards killed or wounded many in the crowd.

C. Imagine that the czar’s palace guards had not been ordered to shoot the marchers. Instead the czar agreed to meet with some of the people. What would Sonia have said to the czar? What would Peter have said to the czar?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   backward  corrupt  protest  brainwash
czar  illiterate  ancestor

2. Peter has just buried his friend Sonia. He writes a letter about Sonia’s death. Peter also tells his feelings about the czar. Write Peter’s letter. Decide if Peter has changed his mind about the czar.

3. Pretend that the czar is on trial. You are Peter. Write down what you will say when you are called to the witness stand.

4. Imagine that you are a newspaper reporter. Your assignment is to interview the czar. Write the questions you would like to ask him. Answer the questions as you think the czar would.

5. Look at the illustration on page 318. Do you think it would have appeared in a Russian newspaper of the time? Explain.
2. Peace, Bread, and Land

The strikes and riots of 1905–1906 did little to change Russia's government. Nicholas continued to ignore cries for reform. Those who dared to criticize him were either imprisoned or forced to leave the country. Most Russians sighed and shrugged their shoulders. They quietly continued to live out their lives under the direction of the badly run and corrupt Russian government.

World War I, for the moment, helped the Russian people to forget their problems. Eager to protect Russia from her enemies, the people rallied to the support of their government. But defeats at the front and food shortages at home soon caused many Russians to complain bitterly against the czar and his government. Soldiers began to desert the army and crowds began to riot in the cities. An order from Nicholas to fire on the rioters was ignored, and he suddenly found himself helpless and abandoned. On March 15, 1917, Nicholas II gave up his throne.

As our story opens, the new Russian government is facing grave problems. The riots are worse than ever. Small, well-organized groups are trying to take over the government. The world war continues, and Russians suffer even greater losses at the hands of the Germans. The situation is desperate. Russia's very survival seems to be at stake.

Two men, both revolutionaries, are discussing their plans for Russia's future. Both agree that the czar and the nobility must be prevented from returning to power. They disagree on practically everything else. Both men will taste power. One will go on to change the course of Russian history. The other will live out his years in exile, lonely and forgotten.

See if you understand the reasons for the one man's success and the other man's failure.
Petrograd, 1917

"And you call yourself a revolutionary," muttered Vladimir Ulyanov, better known as Lenin (LEN-in). He was talking to the government leader, Alexander Kerensky (kee-REN-sky).

"Of course, I’m a revolutionary," answered Kerensky. "I am transferring the government from the czar to the people. I am saying good-bye to 300 years of misery and corruption. What else am I if not a revolutionary?"

"A fool," replied Lenin. "You are a fool who has come to believe in his own daydreams."

Kerensky reddened. "Stop talking down to me as if I were one of your schoolboy followers. While you make speeches on street corners, I am putting together a government that will give hope to Russians who love freedom. It will take time. Democracy moves slowly. But one day the people will understand what I have done for them. Then they will return the love I feel for them."

"Love you?" asked Lenin. "They hate you! Fool that you are, you don’t even understand why."

"Tell me why," said Kerensky.

"They hate you because you are a good man, and they understand only cruelty."

"I don’t understand."

"Of course you don’t, Kerensky. You don’t understand that the people want to see this war over now. They want land and bread now. They don’t care how they get these things. Our people are filled with hatred. They hate the rich, the educated, and the privileged. They hate all those who make them feel stupid, clumsy, and inferior. They will follow a man shrewd enough to punish those they hate and strong enough to make them fear him."

"No, no!" shouted Kerensky. "The Russian people aren’t like that at all! They are brave people who will fight on until this war is over. They will get their land and their bread. But they know that these things take time. They understand that these things must be done properly. They must be done democratically. The people understand, and they will wait."

"Bah!" sneered Lenin. "You lead the Russian people but you don’t understand them at all. Your picture of them is a lie!"
"Russia is about to give birth to a great revolution!"

"But what of your picture of the Russian people?" interrupted Kerensky. "What an ugly picture you paint of them. I am beginning to think that you hate the Russian people!"

"I am above love and hate," sneered Lenin. "Russia is about to give birth to a great revolution. I am the doctor who will deliver this child. I will do anything—use any trick, sacrifice any person—to see the revolution live and grow strong!"

"You're mad!" cried Kerensky.

"Perhaps," answered Lenin. "Perhaps great visions come only to those who are a little mad. Maybe that's why we succeed where others fail!"

"Take care, Lenin," warned Kerensky. "You may become the thing you claim to hate the most!"

"And what is that?"

"The next Russian czar!"
UNDERSTANDING THE STORY

A. Write T for each statement that is true, F for each statement that is false, and N for each statement that is not mentioned in the story.
1. The strikes of 1905–1906 did much to change things in Russia.
2. The Russian people wanted a democratic government.
3. Things continued just as before the strikes of 1905–1906.
4. World War I helped to force Nicholas II to give up his throne.
5. Conditions improved after Nicholas II gave up his throne.
6. The Russians continued to fight the war after Nicholas II gave up his throne.
7. Kerensky and Lenin had a great deal in common.
8. Lenin secretly wanted to be the next Russian czar.

B. Tell which statements Lenin would have agreed with.
1. The Russians should fight on until they win the war.
2. The Russian people must be given land and food immediately.
3. The Russian people can wait for land and bread.
4. The new Russian government must become democratic.
5. The revolution must succeed, no matter what the cost.
6. The Russian people are filled with hatred.
7. The Russian people are sick of the war.

C. Imagine that you were living in Russia in 1917. The czar had just given up the throne. Lenin and Kerensky were fighting for power. Which man would you have followed? Why?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   reform desert exile vision
   inefficient abandoned sacrifice
3. Pretend that you are producing a television special. Both Lenin and Kerensky want to appear on your show. However, you can choose only one of them. Which one would you choose? Why?
4. Look at the illustration on page 323. Who is shown—Kerensky or Lenin? Explain. Draw a picture of the other man. Explain how the two pictures show the differences between Lenin and Kerensky.