3. Soviet Dictatorship in Action

By August 1917, a small group of revolutionaries led by Lenin was able to seize power over a country of 150 million people. They promised "peace, bread, and land." They called themselves Communists, and they ended the fighting with Germany. They fought a civil war and defeated foreign invaders—all in the space of four years.

Firmly in power, the Communists now faced even more serious problems. How were they to unite the Russian people? Could food production be increased? How could Russia be turned into a modern state? How could the revolution be protected from its enemies?

In 1924 another serious problem was added. Lenin suffered a stroke and died. A brutal fight for power followed. Finally one man, Josef Stalin (STAHL-in), won out over the other leading Communists. He placed himself at the head of the Soviet Union.

Ask yourself what sort of man Stalin was. What plans did he have for the Soviet Union? Could Stalin help to make the Soviet Union into a modern state? What price would the Russians be asked to pay for Stalin's ideas?

Moscow, 1938

It was 3:00 A.M. Comrade Igor Kirofsky, a high-ranking Soviet official, was sound asleep. Suddenly, there was a loud knocking on the door.

"Who is it?" bellowed Kirofsky, as he tried to rub the sleep from his eyes.

"Open the door, comrade. It is the police."
Kirofsky angrily jumped from his bed and threw open the door. “How dare you come to my house at such an hour? Don’t you know who I am? Whoever is responsible for this will pay dearly!”

Two men stepped inside the room. “Please, comrade,” said one, “we have our orders. You are to get dressed and come with us immediately. All will be explained to you shortly.”

Still muttering angry threats, Kirofsky dressed and left with the men. They soon arrived at a police station that was quite familiar to Kirofsky. He knew that spies and dangerous criminals were usually brought here for questioning. For the first time, he began to feel a little less sure of himself.

Kirofsky was ushered into a well-lighted waiting room. He was told that someone would soon speak with him. He was left by himself. An hour later, a man entered and approached Kirofsky. “Please come with me,” said the man.

“What is this all about?” asked Kirofsky. He seemed far less angry than he had been earlier.

“Please come with me,” repeated the man.

Kirofsky followed the man out of the waiting room and down a stairway leading to the basement. He was escorted to another room and asked to surrender his valuables. The door was locked behind him.

Deep in thought, Kirofsky did not notice that the room was a very unusual one. Later, after he had spent some time there, he discovered that the room had no windows. It had a single, glaring light, and it was soundproof. Each day a tray of food was pushed through a tiny compartment that could be opened only from the outside.

Minutes, hours, days, weeks, perhaps even months went by. Kirofsky lost all sense of time. Denied sound, books, and human contact, he retreated more and more into himself. Over and over, he silently asked himself the same question, “Why am I here?”

Slowly, Kirofsky became convinced that he was guilty of some monstrous crime. Why else would he be given this treatment?

He thought many times about Comrade Stalin. Kirofsky was confused. “Did I only think of him as a butcher, or did I call him that to his face?” he asked himself. “Did I tell Stalin I hated him for giving the order to execute rich farmers and scatter their families?”
Did I accuse Stalin of murdering his closest friends and driving his wife to suicide? Did I criticize him for enslaving the Russian people and forcing them to work in state factories and farms in exchange for scraps of bread? Did I plot to remove Stalin along with the others who have long since been arrested and executed? Did I think these things, or did I do them? I can't remember which. Does it really matter? Doesn't thinking these things or dreaming them make me as guilty as if I had done them anyway?"

Kirofsky had been secretly observed from the beginning. Sensing that at last the time was ripe, the official in charge of getting signed confessions ordered Kirofsky brought to his office.

Kirofsky was taken from the cell into the lighted corridor. His eyes hurt and his legs were weak. He needed help to walk to the official's office.

The official jumped up to greet Kirofsky. "Welcome, comrade," he said, and immediately offered him a cigarette. The official asked
Kirofsky how he could make him more comfortable and help him in any other way.

"What a wonderful man!" Kirofsky thought. "I have plotted against the government, and am therefore guilty of treason of the highest order. Yet this man shows such concern for me. I must listen to him carefully and do what he says because he is a much better man than I."

"Comrade," the official said to Kirofsky, "you have been alone with your thoughts for a long time. I know that you are bursting to speak of them. Why don’t you tell me what you have discovered about yourself. I am sure that you will soon feel better."

Kirofsky began to speak. At a signal from the official, a secretary began to write. The minutes ticked by and soon Kirofsky had confessed all his innermost thoughts.

"Comrade," the official said softly, "will you sign what you have just dictated and stand by these statements at your trial?"

"Of course I will!" answered Kirofsky. "A traitor like myself should be tried before the people. I have betrayed my country and I hate myself for it! I no longer care what happens to me. If I could ask for anything, it would be for an end to this life of mine!"

"Comrade," said the official, "the man you called a butcher is not without mercy. He will grant your last wish."

**UNDERSTANDING THE STORY**

A. Complete the sentences below.

1. Lenin promised ———, ———, and ———.
2. The Communists worried about how to ——— the country after the civil war was ended.
3. After Lenin’s death the brutal fight for power was won by ———.
4. Kirofsky was brought to a police station where ——— and dangerous ——— were usually taken.
5. Kirofsky was imprisoned in a room without ———.
6. Kirofsky became convinced that he was ——— of some monstrous crime.
7. Kirofsky thought that he had plotted to remove ——— from power.
8. Kirofsky ——— to many crimes against the state.
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. Lenin died from this</td>
<td>(a) &quot;Why am I here?&quot;</td>
</tr>
<tr>
<td>2. First thing Kirofsky felt</td>
<td>(b) a traitor</td>
</tr>
<tr>
<td>3. What Kirofsky was told</td>
<td>(c) a stroke</td>
</tr>
<tr>
<td>at the police station</td>
<td>(d) a confession</td>
</tr>
<tr>
<td>4. Question that Kirofsky</td>
<td>(e) anger</td>
</tr>
<tr>
<td>asked himself</td>
<td>(f) he will be executed</td>
</tr>
<tr>
<td>5. Man Kirofsky hated</td>
<td>(g) nothing</td>
</tr>
<tr>
<td>6. What Kirofsky signed</td>
<td>(h) Stalin</td>
</tr>
<tr>
<td>7. What Kirofsky called</td>
<td></td>
</tr>
<tr>
<td>himself</td>
<td></td>
</tr>
<tr>
<td>8. What will happen to</td>
<td></td>
</tr>
<tr>
<td>Kirofsky</td>
<td></td>
</tr>
</tbody>
</table>

C. Although he was not beaten or physically harmed, Kirofsky signed a confession of guilt. Should your police force use methods like those in the story to get confessions? Explain.

**ACTIVITIES AND INQUIRIES**

1. Use each of the following key terms in a sentence.
   - Communist
   - unite
   - retreat
   - official
   - confess
   - invade
   - comrade
   - plot
   - treason

2. Imagine that Kirofsky is on trial. You are to be his prosecutor. Prepare the case against him.

3. Pretend that you are to be Kirofsky’s lawyer. Prepare the case in his defense.

4. Suppose that you are an American reporter at Kirofsky’s trial. Write an article describing the trial. Tell if Kirofsky will be found innocent or guilty. Write your opinion of the verdict.

5. Look at the illustration on page 327. Describe the scene. Write your own title for the picture.
4. The Prize

Stalin remained in power for more than 25 years. During this time, the Russian people saw the government add to its powers at their expense. The government now controlled all factories and farms. It set prices and wages and decided what was to be produced and how it was to be made. Strikes were outlawed. People lived in fear because of the secret police, censorship, and the use of terror tactics.

In 1941 Germany attacked the Soviet Union. Four years of hard fighting followed, much of it on Russian soil. Once again, the Russian people suffered unbelievable hardships.

At the end of the war Stalin was even more firmly in power. No relief was in sight for the Russian people. The war had brought other European countries under Russian control. They too began to feel the sting of the dictator's whip. As time went on, Stalin's appetite for power grew even greater. All Russia trembled before his cruelties. Finally, the year 1953 arrived and brought with it a ray of hope for the Russian people: Stalin died.

Which way would the Soviet Union turn now? Would its new leaders relax some of the controls over the Russian people? These were the questions that were being asked by the Russians as well as outsiders. To this day, Soviet officials deny that the Russian people are not permitted to express themselves freely. Let this story help you to decide if they are telling the truth.

In our story, Boris Pasternak (paz-ter-NACK), a Russian writer, has been notified that he has been awarded a Nobel Prize for his book Dr. Zhivago (zhih-VAH-goe). Pasternak has agreed to accept the award. A friend and fellow writer, Ilya Ehrenburg (AIR-on-borg), has come to talk with Pasternak.
"Well, Ilya," said Boris Pasternak, "are you happy for me?"
"Boris," answered Ehrenburg, "you have written an interesting book, but I am afraid that it is also a dangerous one."
"Dangerous?" asked Pasternak. "Why dangerous?"
"Let us say that there are important people who do not like your book."
"But—"
"Boris, let me finish!" interrupted Ehrenburg sharply. "I have it from the highest authority that you would be wise to refuse the Nobel Prize."
"But Ilya," pleaded Pasternak, "I have already notified the Nobel committee that I am going to Sweden to accept the prize."
"Then you must write them immediately and tell them that it is all a mistake," advised Ehrenburg.
"Ilya, my book has been translated into many languages and is being read all over the world."
"And why have our enemies turned it into a best seller?" Ehrenburg cut in. "Because you have given them more reason to criticize us."
"But I am not a politician," pleaded Pasternak. "I am a writer. I have written the truth as I understand it."
"Boris, the Communist party decides what the truth is. Take my advice. Don't accept that prize."
"The ghost of Stalin continues to haunt this country after all," replied Pasternak.
"Stalin—did you say Stalin?" asked Ehrenburg. "Stalin is dead and everything he stands for is dead as well. Do not speak of Stalin to me."
"Then, why," flashed Pasternak angrily, "am I being asked to turn down the Nobel Prize? Is it because I wrote a book that describes the human soul as free and able to rise above all things?"
"Boris," said Ehrenburg, "stop asking these foolish questions. Tell me that you agree not to accept the prize."
"And if I choose to accept?"
"Then, my friend," said Ehrenburg, "you will be free to leave-
the country to collect your prize. But you will not be allowed to return. Now what is your answer? I must have it within the hour."

There was silence for several minutes.

"I am an old man," sighed Pasternak. "All that I am—my life and my thoughts—has been shaped by my country. I cannot have a life anywhere else. I will turn down the prize."

"Spoken like a wise man," said Ehrenburg.

"No, I am an old man who wants to be buried in Russian soil," answered Pasternak. "But I have learned a valuable lesson tonight. For the first time, I understand why the government hates my book!"

"And why is that?" asked Ehrenburg.

"It is not Pasternak the writer that the government is concerned with," said Pasternak. "It is Zhivago, the hero of the book. His soul belongs only to himself, and he frightens the government."

"Zhivago is only a figment of your imagination," protested Ehrenburg, half amused.

"No, my friend," answered Pasternak, "he is real enough, and one day the government will have to deal with him."

Postscript. Throughout the 1960s and 1970s, Russian artists, writers, and scientists spoke out against the government. Many were jailed, placed in insane asylums, or denied the right to work. Nevertheless, the criticism continued, and it still continues. Alexander Solzhenitsyn was warned many times to stop his criticism of the government. But he dared any punishment, even death, and continued to criticize. Boasting that all Russians may speak out freely, the Soviet government forced Solzhenitsyn to leave Russia in 1974.

To this day, the Soviet government gives no sign that it is willing to allow true freedom of expression. Most people are afraid to speak out because they know it will cost them dearly. However, the Russian "Zhivagos" continue to fight to keep their souls free, and they will meet that price.
UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion or point of view.

1. Stalin was the most effective leader the Russians ever had.
2. Under Stalin, the government set prices and wages.
3. Stalin's secret police caused people to live in fear.
4. Since Stalin's death, the Russian people have enjoyed a better life.
5. The Soviet government thought that Pasternak had written a dangerous book.
6. Pasternak won the Nobel Prize for his book.
7. Pasternak's book was translated into many languages because it criticized the Soviet Union.
8. Pasternak turned down the Nobel Prize.

B. Read the selection and answer the questions that follow.

The Soviet Union is not a democracy. Millions of people rot in concentration camps and prisons. There is no freedom in the Soviet Union. The Soviet leader has so much power that he can take away any right that he gives. Each year, the terror grows worse. The Soviet Union rests upon a sea of blood, an ocean of tears, and a world of suffering. How can fear, force, lies, and misery make a better person?

1. The person who wrote this selection (a) likes the Soviet system (b) dislikes the Soviet system (c) has no opinion.
2. The author says the Soviet Union is not a (a) dictatorship (b) democracy (c) police state.
3. According to the author, millions of Russians are (a) loyal to the government (b) getting ready to revolt (c) rotting in concentration camps and prisons.
4. The author writes that, to this day, the Soviet people still do not enjoy (a) freedom (b) bread, land, and peace (c) decent housing.
5. The few rights that the people enjoy may be taken away at any time by the Soviet (a) police (b) leader (c) army.
6. The author believes that, since the revolution, the terror has (a) grown worse (b) practically disappeared (c) remained the same.

7. The Soviet system rests upon (a) justice and equality (b) private ownership of property (c) fear, force, and lies.

C. Imagine that Boris Pasternak chose to accept the Nobel Prize. The Soviet government ordered him to leave the country and never return. Would Pasternak have chosen to live in the United States? Explain your answer.

ACTIVITIES AND INQUIRIES

1. Imagine that you are a reporter. You wish to interview Boris Pasternak. Prepare the questions you would like to ask him. Now answer the questions as if you were Pasternak.

2. Now imagine that you are the same reporter. You wish to interview Ilya Ehrenburg. Prepare the questions you would like to ask him. Answer those questions as if you were Ehrenburg.

3. Look through a local newspaper. Imagine that it is a Soviet newspaper, and all the events that happened in the United States really happened in the Soviet Union. Write down three statements in the paper that would not be printed in a Soviet paper.

4. Assume that you are about to move to the Soviet Union. How will your life there be different from your life in the United States?

5. Pretend that you are a Soviet citizen. You are angry because Pasternak has been forced to turn down the Nobel Prize. Draw a poster that shows how you feel. Would you walk around with this poster? Explain.

6. Use each of the following key terms in a sentence.
   authority    hardship    politician
   censorship    translate
5. The Balance Sheet

Many people continue to speak out against the Soviet Union. They say that its leaders are guilty of committing many crimes against the Russian people. Yet others speak in favor of the Russian experiment. Some say that while Russia is old, the Soviet Union is still very young. In time, they claim, the Soviet Union will become all that the Russian people hope for.

Others remember what Russia was like before the Communist revolution. For them, the Soviet Union is a great improvement over the Russia ruled by the czars.

In our story an old man and his grandson are discussing the Soviet Union. Both are Russian born, yet each has his own picture of the Soviet Union.

Leningrad, 1975

"No, Grandpa, I don't agree. I don't agree that the Russia of today is a hundred times better than the Russia of yesterday. How can a nightmare be an improvement over anything?"

"Ah, Leo, you are 30 years old and still a child," said Grandpa. "How can you speak of nightmares when you have never really lived through one?"

"Grandpa, millions have been killed and tortured in this country. And why? Just because they did not agree with the government. The government decides what I read, what I wear, where I travel—indeed, whether I travel at all. Even my education was decided for me by the government. If this life is not a nightmare, at least agree it is a very bad dream."

"I have lived through a different bad dream," answered Grandpa. "I remember a different Russia. In that Russia, people fought over scraps of bread. We worked long hours for wages that"
barely kept us alive. People in that day would have kissed the hands and feet of the same government leaders you speak against."

Leo looked at his grandfather carefully. "You curse the czars even though they are no longer in power. Yet you would kiss the hands and feet of leaders who are just like them. I don't understand you, Grandpa."

"Leo, the czars were driving Russia to its grave. The Communists have brought life back to our people. Today we have jobs; our children go to school. We are well fed and our government takes good care of us. People once laughed at Russians. Today we are one of the world's most powerful people. I am not ashamed to say that the Communists have done a great deal for Russia."

"But what of the price that we have been forced to pay?" protested Leo. "The killings and the Siberian death camps and the loss of liberty."

"Bah!" said Grandpa impatiently. "Our country was diseased. The Communists cut out the infection. Can you eat freedom? Can you wear liberty? If we have been asked to pay a price for the good things we have today, I say that we have received good value."

Leo muttered, "Humanity does not live by bread alone!"

His grandfather laughed.

UNDERSTANDING THE STORY

A. Tell which of the statements are true.

1. Every Russian speaks out freely against the government of the Soviet Union.
2. Some people believe that the Soviet Union today is a great improvement over the Russia ruled by the czars.
3. Millions of people in the Soviet Union have been killed and tortured.
4. The Soviet government keeps its people under tight control.
5. The Russian people are better fed today than they were in czarist Russia.
6. The Soviet Union gives liberty to all of its people.
7. Leo spoke highly of the Soviet Union.
8. Grandpa prefers life in the Soviet Union to life in czarist Russia.
B. Decide who made or might have made the remarks that follow. Write L for each statement that Leo made or might have made and G for each statement that Grandpa made or might have made.

1. Life in the Soviet Union is a nightmare.
2. The Soviet government decides when and where people may travel.
3. In old Russia, people fought over scraps of bread.
4. Thanks to the Communists, the Soviet Union today is one of the world's most powerful nations.
5. The Soviet government takes good care of the people.
6. Millions of people have been killed and tortured because they disagreed with the government.
7. You cannot eat freedom or wear liberty.
8. Humanity does not live by bread alone.

C. Imagine that Grandpa has been given permission to visit the United States. You have been asked to be his guide. What would you take him to see? How would he feel about the United States? Would the Soviet government want people like Leo, who opposes their government, to visit the United States? Explain.

ACTIVITIES AND INQUIRIES

1. Assume that you are an American reporter. You are visiting the Soviet Union. You have just interviewed Leo. Write an article describing what life in the Soviet Union is like.
2. You are the same reporter. This time, interview Grandpa. Will you change anything in the article you just wrote? If so, what? If not, why not?
5. The caption of a cartoon is: "The finest freedom is the freedom from hunger." How would Leo reply to this statement? How would Grandpa reply to this statement? With which person would you agree? Explain. Draw the cartoon that fits the title.
6. Workers Become Bosses

Italy had been on the winning side at the end of World War I. Italy entered the war on the side of Germany but soon switched over to the side of England and France. She made the right choice. But the Italian people had little to be happy about. The Treaty of Versailles had not given them all the land they wanted, and the war had been very costly. Exactly how costly, the Italians were about to find out.

As our story opens, a group of factory workers are arguing. Ask yourself why these workers are so unhappy. What are they prepared to do? Would you have gone along with these workers?

**Milan, 1920**

"Fools! Fools! You're all a bunch of blind, pig-headed fools!" shouted Vito at his fellow workers. "This stupid plan will never work!"

"What should we do, then—let them starve us to death?" asked Gabriele, the leader of the group.

At this, the other men began to mumble among themselves and to glare angrily at Vito.

"Say what you will," Vito replied. "We are fools to think we can take over this factory and run it by ourselves. What do we know about managing a factory?"

"Can we do any worse than the fat capitalists who own the plant?" asked Tony. "Thanks to them, prices are rising, wages are low, jobs are scarce, and goods are of the worst quality—if you can find them!"

"Still trotting out the Communist line, eh, Tony?" mocked Vito.

"And why not?" Tony replied hotly. "The Communists are the only people who make sense in all of Italy."
"Vito," interrupted Gabriele, "it's about time you woke up to what's happening in this country. All of us here risked our lives in an idiot war, and what's the payoff? We came back to find that the men who stayed home got the jobs or made fortunes from the war. We who faced death now have to stand on breadlines or beg for work!"

"But things will get better," replied Vito. "The government won't let these things go on for much longer."

"Bah!" blurted Gabriele in disgust. "The government is useless! It's run by fools who can't agree over anything! No, it is the people who must solve their own problems. There is no government to help us."

"And so, by taking over this factory, you begin to solve Italy's problems!" sneered Vito.

"It's a beginning," answered Gabriele, and the others nodded in agreement.

"The beginning of the end!" muttered Vito under his breath.

UNDERSTANDING THE STORY

A. Tell which item makes each statement correct.

1. The Italians were unhappy with the Treaty of Versailles because they believed that Italy did not get enough (a) land (b) money (c) medals.
2. The men in the story were thinking about (a) getting married (b) taking over a factory (c) joining the army.
3. This was true of wages and prices in Italy in 1920: (a) wages were up and prices were down (b) wages were down and prices were up (c) wages and prices were up.
4. Vito called Tony a (a) socialist (b) capitalist (c) Communist.
5. Gabriele was angry because the people with jobs were (a) former soldiers (b) men who never went to war (c) Communists.
6. Vito said that things would get better because of help from (a) the government (b) the army (c) the Communists.
7. Which man disagreed with the other two? (a) Vito (b) Gabriele (c) Tony.
B. *Which statements show how Italy was affected by World War I?*

1. Italy got all the land she wanted.
2. Returning soldiers could not get jobs.
3. There was a shortage of goods.
4. Wages were higher than ever.
5. Prices were higher than ever.
6. All Italians were sure that the government would solve their problems.
7. Communists wanted the workers to take over factories.

C. Imagine that Vito and Gabriele are visiting the United States. How would Vito advise us to solve our problems? How would Gabriele advise us? Which man's advice do you think Americans should follow? Explain.

**ACTIVITIES AND INQUIRIES**

1. Go to the library. Prepare a report on conditions in Italy after World War I.
2. Imagine that you are a member of the Italian government. You are meeting with Gabriele. You want him to agree that he will not ask the workers to take over the factory. Write the arguments that you will use to convince Gabriele.
3. Imagine that you are Gabriele. What promises do you want the government to make?
4. Assume that the workers tried to take over the factory. Gabriele was arrested and placed on trial. Prepare the case against him.
5. Now assume that your job is to defend Gabriele. Prepare his defense.
7. Benito Mussolini

The workers' takeover of factories led to confusion and even lower production. Most workers admitted their mistakes and agreed to give the factories back to their owners. But the property owners had been frightened by this. From now on, they would throw their support and their money to those who promised to help them keep their property.

Out of the ashes of confusion would arise a man whose drive to power could not be stopped. His name was Benito Mussolini (mus-soh-LEE-nee).

Ask yourself how Mussolini will come to power. Should the factory owners have supported him? Does he have the answers to Italy's problems?

Rome, 1923

You are Benito Mussolini, and you are about to become the most powerful man in Italy. You have worked hard to become somebody. You have been a teacher, a newspaperman, a soldier, and a political leader. Life for you has been hard but interesting.

You are no stranger to violence. You have seen men killed in battle, and you yourself were wounded in the Great War. As a young man, you got involved in several fights and once threatened a man with a knife. You are also outspoken, and you have spent time in jail because of this.

People are not sure what you stand for. You spoke out against the Great War when it first began. Later you were thrown out of the Socialist party for speaking in favor of the war. You claim to be in favor of improving working conditions. Yet you have hired yourself out many times as a strikebreaker.

While others may be confused by your actions, you know...
exactly what you want: power! You will take any avenue that leads you through the corridors of power, up to the very top.

You are clever enough to know that frightened and confused Italians respect strength and force. This is why you have organized a group that you call the Fascist party. You dress these men up in black shirts and use them to beat up your enemies. Sometimes your men get carried away and force castor oil down the throats of those who speak out against you. This always makes you laugh.

The Communist party has been very useful to you. Every time there is a strike or riot, you blame the Communists, and your men take to the streets and break workers' heads. The factory owners and landowners are grateful to you, and they see that a lot of money comes into your hands.

You have tried to take control of the government by legal means. The Italian people, for the most part, have not given you their support at the polls. You must find another way!

Now you have decided that the time is ripe to make your move. You will simply take over the government by force. The government is weak and the king will do anything to keep his throne. He has already promised you his complete cooperation. Many in the government hate you, and they can stop you only if they stand together. You know that this will not happen!

You have sent 40,000 men to march on Rome to force the government to give in to you. You take no chances—you wait safely in Milan. Should there be trouble, you are ready to make your escape to another country. You have nothing to worry about. The march will go smoothly and will accomplish its purpose. The people will be impressed and the government will be frightened. You will be invited to go to Rome and take control of the government.

You can't possibly know it, but your worst days are in front of you. But you are now about to become the most powerful man in Italy, and today belongs to you!
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. One result of the takeover of factories by the workers</td>
<td>(a) strikebreaking</td>
</tr>
<tr>
<td>2. The workers decided to do this after awhile</td>
<td>(d) power</td>
</tr>
<tr>
<td>3. These people supported Mussolini</td>
<td>(e) Fascist party</td>
</tr>
<tr>
<td>4. Mussolini once belonged to this political party</td>
<td>(f) give the factories back to the owners</td>
</tr>
<tr>
<td>5. Mussolini earned money by doing this</td>
<td>(g) Socialist party</td>
</tr>
<tr>
<td>6. This is what most attracted Mussolini</td>
<td>(h) property owners</td>
</tr>
<tr>
<td>7. Mussolini organized this political party</td>
<td></td>
</tr>
<tr>
<td>8. This political party was blamed for strikes and riots</td>
<td></td>
</tr>
</tbody>
</table>

B. Number the events below in the order in which they took place according to the story.

Mussolini was thrown out of the Socialist party.
World War I broke out.
Mussolini spoke out against World War I.
Mussolini’s army marched on Rome.
Mussolini spoke out in favor of World War I.
Mussolini organized the Fascist party.
Factories were given back to the owners.
Property owners supported Mussolini.

C. Imagine that Mussolini is in the United States. He wants to become the leader of the American people. Write a step-by-step plan telling how Mussolini would probably try to take power. Would this plan succeed? Explain.
ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   violence strikebreaker polls
   Socialist Fascist

2. Go to the library. Prepare a report on how Mussolini came to power.

3. Assume that Mussolini has just come to power. You are going to interview him. Write the questions that you would like to ask him. Now answer the questions as you think Mussolini would.

4. Imagine that you are an Italian newspaper reporter. Mussolini just became the most powerful person in Italy. Write an article about whether or not you think Mussolini will help the Italian people.

5. Imagine that you are working for Mussolini. He asks you to draw a poster. The poster is to tell people that Mussolini is going to solve Italy's problems. Draw the poster.
8. The Two Faces of Italy

Riots, strikes, unemployment, high prices, and murder in the streets were all part of the Italy that Mussolini inherited. Italians wondered if things would get better now that Mussolini was in power.

Did things get better? Gina, a school teacher, has an opinion. Her father has a different opinion. Perhaps you will form an opinion of your own.

Naples, 1935

"That madman!" shouted Gina. She slammed down her newspaper. "Now he makes war on Ethiopia (e-the-O-pi-a)."

"Quiet!" begged Mr. Mora, her father. "Do you want us to be jailed?"

"And where do you think we are right now?" answered Gina. "Thirty-six million Italians are in prison, and Mussolini is our jailer!"

"Gina, please. Your temper will get us all into trouble. Besides, I don't agree with you."

"Here we go again. My father, the Mussolini lover, is about to make his favorite speech!"

"Yes, young lady, and while I'm at it, I'd like to remind you that I'm your father. I'm entitled to some respect."

"Yes, Father, if you think so."

"Very well, make fun of me. But at least have the decency to admit that Mussolini has done wonderful things for the Italian people."

"For the Italian puppets, you mean."

"Gina, you make me want to cry. You forget that Mussolini has brought us peace and quiet. Most children are being taught to read and write. Our factories are running day and night. Our cities are cleaner. Our farmers are beginning to use electricity. Even our trains are running on time!"
"Yes, of course, we have peace and quiet," said Gina. "How could it be otherwise? The secret police are everywhere. People who speak out against the government are thrown into jail. Strikes are forbidden by law. The newspapers, the radio—even the letters we write—are carefully watched by the government."

"Yes, yes," said her father. "But these people are troublemakers. They deserve what they get. And who needs strikes? And so what if the government watches over the newspapers and the radio? I trust Mussolini, and I know that he is right!"

"How can you be so blind? Your wonderful Mussolini cares nothing for us. It is for himself that he does these things. He wants to go down in history as the greatest caesar of them all. And my students believe he is that right now!"

"And how can your students think so well of Mussolini?"

"Why not?" answered Gina. "They are surrounded by posters of him. They learn about him in every school subject. Textbooks give him credit for things he never did. We teachers are under orders to drill students to say again and again, 'Mussolini is always right.'"

"Then our students go home and listen to radio programs that repeat his name. Newspapers are filled with news of his latest deeds. Their parents sound just like you! Is it any wonder that they think Mussolini is the greatest person in the world?"

"But why do you carry on so?" asked her father. "After all, haven't we come a long way from the days before Mussolini?"

"A long way indeed," answered Gina. "And I fear that the way back will be very hard to find."

**UNDERSTANDING THE STORY**

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

1. Conditions in Italy were good when Mussolini took power.
2. Mussolini declared war against Ethiopia.
3. Gina was a supporter of Mussolini.
4. All Italian people hated Mussolini.
5. Mussolini saw to it that the secret police were everywhere.
6. Strikes were not allowed in Italy.
7. Mussolini's name was never spoken in classrooms.
8. Mussolini's face and deeds were known all over Italy.

B. List four arguments that Gina's father used to convince her that Mussolini had done wonderful things. List four arguments that Gina used to convince her father that Mussolini had done terrible things.

C. Some people say that the United States could use a person like Mussolini to solve its problems. List five problems that Americans face today. How would Mussolini try to solve these problems? Would he succeed? Do you think that Mussolini would be good for the American people? Explain your answer.

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on the living conditions of the Italian people while Mussolini was in power. Find a picture of Mussolini. What does the picture tell you about the man?
2. Imagine that you are visiting Italy. Mussolini is in power. Write a letter home telling what is happening in Italy.
3. Pretend that you are working for Mussolini. Your job is to make sure that nothing bad is written or printed about Mussolini or Italy. Look at the letter you just wrote. Underline all statements that Mussolini would not want people to write.
4. Read the following story and answer the questions that follow.

   A wolf was very hungry and cold. He tried to steal a chicken. The wolf was stopped by a farm dog. The wolf begged the dog to let him steal the chicken. The dog told the wolf that if he worked for the farmer, he would never be hungry or cold again. The hungry wolf followed the dog to the farmhouse. Just before the wolf entered the house, he noticed a leash mark on the dog's neck. The wolf ran back into the forest.

   Why did the wolf run away? Who is Gina in the story? Who is Gina's father in the story? Who is Mussolini in the story? Explain your answers. What would have happened to the wolf if he had not run away?
5. Imagine that Mussolini read the story of the wolf and the dog. Would he want to change the story? Why?
"How much money is this arm worth?"
At this moment, four men rushed the one-armed man and quickly moved him away from the crowd. Quietly and viciously they beat and kicked him.

The speaker addressed the crowd once again. "You see how dangerous these Jews are? If you speak against them, they will do anything to stop you. I have seen this man before. He lost his arm in an accident. Now he wants you to believe that he lost it in the war. Don't feel pity for him. He is your enemy, and he is getting what he deserves. Today we punish him. One day soon we will deal with all of his race!"

"But," interrupted someone from the crowd, "even if we deal with the Jews, how will this help solve Germany's problems?"

"The Jews are not the only ones to be dealt with," answered the speaker, his eyes glistening. "We Germans are the master race. We were born to rule, not to serve! All inferiors—Jews, Gypsies, old people, cripples, the mentally retarded, and others of this kind—must be separated from us so that we can fulfill our destiny!"

"And what is our destiny?" cried a young man.

The speaker smiled. "Our destiny is to unite all German people everywhere in the world. Once we have done this, we must provide living space for our people. We must move to the east, take Russian lands, and make the Russians our slaves!"

"But this means another war!" yelled someone in the crowd.

"No," answered the speaker. "The West is afraid to fight. They know that they did not defeat us the first time. They will not want to meet us on the field of battle again. Besides, do they care what happens to a pack of Communist dogs?"

"Young man," cried an elderly Catholic priest, "I have listened to everything that you have said. I am shocked that only one person has spoken out against you!" The priest turned to the crowd and said, "How can you as Christians listen to these ugly things and remain silent? Have you no shame?"

At these words, many in the crowd turned red with embarrassment and lowered their heads. Some began to walk away.

The speaker's face now became red with anger. "You old fool! Don't you know that Jesus Christ was born and died a Jew? When Jesus said turn the other cheek, he meant for us to turn so that the Jews could slap us again. The Jews invented Christianity and gave it to us so that they could continue to control us through Christian
teachings. For centuries, Christianity has been used by the weak to control the strong!"

The priest was silent for a moment. He said, "You are a bitter man—your mind is twisted and sick! As angry as the German people are today, they will never listen to you! You will soon crawl back into the sewer you came from, never to be heard from again!"

Having said this, the priest turned and walked away. Others looked around once or twice and slowly began to drift away. Soon there were only a few people left.

One man, middle-aged, his suit a bit shiny and his collar frayed, walked up to the speaker. He said, "Never mind that old fool. You speak of things the way they really are. You have opened my eyes and I am grateful. I would like to know your name."

"My name," said the speaker, brushing his hair away from his eyes, "is Adolf Hitler."

UNDERSTANDING THE STORY

A. Tell which statements are true.
   1. Germany suffered from food shortages after World War I.
   2. Employment was up and prices were down in Germany after the war.
   3. Some Germans believed that Germany did not really lose the war.
   4. Adolph Hitler believed that Germans were just like any other people.
   5. Hitler believed that Germany must one day move against Russia.
   6. Hitler felt that the western European countries would not fight to protect Russia from Germany.
   8. Hitler was a very religious man who believed in Christianity.

B. Read the selection and answer the question that follows.

The German does not speak much. The people of other races talk a lot. They do not have anything important to say. The German chews his food with his mouth closed. Other races chew with a smacking
noise like animals. Only the German race walks and
stands fully upright. The German has a great mind.
He has great courage. Other races walk like cows and
ducks. They talk with their hands. The German is
very clean. Other races live in dirt. The Germans
have nothing in common with other races. The Ger-
man has created all things fine and good. Germans
are clearly better than all other races.

Do you agree with the information in this reading selection?
Why do you think the selection was written?

C. Imagine that you hear a person making a speech in a local park.
He is saying terrible things. He blames one particular group for
all the troubles of our country. He asks that the crowd join with
him in throwing those people out of the country. Would you
stop to listen to this speaker? Explain. Should the speaker be
permitted to make remarks of this type? Explain.

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
solution inferior twisted
master race destiny

2. Study the graph showing the value of the German mark from
1921 to 1923 on page 353. The graph shows how many German
marks were worth one dollar during the years 1921 to 1923. Tell
which item below makes each statement correct.
a. Between 1921 and 1923, the German mark (1) became more
valuable (2) became almost worthless (3) kept the same
value.

b. In 1922, the value of the mark was how many times the value
of the mark at the end of 1923? (1) 100,000 times (2) a million
times (3) 10 million times.

c. According to the graph, in 1923 the German people could buy
(1) more (2) less (3) the same with their money than in 1922.
d. Compared with 1922, the German people in 1921 were (1)
better off (2) worse off (3) about the same.

e. How would Hitler have explained why the German mark
became worthless during the years 1921 to 1923?

3. Look at the illustration on page 349. Describe what is happen-
ing. Write your own title for this picture.
The value of the German mark per dollar, 1921–1923

4. Read the following selection. Then explain who was to blame for the German mark becoming worthless during the period 1921 to 1923.

The government let the mark fall in value in order to free Germany of her war debts. German factory owners rid themselves of their war debts. The army was in favor of the fall in the value of the mark. This would wipe out Germany’s war debts and leave her free to prepare for a new war. Most people did not know that the army, the state, and the factory owners were being helped by the fall in the value of German money. All they knew was that a large bank account could not buy even a bunch of carrots and a pound of potatoes, sugar, or flour. People were hungry and they were angry.

5. Study the graph (activity 2) and the reading selection (activity 4) once again. Do you think that the fall in the value of the German mark helped make Adolf Hitler more popular or less popular with the German people? Explain your answer.
10. Hitler's First Move

By 1923 Adolf Hitler felt that the time had come for him to make his first important move to take over all of Germany. He and his followers planned to march on Munich, the capital of the German state of Bavaria, and to take it over by force.

How could such a small group have hoped to succeed? Why did Hitler think that the time was ripe for a takeover?

Munich, 1923

Three thousand men raised their beer glasses and cheered as the state commissioner of Bavaria, Gustav Kahr, began to speak. Sitting with Kahr were General Lossow, the commander of the army in Bavaria, and Colonel Seisser, the head of the state police. These three officials were the most important men in Bavaria. They were in the beer hall to conduct a political rally.

While Kahr spoke, a man entered the hall followed by others carrying rifles and pistols. The crowd was so interested in Kahr's speech that only a few took notice of the stranger and his group. Suddenly the man pulled out a pistol, jumped up on a table, and fired a shot into the ceiling.

People quickly turned away from Kahr and stared at the man standing on the table. In no time, his name was whispered throughout the hall. Adolf Hitler was no stranger in Munich.

Pistol in hand, Hitler jumped from the table, ran to the stage, pushed Kahr aside, and shouted, "The revolution has begun!"

All was confusion. While the crowd tried to make sense of what was happening, Hitler and his aides forced the three government leaders into a room next to the stage.

"You must join with me now!" cried Hitler. The three men said nothing. Hitler continued, "The French occupy our country. Fac-
tories are closing all over Germany. Millions are out of work. Every
day, people are losing their life’s savings. Our money has lost most
of its value. All Germany is ready to follow the man who will put an
end to this, and I am that man! Will you three join with me?"

The men exchanged glances. They shook their heads—no.

Hitler angrily rushed from the room and stood before the con-
fused mob. “I am happy to announce,” he said, “that Kahr, Los-
sow, and Seisser have just agreed to join the revolution!”

Some in the crowd began to cheer.

“They will each hold important positions in the new German
government. I will lead the government, and General Ludendorf,
our great war hero, will lead the new German army! We will take
over Bavaria now. From here, we will march on Berlin. Soon all
Germany will be ours, and a new day will begin for all of us!”

At last the crowd understood, and people cheered themselves
hoarse.

At this moment, General Ludendorf arrived. Told what had
happened, he grew angry that he had not been asked to help plan
the revolution. But Hitler assured Ludendorf of how important he
was to the success of the movement, and Ludendorf was soon won
over.

A cheering crowd behind him, Hitler, with Ludendorf at his
side, rushed back to the three Bavarian leaders. He waved his
pistol at them and shouted, “Will you join me now?”

The three men exchanged glances. They nodded—yes.

Happier than he had ever been, Hitler danced around the
room. For the first time, he really believed that his dream of
becoming Germany’s leader was about to come true. Hitler,
Ludendorf, and the three officials now walked back into the hall
together. Instantly the crowd burst into applause, and many
rushed over to congratulate the men. Surrounded by admirers,
Hitler and Ludendorf did not notice that the three Bavarians had
quietly slipped out of the beer hall.

Safely away from Hitler and his lieutenants, Kahr, Lossow, and
Seisser quickly agreed that they could not support Hitler’s revolu-
tion. They made arrangements to gather troops and police to stop
Hitler’s group.

By morning, Hitler was aware of what had happened. “Gen-
eral,” he said to Ludendorf, “we cannot fight the police and the
army. We need them on our side. This is not the right time for us to make our move."

"Nonsense!" boomed Ludendorf. "We will march on Munich and take the city before this day is over. As for the army and the police, they will never open fire as long as I lead the march! Germany loves her war heroes too much to risk killing them."

Not convinced, but afraid to back down, Hitler gave the signal for the march to begin. He and Ludendorf led a small group of followers to the center of the city. They were met by a large police force armed with rifles. The two groups nervously faced each other. Shots rang out. Sixteen of Hitler's men and three policemen fell dead. The rest of Hitler's group fell to the pavement to avoid being shot.

One man continued the march. He brushed past the police to the next square. Just as he had said, not a single shot was fired in his direction. Upon reaching the square, Ludendorf turned to see if Hitler was still with him. Hitler was stretched out on the pavement along with the others.

Men cried out to Hitler for help, but he rose, rushed by them, and leaped into a waiting car to make his getaway. Days later, Hitler was found hiding in a friend's house. Hitler was arrested and brought to trial for treason. Newspapers all over Germany printed the story. For a short time, Hitler's name, once known only in Munich, was spoken everywhere.

At the trial, Hitler acted as his own lawyer. He argued before the jury that he was only trying to help Germany. But the jury found Hitler guilty of treason and sentenced him to five years in prison.

"Well," said many Germans after the trial, "I guess that's the last we'll ever hear of Adolf Hitler."

UNDERSTANDING THE STORY

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

1. Hitler planned to take Munich by force.
2. Political meetings in Munich were always held in beer halls.
3. Hitler wanted Kahr, Lossow, and Seisser to join with him in making a revolution.
4. French occupation was the cause of millions of Germans being out of work.
5. Many Germans were losing their life’s savings.
6. General Ludendorf agreed to join Hitler.
7. Kahr, Lossow, and Seisser agreed that they could not support Hitler’s revolution.
8. Germans would never shoot at a war hero.

B. Complete each of the following sentences.
1. Munich is the capital of the German state of ______.
2. Kahr, Lossow, and Seisser were the most ______ men in Bavaria.
3. Adolph Hitler jumped up on a ______, pulled out a ______, and fired a shot into the ______.
4. Ludendorf was a great ______ hero.
5. The march on Munich was met by a large ______ force armed with ______.
6. ______ of Hitler’s men died in the shooting.
7. Hitler was tried for ______.
8. Hitler was sentenced to ______ years in prison.

C. While in jail, Hitler asked himself what had gone wrong in Munich. List the mistakes you think Hitler made. On the basis of this story, do you believe that the German people had heard the last of Hitler? Explain.

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on Hitler’s march on Munich.
2. Imagine that Hitler is on trial. He is charged with treason. Prepare the case against him.
3. Assume that you have been assigned to defend Hitler at his trial. Prepare the case in his defense.
4. Pretend that you are a member of the jury at Hitler’s trial. Would you vote “guilty” or “not guilty”? Explain your vote.
5. Hitler’s trial is over. Assume that you are a reporter assigned to interview Hitler in prison. Write the questions you would like to ask him. Now answer the questions.
11. An Unholy "Bible"

By 1928 good times had returned to Germany, and the breadlines had all but disappeared. The German people seemed pleased with their democratic-republican style of government. Few stopped to listen when the Communists and the Nazis held street corner rallies. The future for Germany and for world peace seemed very bright.

In our story, an American attending school in Germany talks to his German roommate about a book he has just finished reading.

Ask yourself why the American and the German were discussing Mein Kampf.

Berlin, 1928

"Have you read this, Karl?" Bruce held up a book titled Mein Kampf (my struggle).

Karl hesitated. He replied, "I suppose many Germans have read it."

"Slept through it, you mean," said Bruce. "It's so boring. Besides, it's filled with half-baked ideas and half-truths."

"You Americans are all alike," answered Karl. "Whatever you don't understand, you call stupid and boring."

"Oh, come on now," protested Bruce. "The clown who wrote this never finished grade school. He has been a failure at everything, even at making a revolution. Why should he be any more successful at writing a book?"

"Say what you will. There are Germans who still think that Adolf Hitler's only crime was that he told the truth," replied Karl.

"What truth, Karl? That Germans are the master race? There is no 'master race.' Nations aren't races. Must France be destroyed, Eastern Europe conquered, and Russia invaded? Should Germany
rip up the peace treaty and start to build up her army and navy?"

"What’s wrong with those ideas?" asked Karl. "Hitler is only saying what most Germans are thinking."

"Then God help Germany if Hitler should ever come to power," answered Bruce. "And by the way," he continued, "any people who can believe a man who says that all pure Germans are tall and blond, while he himself is short, dark, and an Austrian, need all the help that God can give them!"

"Bruce, I admit that some of what Hitler says is hard to understand. But you have to remember that in the past ten years we Germans have lost a war. We have been occupied by France. Our money became worthless. The Communists have grown stronger. Through all this, our government has sat back and done nothing. I think the German people have had enough of a government that lets Communists speak but tries to shut up Adolf Hitler. Watch what happens in the next election!"

"And what do you think will happen?" asked Bruce.

"I think that Hitler’s Nazi party will win a majority in the next election."

"If that happens," said Bruce, "you realize that Hitler will become the leader of the German government."

"Yes, of course," answered Karl.

"And will you vote for the Nazis?" asked Bruce.

"That, my friend, is my business!"

Postscript. On May 20, 1928, the German people went to the polls to vote. Out of 31 million votes cast, only 810,000 went to the Nazi party. The Nazis won 12 of the 491 seats in the government.

UNDERSTANDING THE STORY

A. Tell which item below makes each statement correct.

1. By 1928 (a) many people were listening to the Communists and Nazis (b) few people were listening to the Communists and Nazis (c) the Communists and Nazis were in control of the German government.

2. Bruce found the book Mein Kampf (a) boring and stupid (b) exciting (c) full of great wisdom.
3. Karl (a) agreed with Bruce (b) disagreed with Bruce (c) had not read the book.
4. *Mein Kampf* showed that Hitler (a) was well educated (b) was an expert on many subjects (c) had little education.
5. Karl believed each of the following except (a) Germans were the master race (b) Germany must stay out of all future wars (c) France must be destroyed.
6. Hitler said that all pure Germans were (a) tall and blond (b) short and dark (c) tall and dark.
7. Karl was angry with the German government because it (a) let Hitler speak (b) let the Communists speak (c) prepared Germans for war.
8. In the election of 1928, the Nazi party won (a) 300 of 491 seats in the government (b) 100 of 491 seats in the government (c) 12 of 491 seats in the government.

B. Imagine that Hitler is visiting the United States. He has written a letter home telling what he thinks of the United States. Write Hitler's letter.

**ACTIVITIES AND INQUIRIES**

1. Use each of the following key terms in a sentence.
   - breadlines
   - half-truth
   - street corner rally
   - master race
   - democratic-republican government

2. Imagine that you are visiting Germany in 1928. You have witnessed a Nazi street corner rally. Write a letter home describing what the Nazi speaker said.

3. During your visit to Germany, you found that many Germans were not interested in Hitler's ideas. Write a letter home explaining why you think the German people at that time were not interested in Hitler's ideas.
12. The Fires of Evil

_Prosperous times in Germany_ came to an end in 1929. Germany was just one of the many countries to stagger under the jolt of a worldwide depression. Once again, people stopped and listened when Nazis and Communists held their street-corner meetings.

In spite of bad times, however, neither the Nazis nor the Communists could convince the German people to give them control over the government. In fact, no German political party had a majority of the votes in the _Reichstag_ (riks-TAHK), the German lawmaking body.

Field Marshal Paul von Hindenburg, the president of the German Republic, faced the problem of how to create a majority in the Reichstag. Without a majority, laws could not be passed. He had to choose to join with either the Nazis or the Communists to get his majority. Hindenburg chose the Nazis. He decided that it would be easier to control the Nazis than the Communists. He appointed Adolf Hitler the chancellor (prime minister) of Germany.

Hitler became the chancellor of Germany in 1933. But he was still far from his goal of controlling the government. The Nazi party was still a minority, and Hitler could be dismissed any time the majority voted against him.

Had Hitler come this far only to be turned back before he could take control? Since President Hindenburg, the army generals, and the majority of elected representatives were against him, how could Hitler hope to achieve his ambitions?
Berlin, 1933–1934

"Fire! Fire!"
A crowd of frightened people watched in horror as the fire in the Reichstag building (the government meeting hall) burned out of control. It was February, 1933.

Angry shouts were heard everywhere. "It's the Communists!" "It's a Nazi trick!" "God help us all!"

The next day, a Dutch Communist was arrested and charged with the crime. He confessed on the spot. He did not mention that he had been hired by the Nazis to set the fire.

On the same day Hitler met with Hindenburg and waved a piece of paper at him. "You must sign this, Herr President," pleaded Hitler. "The German people need to be protected from the Communist terror. Granting me police powers will help to do the trick."

Hindenburg, old, tired, and forgetful, pretended to read the document. He nodded his head once or twice and signed.

Later Hitler met with his aides. "The old fool went for it," he said. "Now that the German people have lost their rights of freedom of speech and press, the Nazi party will win the next election. I'll see to it that the Communists are not allowed to hold rallies. In the meantime, we Nazis will say whatever we please about our enemies. We will convince people that there is a plot to destroy the government. The German people will be so frightened that they will trust only the Nazi party. You'll see—this time the German people will give me the majority!"

In March 1933, a general election was held. Over 90 percent of the German voters cast ballots. The Nazis won more votes than ever before, but they still fell short of winning a majority.

Although Hitler was still disappointed by the results, he continued to make himself more powerful. By threatening, bullying, flattering, and promising, Hitler convinced a majority of government representatives to vote to change the constitution. All law-making powers were turned over to the chancellor—Hitler. Next Hitler moved to break up all political parties except the Nazi party. Any who dared to start a new political party would face a stiff jail sentence.
Only two things now stood in the way of Hitler’s becoming the
dictator of Germany: President Hindenburg and the generals of
the German army.

In 1934 the army chiefs met with Hitler and warned him about
his storm troopers, who were his own private army. “You must
put an end to this business,” they demanded. “Your bullies beat
up people; they steal and they arrest innocent people. Germany
must have law and order. If you can’t control these hoods, we
will—even if we have to take the government away from you to do
it!”

Hitler thought, “I need these men. One day they will help me to
conquer Europe!” He decided to go along with them.

“Gentlemen,” he said, “I promise that I will take care of the
problem. There will be only one army in Germany, and that will be
the regular German army!”

As good as his word, Hitler moved against the storm troopers.
He ordered the leaders of the storm troopers arrested or shot.
Hitler’s old political enemies were also rounded up and killed. In
one June weekend, on Hitler’s orders, over a thousand people
were slaughtered.

For these acts, Hitler was congratulated by army leaders and
members of the government. He was cheered in the government
hall when he announced, “I have saved Germany from those who
destroy her by revolution!” No one asked him to prove this charge.

In August 1934 President Hindenburg died. Hitler forced his
cabinet to declare that the offices of president and chancellor were
now combined into one. He would be called the Führer (leader). He
became the sole ruler of the German people as well as commander
in chief of the armed forces.

One of his aides said to him, “Führer (FURE-err), you must be
very happy. You are now one of the greats of history!”

Hitler stiffened. “Not yet,” he replied. “After all, I have only
conquered Germany.” He paused. “So far, that is.”
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 Nazi party won a majority in a free election.
2. A Nazi set fire to the Reichstag.
3. President Hindenburg became very fond of Hitler.
4. The Communists were blamed for the Reichstag fire.
5. Under Hitler, all political parties except the Nazis were forced to break up.
6. Hitler wanted the German people to keep their freedom.
7. The army chiefs warned Hitler to do something about his storm troopers.
8. Hitler had many of his storm troopers killed because he was afraid they would plot against him.

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. A Dutch Communist was hired to do this</td>
<td>(a) stop the storm troopers</td>
</tr>
<tr>
<td>2. Hindenburg gave Hitler powers that had this result</td>
<td>(b) arrested or shot</td>
</tr>
<tr>
<td>3. Hitler was given this under the new constitution</td>
<td>(c) set fire to the Reichstag building</td>
</tr>
<tr>
<td>4. What the army chiefs wanted Hitler to do</td>
<td>(d) bullies and hoods</td>
</tr>
<tr>
<td>5. What many Germans called the storm troopers</td>
<td>(e) Germany was saved from a revolution</td>
</tr>
<tr>
<td>6. Promise Hitler made to the army chiefs</td>
<td>(f) all lawmakers</td>
</tr>
<tr>
<td>7. What Hitler ordered done to the leaders of the storm troopers</td>
<td>(g) the regular German army would be the only army in Germany</td>
</tr>
<tr>
<td>8. How Hitler explained his actions against the storm troopers</td>
<td>(h) the German people lost their freedom of speech and the press</td>
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</table>
C. Imagine that the president of the United States wishes to become a dictator. What steps would he have to take? Could he succeed? Explain.

ACTIVITIES AND INQUIRIES

1. Below are a number of key terms. Try to fit each one into a sentence to show that you understand what it means.
   minority party  constitution  cabinet
   Reichstag  storm trooper  führer

2. Go to the library. Prepare a report on what life was like for the German people after Hitler became dictator.

3. Imagine that you are now living in a dictatorship. Look through your newspaper. Underline everything that a dictatorship would not allow to be published.

4. Imagine that you are a reporter. You have just interviewed a leader of the storm troopers. He was a close friend of Hitler's. He has told you much about Hitler. Write what this man told you about Hitler.

5. The Nazis believed that a woman’s place was in the home. Married women should not work. Women should keep themselves beautiful for their husbands, stay home, and raise children. Women should stay out of politics. Women should not hold important jobs. Only men were fit to hold important jobs. Write a report on the role of women in Nazi Germany. Did women stay home and raise children while men did all the important work? Did German women agree with the Nazis?
13. Knockout

To his dying day, Adolf Hitler insisted that the German people were members of the “master race.” The laws of nature, he said, had chosen the Germans to rule over all other people.

Many Germans believed Hitler. They laughed when he told them how stupid and clumsy other races were when compared to Germans.

In June 1936 in the United States, Max Schmeling, a German boxer, fought Joe Louis, an American. Schmeling gave Louis a terrible beating, and knocked him out in the eighth round. Afterward, Schmeling told reporters that he had known he, a “superior” German, could easily beat an “inferior” black person.

Louis went on to win the heavyweight championship of the world. Schmeling returned to the United States to try to take the championship away from Louis. He went with Hitler’s blessings. Hitler believed a victory by Schmeling would prove that the Germans were indeed superior to all other people.

As our story begins, the fight is about to get underway. Two reporters, one a German, the other an American, are sitting at ringside. They are having their own fight.

New York City, June 1938

“Your American champion is a coward. He will faint at the sight of his own blood,” said Hans, the German reporter.

“Then, why,” asked Jimmy, the American reporter, “did Schmeling wait so long to fight him again?”

“Bah! You forget that Schmeling beat Louis to a pulp the first time. Tonight he will do it again!”

“It will be different tonight.”
“I agree. This time Schmeling will knock Louis out in the first round!”

“You’re sure?” asked Jimmy.

“As sure as I am that the German champion, Schmeling, is a member of the master race. Your American champion, Louis, is a member of an inferior race. Tonight we Germans will win our battle in the boxing ring. Tomorrow will bring even more interesting surprises!”

“Don’t count Louis out yet,” said Jimmy.

“I will count him out along with the referee,” snorted Hans. “Afterward I will watch them carry Louis from the ring, and I will laugh in your face!”

The crowd of 70,000 quieted down. It was time for the fight to begin.

The bell rang. The two men circled each other. Schmeling missed with a right hand. Louis moved forward and hit Schmeling with a left, a right, another right, a left, and a right. Schmeling fell to the canvas. He got up slowly. Louis again hit him with a left and a right. Schmeling fell to the canvas a second time. His face was bloody. He seemed in great pain. Once more, he slowly picked himself up.

Louis met him and threw punches so quickly that they could barely be counted. This time Schmeling fell to the floor and stayed there. The fight was over. Schmeling had to be helped from the ring. The announcer cried out, “The winner and still heavyweight champion of the world, Joe Louis!”

Jimmy turned to look at Hans, but it was too late. The German was no longer there.

UNDERSTANDING THE STORY

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

1. The German people were members of the master race. T
2. Other races were stupid and clumsy when compared to the Germans. O
3. Max Schmeling defeated Joe Louis the first time they fought. T
4. Louis was the heavyweight champion of the world when he fought Schmeling for the second time.
5. Louis defeated Schmeling in their second fight.
6. Louis' victory proved that boxing skill had nothing to do with race.

B. *Tell which item makes each statement correct.*
1. Adolf Hitler insisted that the German people were (a) like everyone else (b) the master race (c) inferior to others.
2. Max Schmeling first fought Joe Louis in (a) June 1936 (b) June 1937 (c) June 1938.
3. The second fight between Schmeling and Louis was held in (a) Germany (b) the United States (c) Zaire.
4. Hitler (a) was interested in the Louis-Schmeling fight (b) was not interested in the Louis-Schmeling fight (c) did not even know about the Louis-Schmeling fight.
5. Hans, the German reporter, told Jimmy, the American reporter, that Louis was (a) a great champion (b) as good a man as Schmeling (c) a coward.
6. Hans thought that Louis would (a) win by a knockout (b) win by a decision (c) be counted out in the ring.
7. Louis knocked Schmeling down (a) once (b) twice (c) three times.

C. Imagine that you are Jimmy, the American reporter. You are sitting at ringside next to the German reporter. How would you answer the reporter's claims?

**ACTIVITIES AND INQUIRIES**

1. Imagine that you are the American reporter in our story. You are interviewing Joe Louis just before the fight. Write the questions you would like to ask him. Answer those questions as you think Louis would.
2. Assume that you are the same American reporter. Now you are interviewing Max Schmeling after the fight. Write the questions you would like to ask him. Answer the questions as you think Schmeling would answer them.
3. You are still the American reporter. Write an article about the fight for your newspaper.
4. Pretend that you are the German reporter. Write an article about the fight for your newspaper. How will you explain Schmeling's defeat?
"Why so quiet, Jack?" asked Mr. Miller.
"I have a lot to think about," answered Jack.
"Oh? What, for instance?"

Jack spoke slowly. "It's hard for me to believe that this nightmare took place such a short time ago. I thought that monsters like Hitler, Mussolini, and Stalin died hundreds of years ago."

Jack paused and added, "There are millions of people alive today who remember those madmen!"
"I'm one of them," Mr. Miller said.
"That's right, I guess you are," said Jack, looking carefully at Mr. Miller. "Were they really that bad?"
"Worse," answered Mr. Miller, a tense look on his face.
"How do you know?" asked Jack.
"I lost a lot of my family in Europe, thanks to that bunch. Those who managed to keep themselves alive have never recovered their health. And they have a daily reminder of what they went through."
"What do you mean?"
"I mean that they were branded like cattle. Numbers were burned into their flesh. They will take their numbers to their graves!"
"But only Hitler did that."
"Hitler, Mussolini, Stalin—all burned the flesh and scarred the souls of people."

"Mr. Miller, these guys really got to you."
"Yes, Jack, they really got to me."
"Well, maybe it will never happen again. After all, I'm beginning to find out that the whole point of learning about history is so we won't have to repeat it!"

"Jack, humanity has repeated this bit of history for centuries. Entire populations have been run through by the swords of dictators. The Irish, Scots, Armenians, and American Indians have all gone the way of the Jews, Poles, Russian Gypsies, and Czechs. It sometimes seems as if we just don't take the trouble to really learn from our mistakes!"

"But I don't understand. People lived through the horrors of a world war. They suffered at the hands of dictators. Didn't people decide that they had enough of such things?"
"I wish I could say 'yes,' Jack," answered Mr. Miller. "I'd love to be able to tell you that the Great War of 1914 to 1918 was the war to end all wars."

"But you're not going to tell me that," Jack said.
"Come," said Mr. Miller, "it's time to get back to our studies."
"But why did the biggest nations in the world fight a second world war?" Jack asked.

"Perhaps they forgot the lessons of the first," suggested Mr. Miller.

"How could they? World War I was only over for 20 years! The world was led by people who had fought the first war! How could they let a second war take place?"

"Calm down, Jack," said Mr. Miller. "I've never seen you so upset. Can it be that history is beginning to get to you?"

"You're darn right it is. When world leaders won't learn from the mistakes of the past, what hope is there for the rest of us?"

"Very well put, Jack. And yet we can't give up hope that people will one day learn not to repeat the mistakes of the past."

"I hope they will. And while we're on the subject, are there any new lessons to be learned from World War II?"

"Yes, of course there are, Jack. For example, one reason why World War I took place is that nations were impatient with one another. Perhaps World War II took place because some nations were too patient with others."

"Mr. Miller, would you be very disappointed if I told you I don't know what you're talking about?"

"Patience, Jack. You will. Trust me, you will."
1. The Monster Stirs

World War I had been a nightmare. People all over the world prayed that war would never take place again. The leaders of the world tried hard to achieve this. Conferences were called and peace treaties were signed. By 1928 it looked as if the chances for a lasting world peace were very good indeed. Armed with the League of Nations, world trade agreements, and the Kellogg-Briand Pact—signed by League members—outlawing war, the peacemakers looked forward to a rosy future.

By 1930, however, the picture had changed completely. A worldwide economic depression made desperate people look for any solution to their problems. Many democratic governments fell, and dictatorships took their place. The dictators made promises to their frightened and hungry people. They promised jobs and prosperity. They promised to win back the lands lost in the Great War. These promises would be kept in blood. When the time came for the dictatorships to make their move, would the democracies stand up to them? What would happen if the democracies failed to stand up to them?

As the newspaper headlines below tell us, a military dictatorship is about to put the democratic nations to the test.


September 19: Chinese say Japanese lie, accuse them of blowing up own railway. Claim Japanese are looking for an excuse to take over Manchuria.

September 21: Reporter says that Japanese refuse to talk about Mukden bombing. Damage so slight that trains continued to run on schedule after blast.

October 5: United States says Japanese may have broken peace treaties. Statement of United States policy expected.

November 3: Chinese refuse to buy Japanese goods. Will not trade with Japanese as long as they occupy Manchuria.

January 7, 1932: United States sides with China. Says Japan should pull troops out of Manchuria. Secretary of State Stimson says that the United States will not recognize Japanese gains in Manchuria.

January 9: League members applaud United States policy statement. Many hope that League actions will force Japanese to leave Manchuria.

January 28: Japanese invade Shanghai, China. Promise to leave Shanghai as soon as Chinese agree to buy their goods again. League outraged.


May 15: Inukai assassinated! Observers suspect plot by Japanese military.

October 2: Lytton Commission reports to League. Japan accused of aggression in Manchuria. League will seek Japanese agreement to peaceful solution.


May 27: Japan resigns from League! Warns League not to interfere. League expected to vote trade blockade of Japan.

July 8: China charges League’s failure to act on trade blockade has placed Manchuria in Japanese hands.
Postscript. Two delegates to the League of Nations, who had watched the Japanese-Chinese incident from the beginning, shared some thoughts over lunch.

“Well,” said the first, “the League has really made a mess of things by its ‘no-action’ policy on the Japanese problem. Imagine the message we have given to those people in the world who love peace!”

“Worse yet,” said the second. “Imagine the message we have given to those in this world who love war!”

UNDERSTANDING THE STORY

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

1. In 1928 chances for lasting peace were good.
2. Dictatorships replaced a number of democratic governments in the 1930s.
4. The Chinese said the Japanese were looking for an excuse to invade Manchuria.
5. Dictators made promises to hungry people.
6. United States Secretary of State Stimson approved of Japan’s invasion of Manchuria.
7. Japan changed the name of Manchuria to “Mongolia.”
8. The League of Nations refused to approve Japan’s gains in Manchuria.

B. Number the events below in the order in which they took place.

Japan invaded Shanghai, China.
Japanese Premier Inukai assassinated.
Kellogg-Briand Pact signed by League members.
League of Nations approved Lytton Report about Japanese actions in Manchuria.
Japanese railroad in Mukden, China, damaged by bomb.
Japan resigned from League of Nations.
League of Nations formed a commission to investigate Japanese actions in Manchuria.
Manchuria renamed “Manchukuo” by Japan.
Stimson declared that the United States would not recognize Japanese gains in Manchuria.
C. Imagine that you are a member of the Lytton Commission. You have been appointed by the League of Nations to look into Japan’s invasion of Manchuria. What would you write in your report about Japan’s actions? What actions do you think the League of Nations should take?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   outlaw  invade  crisis
   dictatorship  Manchuria  Kellogg-Briand Pact

2. Study the map below of the Far East from 1930 to 1939. Tell which item makes each statement correct.

   Japanese expansion in the Far East, 1930–1939
   a. An area in Japan’s possession in 1930 was (1) Korea (2) Formosa (3) Outer Mongolia.
   b. A country in Asia that does not touch Manchuria is (1) Japan (2) Korea (3) the Union of Soviet Socialist Republics.
c. A Chinese coastal city is (1) Shanghai (2) Canton (3) Hong Kong.
d. North of Manchuria is (1) Outer Mongolia (2) the Union of Soviet Socialist Republics (3) Korea.
e. South of Peking is (1) Manchuria (2) Outer Mongolia (3) Hong Kong.
f. A city in China that was controlled by Japan was (1) Shanghai (2) Hong Kong (3) Canton.

3. Imagine that you are a reporter at the League of Nations. You are assigned to interview the Japanese representative. Write the questions you would like to ask him. Then write the answers you think he would give.

4. You are the same reporter. Now interview the Chinese representative. Write the questions you would like to ask him. Answer the questions as you think he would.

5. The caption of a cartoon about Japan and the invasion of Manchuria is: "How dare you keep us out of your territory!" Who do you think said this? Explain. Were they right to say this? Explain. Draw the cartoon.
2. Meeting in Munich

The failure of the League of Nations to act against the Japanese gave other dictatorships the signal they were waiting for. In 1935 Italy attacked Ethiopia and took it over. Ethiopia protested to the League, but once again the League failed to do its job. Cheered by the League’s failure to act, Adolf Hitler began to bring to life the ideas in Mein Kampf. In 1935 he began openly to rearm Germany, even though rearmament was forbidden by the Treaty of Versailles. Nothing was done to stop him. In 1936 Hitler moved troops into the German area between Germany and France (the Rhineland). Germany had signed a treaty never to do this. Again nothing was done by the democracies of the West.

When civil war broke out in Spain in 1936, the Germans, Italians, and Russians interfered in spite of the League’s warnings. Once again, countries were able to laugh at the League and get away with it.

Hitler realized that he could win territories by bluffing the frightened League members. He was almost sure that war would not be declared against him until it was too late.

He claimed that Austria and Germany should be united because many Germans lived in Austria. This too was forbidden by the Treaty of Versailles, but the bluff was successful. Austria and Germany were united, even though this was against the wishes of most Austrians.

Hitler next cast his eyes upon the country that was to be his key to the gates of Eastern Europe. This country, Czechoslovakia (check-o-slo-VA-ki-a), was well armed, and it was protected by both France and England. Hitler insisted that the Germans living in the western part of Czechoslovakia—the Sudetenland (sue-DAT-en-land)—should be part of Germany. England, France, and Czechoslovakia prepared to go to war rather than let this happen.
As our story opens, a four-power conference—of Germany, England, France, and Italy—has been called in a last effort to prevent all-out war. Ask yourself what Hitler will demand at the conference. What will the others want in return? Who will get the better deal?

Munich, September 1938

"No! No!" cried Neville Chamberlain, the prime minister of England. "We have gone over this before, Herr Hitler, and you know our position. We will not let you occupy the Sudetenland starting on October 1."

Having said this, Chamberlain turned to Premier Édouard Daladier (da-la-DYAY) of France and shook his head slowly. Daladier nodded in return. Daladier knew that Chamberlain was doing his best to prevent a war from breaking out but that Hitler's demands were impossible to meet.

Hitler now prepared to answer Chamberlain. He was furious that Chamberlain refused to give in to him, and once more tried to explain his position.

"Gentlemen," he said, speaking to both Chamberlain and Daladier, "you understand that most of the people who live in the Sudetenland are Germans. You also understand that these Germans have never cut their ties to the Fatherland. Finally you understand that my people, the Germans of the Sudetenland, are surrounded by unfriendly races. They are in great personal danger—"

"Hear! Hear!" interrupted Chamberlain.

"Let me finish!" Hitler thundered. "You must understand why it is so important for me to send troops to protect my people."

"Herr Hitler," said Chamberlain, in what he hoped was a steady voice, "Czechoslovakia is an independent country."

"Nonsense!" Hitler said. "She is a creation of that idiotic Treaty of Versailles!"

"As I was saying," continued Chamberlain, "an independent country does not welcome foreign troops on its soil. As for England and France," said Chamberlain, nodding to Daladier, "we are agreed that we will do what we must to stop the occupation of
Czechoslovakia by Germany, or any other power for that matter."

Mussolini, who had been quiet, now chose this moment to speak. "Gentlemen," he said to the three men, "we are here to keep the peace, not to make a war. Let us be reasonable. Let each side give a little bit."

"What do you suggest?" asked Daladier.

"Suppose we do this," answered Mussolini. "Let Germany transfer to itself any Czech territory in which 50 percent or more of the people are German. And, to satisfy the Czechs, you, Chamberlain, and you, Daladier, will personally guarantee the safety of the remaining Czech territories."

At this, Daladier whispered to Chamberlain, "Czechoslovakia will never accept this."

Chamberlain whispered back, "She won't like this, but what choice does she have? Without our protection she cannot exist for a moment, and she knows it! She will do anything we suggest."

"I tell you what," Hitler said. He had carefully watched the exchange between Chamberlain and Daladier, and cleverly guessed that they were close to giving in to him. "I won't move into the Sudetenland until October 1. I'll take over one district at a time over a ten-day period. And, if you like, you can have an international commission stand watch over Czechoslovakia's new borders. Now is that reasonable enough for you?"

"That sounds reasonable," said Chamberlain. "But how do we know that you will not move against the rest of Czechoslovakia?"

"Mr. Chamberlain," answered Hitler, "it is no secret that I am a racist. We Germans want no Czechs. Besides, I am ready to give my word that Germany wants no more territory in Europe. My word must count for something!"

"To an Englishman," said Chamberlain, "a gentleman's word counts for everything!"

Postscript. Neville Chamberlain flew back to England. He was cheered by crowds at the airport when he said that he had returned from Germany "bringing peace with honor." He finished: "I believe it is peace for our time."

On October 1, 1938, however, the German army crossed the Czech frontier and occupied the Sudetenland. By March 1939, Hitler had decided to move on. No longer would he cry that for their protection Germans living in foreign countries had to be
reunited with the "Fatherland." The new cry would be the need for "living space" for the German people.

On March 14, 1939, Hitler met with President Hacha of Czechoslovakia and gave him one hour to sign his country over to Germany. Threatened and bullied, Hacha gave in. The next morning, German troops seized what was left of Czechoslovakia.

**UNDERSTANDING THE STORY**

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

1. The League of Nations should have stopped the dictators.
2. In 1935 Hitler began openly to rearm Germany.
3. Germany, Italy, and Russia interfered in the Spanish Civil War.
4. Hitler was the most powerful dictator of the 20th century.
5. Hitler united Austria and Germany.
6. Part of Czechoslovakia was called the Sudetenland.
7. Chamberlain should never have given in to Hitler.
8. You can trust the prime minister of a democracy, but you cannot trust a dictator.

B. **Tell which statements Chamberlain would have agreed with.**

1. Czechoslovakia must remain an independent country.
2. A free country does not want foreign soldiers on her soil.
3. Czechoslovakia is the creation of the Treaty of Versailles.
4. Do anything you want, but don't invade England.
5. Without our protection, Czechoslovakia cannot exist.
6. We will defend Czechoslovakia to the last soldier.
7. Hitler is a liar! This means war!
8. I have brought peace for our time.

C. The word "appease" means to calm or soothe, to satisfy someone's wants or needs. Have you ever tried to appease someone? Describe the situation. What was the result? Was Chamberlain right when he tried to appease Hitler? Explain. What else might Chamberlain have tried to do?
ACTIVITIES AND INQUIRIES

1. Study the map below of Axis military aggressions before World War II. Then complete the sentences.

Axis aggressions in the 1930s

a. A member of the Axis powers was (1) France (2) Italy (3) Belgium.

b. A country controlled by the Axis was (1) Czechoslovakia (2) the Netherlands (3) Yugoslavia.

c. A country north of Germany is (1) Denmark (2) Austria (3) Spain.

d. The Sudetenland was part of (1) Yugoslavia (2) Albania (3) Czechoslovakia.

e. Munich is a city in (1) France (2) Germany (3) Italy.

f. The Rhineland is located between (1) Poland, Germany, and Czechoslovakia (2) Germany, Switzerland, and Austria (3) Germany, France, and Belgium.

g. Poland is located between (1) Germany and the USSR (2) France and Germany (3) Germany and Czechoslovakia.
2. Use each of the following key terms in a sentence.
   racist        aggression       independent
   honor         Axis             international

3. Go to the library. Prepare a report on Hitler, Mussolini, Daladier, or Chamberlain.

4. Imagine that you are a reporter assigned to interview either Hitler or Mussolini. Write the questions that you would like to ask him. Now answer your questions as he would.

5. You are the same reporter. Your assignment is to interview Daladier or Chamberlain. Write the questions you would ask. Then answer the questions.
3. A Fateful Decision

Shock by the German takeover of Czechoslovakia, England and France were jolted again when Italy moved into Albania in April 1939. England and France had learned a lesson. Now they knew that they could not bargain with the dictators. Both countries began to arm themselves. Both agreed that the next move by the dictators against an independent country would have to be met with force.

On August 23, 1939, Germany and Russia signed a treaty that cleared the way for Germany's next move. It was not long in coming. On September 1, Germany invaded Poland. Fifty hours later, on September 3, England declared war on Germany. Europe was plunged into the second world war in less than 25 years.

To the horror of the free world, the dictatorships—Germany, Italy, and Japan—made fantastic gains. Poland, Estonia, Latvia, Lithuania, Denmark, Norway, Holland, Belgium, Luxembourg, France, Bulgaria, Yugoslavia and—in the Far East—Hong Kong, Thailand, Indonesia, and parts of China—all fell to the dictatorships.

Europeans now took the Japanese seriously. They did their best to stop Japan from taking over other territories in Asia. With the outbreak of World War II, the Europeans prepared to fight with one another. They could no longer keep a watchful eye over their colonies in the Far East. This was the chance that the Japanese had been waiting for. They began to move their troops into East Asia.

One nation, not yet involved in the world war, seemed to stand in the way of Japanese ambitions. This nation was the United States. As our story unfolds, the Japanese Imperial High Command reaches a fateful decision.

Ask yourself why the Japanese were interested in the West's colonies in Asia. Why did the United States seem to stand in Japan's way?
Tokyo, November 1941

The setting is the headquarters of the Japanese Imperial High Command in Tokyo (TOE-ki-oh).

"Gentlemen, let us come to order," said Prime Minister Tojo. "Stimson says the United States will not recognize our territorial gains in China. We must now decide how to deal with the United States."

There was a sharp outcry from the admirals and generals. All agreed that something had to be done.

The prime minister continued. "We all know that Japan is the most advanced nation in Asia. Therefore, the people of Asia look to us for leadership and protection. Now that the Western imperialists are fighting a war to the death among themselves, we have our chance to rid all Asia of those vultures! I say let us strike fear in the American heart and send her back to the other side of the sea where she belongs!"

At this, the military officers in the room leaped to their feet and shouted their approval. Only one man remained seated—Admiral Yamamoto. It was obvious that he did not entirely share Tojo's opinions.

Admiral Yamamoto spoke. "Gentlemen, we enjoy a profitable friendship with the United States. Americans supply us with oil, scrap iron, and many other valuable materials. We need these things, and the United States needs our business. We all know that they still suffer from an economic depression. I do not think that they can afford to stop trading with us. Americans are reasonable people. I do not think that they are looking for trouble. Let our ambassadors, and not our guns, convince the Americans to mind their own business. Remember, gentlemen, war is costly. The United States may not be as weak and foolish as she appears."

The men spoke excitedly to one another. While they did not cheer the admiral, they were impressed by what he had said. Suddenly an official rushed into the room and gave a message to the prime minister. The room was hushed as Tojo read the message.

Tojo looked up with flashing eyes. He said, "My brothers, the United States has just turned down every one of our demands. The
message says that, if we wish to continue to trade, we must give up the parts of Asia that we now protect. Those dogs keep our sons and daughters who live in their country out of their schools. Our Japanese brothers and sisters are not good enough for them! They order us about as if we were mindless children! We have taught the Chinese and the Russians to respect us. Now I say that it is time to let the Americans feel our sting! We will invade their bases in the Philippines."

The officers stood once more and flooded the room with cries of agreement. Not a single officer remained seated.

UNDERSTANDING THE STORY

A. Write T for each statement that is true and O for each statement that is an opinion or that is not found in the story.

1. European nations were afraid to stop Japan from moving into East Asia.
2. The Japanese believed that the United States stood in their way.
3. The people of Asia looked to Japan for leadership and protection.
4. Japan would easily frighten the United States.
5. Japan was the most advanced country in Asia.
6. The United States supplied Japan with valuable materials.
7. The United States could not afford to stop trading with Japan.
8. The United States could be convinced to mind its own business.

B. Complete each of the sentences below.

1. Japan was able to defeat both ——— and ———.
2. At the outbreak of World War II, Japan moved troops into ———.
3. One country, ———, seemed to stand in Japan's way.
4. Prime Minister Tojo wanted to use ——— against the United States.
5. Admiral Yamamoto thought that the United States could not afford to stop ——— with Japan.
6. The United States was suffering from an economic ______.
7. The United States would continue to trade with Japan only if Japan gave up ______ she had taken in ______.
8. The United States kept some Japanese-American children out of American ______.

C. The year is 1941. Imagine that you are an adviser to the president of the United States. He asks you how to deal with the Japanese. What advice would you give him?

ACTIVITIES AND INQUIRIES

1. Imagine that you are a reporter interviewing Prime Minister Tojo of Japan. Write the questions that you would ask Tojo. Answer the questions as he might have done.
2. Now imagine that you are a reporter interviewing Admiral Yamamoto. Write the questions that you would ask him. Answer the questions as he might have done.
3. Go to the library. Prepare a report on the Japanese attack on Pearl Harbor. Was the United States government really surprised that the attack took place?
4. Imagine that you are a Japanese person living in the United States before World War II. Write a letter to relatives in Japan. Tell them what life is like for you in the United States.
5. Draw a cartoon that shows at least one reason why Japan decided to go to war with the United States. Do you think that the Japanese military had good reasons for attacking the United States? Explain.
4. The Finest Hour

The future looked very gloomy for the democracies. The dictatorships—Germany, Italy, and Japan—were on the move. They won battle after battle. It looked as if nothing could stop the dictatorships from gaining control over the entire world.

What, then, turned the tide in favor of the unconquered countries? Perhaps, more than anything else, the human spirit, which refused to surrender in the face of almost impossible odds.

London, 1950

You are Winston Churchill, and you have been loved and hated since you were a small boy.

You have been a soldier, journalist, historian, politician, public speaker, and statesman. Yours has been a most exciting life.

You were put in charge of the British navy at the beginning of World War I. You spoke bluntly, stepped on many toes, and made many enemies. You had many original ideas for fighting this war. But they were too far ahead of their time, and most were ignored. Stubborn as always, you fought for your ideas, and finally got to put a few into action. These failed miserably and, ten months after the outbreak of World War I, you were fired from your job as head of the navy.

You told your friends that you were finished. You were convinced that you would never again play an important role in the shaping of your country’s history. You retired for awhile to your country home, but it was not long before you returned to public life. You were elected to Parliament.

You watched carefully as Adolf Hitler built up Germany’s armed forces. Yours was one of the few voices raised in protest
against Hitler's actions. From the first, you called for England to stop Germany before it was too late. As usual, you were ignored.

You begged your fellow Britons to arm themselves after Germany moved into the Rhineland. For your troubles, you were labeled a warmonger.

A year after Chamberlain handed Czechoslovakia over to Hitler, Germany invaded Poland. World War II had begun! Now people had to admit that perhaps you had been right all along. You were asked to head the navy again, and you were happy for the chance. Unknown to you, you would soon be asked to fill a much more important job.

A few months after the outbreak of the war, Chamberlain stepped down, and you were asked to lead the government. You did so gladly. You told the British people that you had nothing to offer them but 'blood, toil, tears and sweat.' They understood, and they loved you for telling them the truth.

After the fall of France, England was forced to fight alone. You faced your people and gave them the shot in the arm that they so desperately needed. When it seemed that Germany was about to invade your country, you told your people: "We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight on the fields and in the streets, we shall fight in the hills; we shall never surrender."

Your people believed you.

Your country was bombed and battered. After each bombing your people dug themselves out and were even more determined to fight back. You went into the streets, picked up a shovel, and dug out with the rest. Your people knew that you were willing to put up with anything to bring your country through. They caught fire from your spirit!

Your country's magnificent stand held off the Germans. It gave Russia and the United States time to prepare themselves to fight on your side. No one hated the Russian government more than you, but you were willing to pay any price to defeat Hitler and his crew.

By 1943 the tide had turned in your favor. The Germans, Italians, and Japanese were being beaten back. It was now just a matter of time. The war lasted until September 2, 1945. You lived to see Germany, Italy, and Japan go down to total defeat. You took no small satisfaction at the deaths of your enemies Mussolini and
World War II

Hitler. But you were saddened at the death of one of your closest wartime friends, United States President Franklin Delano Roosevelt.

Two months after this great victory, your people turned you out of office. You were shocked. Perhaps you never understood that people wanted to forget the wartime nightmare, and you were a constant reminder of it. Perhaps, too, this was the people's way of saying that a democracy does not reward a great hero with a lifetime key to the powers of government.

You soon got over your disappointment. It wasn't long before you were your old self, making speeches and writing books. You would be brought back to power one more time, but your greatest years were behind you.

You once told your people that, if the British Empire lasted for a thousand years, people would look back at England's stand in 1940 and say, "This was their finest hour."

You are Winston Churchill, and you have been loved and hated since you've been a small boy. But when others stood ready to snuff out your island, you rose to defend it magnificently.

This was your finest hour.

UNDERSTANDING THE STORY

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

1. England refused to arm itself until the war began.
2. A democracy is always stronger than a dictatorship.
3. In the first years of World War II, the democracies were very successful.
4. Winston Churchill was the greatest politician the world has ever known.
5. Churchill had been a soldier and historian.
7. The bombing of England stopped as soon as Churchill became prime minister.
B. Tell which statements Churchill made or might have made.
1. Hitler must be stopped before it is too late.
2. Germany will win World War II; England must surrender.
3. I offer blood, toil, tears, and sweat.
4. We shall defend our island whatever the cost.
5. If we stop bombing Germany, Hitler will leave us alone.
6. We shall never surrender.
7. Mussolini and Hitler will be our friends after the war.

C. Suppose that the British had not chosen Winston Churchill to lead them during World War II. Instead Neville Chamberlain remained the prime minister. Do you think that the outcome of the war might have been different? Explain.

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on life in Great Britain during World War II.
2. Imagine that you are a reporter. Your assignment is to interview Hitler. You ask Hitler what he thinks of Winston Churchill. Write what you think Hitler would say about Churchill.
3. You are the same reporter. You have been interviewing Mussolini. You asked him what he thought about Churchill. Write down what Mussolini would say about Churchill.
4. Go to the library. Prepare a report on the activities of women during World War II.
5. Use each of the following key terms in a sentence.
   journalist politician statesman
5. No Escape

In 1940 Mussolini pushed his country into World War II. He did this believing that Germany would win the war, and that Italy would then share in the fruits of victory. For Mussolini, this was the beginning of the end. His armies were badly beaten, and his friends turned against him.

But July 1943 Mussolini had been pushed out of power, and he was held prisoner for awhile until he was rescued by the Germans. Tired and sick, Mussolini watched with horror as the Germans were slowly driven out of Italy. He knew that if the Italian people captured him, they would deal harshly with him.

In our story, Mussolini and his mistress, Clara Petacci, are trying to escape from Italy. Ask yourself why Mussolini was afraid of his own people. How had Mussolini changed since the days of his rise to power? What lesson had the Italian people learned from Mussolini’s rule?

Milan, 1945

"Clara, tell me once again that things are going to be all right."
"Courage, Benito. In a few hours we will be safe in Switzerland, and then our troubles will be over."
"I wish I could be so sure, Clara. I keep looking to the stars for some message, but they tell me nothing."
"Benito, haven’t you faced danger before? You are the smartest, strongest, bravest man I know. When trouble comes, you’ll know how to handle it."
"Clara, my Clara, what would I do without you? If it had not been for you, I might have taken my life long ago!"
"You just say these things because you’re tired. You’ll see, as soon as we’re safely out of this country, you’ll be your old self."

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"Are you sure that nobody can recognize me?" asked Mussolini anxiously.

"Don’t worry. In that German outfit no one would mistake you for the great man that you are."

Feeling better, Mussolini moved closer to Clara. He began to relax as the car moved ever closer to the Swiss border.

"Stop! Stop or we’ll shoot!"

Mussolini brought his head up sharply and looked through the car window. Just as he had feared, it was a band of Italians who had joined the fight against the Fascists and the Nazis. Mussolini’s heart sank.

"You, there," cried the leader, "get out of the car—and you, too!"

Mussolini and Clara Petacci slowly got out of their car.

"Please, sir," stammered Mussolini, "I am only a German officer trying to find my way back to my lines."

"We shall soon see," snapped the leader. "Let’s see your papers."

The leader examined the papers and then carefully looked at Mussolini. Mussolini tried to look away from him.

"Wait a minute," said the leader. "Don’t I know you? Of course. Men, look who I found!"

Trapped, Mussolini tried to make a run for it, but he was caught quickly.

"What will happen to me?" cried Mussolini.

"What should have happened to you the moment you were born!" answered the leader.

Sometime later, the men held a meeting and made a decision. Their leader, Colonel Valerio, approached Mussolini and Clara. He addressed Mussolini mockingly, "We have decided that you have suffered enough. After tomorrow, you will never suffer again! You are to be shot at dawn!"

Mussolini’s mouth opened, and his jaw hung loosely. But he said nothing.

Clara cried out, "Please, leave him alone. Can’t you see that he is old and tired? Is this how you pay back the man who has meant so much to Italy?"

At these words, Valerio slammed his rifle butt on the floor. "So
much for what Mussolini has meant to Italy! Be quiet, woman, or
you will get what's coming to him!"

"Please," Clara cried. "If he must die, let me die with him!"
Valerio bowed. "Far be it from me to say 'no' to a lady. You will
get your wish!"

The next morning, Mussolini and Clara Petacci were brought
before a firing squad and tied to posts.

"Don't kill us," cried Mussolini. "I'll see to it that you all
become rich men! You'll become famous. I'll give you anything
that you want . . . only don't do this to me!"

"Mussolini," Valerio cried, "you once called yourself a soldier.
Now, prepare to die like one!" He gave the order to fire.

Later the bodies were hung by the heels in the town square. A
crowd gathered to look. Newsmen took pictures of the scene.
Valerio, watching, turned to his aides and said, "A fitting end for
such a man!"

UNDERSTANDING THE STORY

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

COLUMN A  
1. Country that Italy joined  
   in World War II  
2. What happened to  
   Mussolini's armies  
3. What Mussolini  
   became as he watched  
   his dreams of glory  
   fade  
4. This was the disguise  
   Mussolini used to  
   escape from Italy  
5. Country that Mussolini  
   was trying to reach  
6. Person who tried to  
   give Mussolini courage  
7. Mussolini's final  
   reward

COLUMN B  
(a) Switzerland  
(b) German officer's  
   uniform  
(c) Germany  
(d) death by firing squad  
(e) tired and sick  
(f) they were defeated  
(g) Clara Petacci
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. Mussolini hated violence and war.
2. The Italian people begged Mussolini not to send them to war.
3. By July 1943, Mussolini had been pushed out of power.
4. Mussolini became afraid of his own people.
5. The Germans tried to protect Mussolini from the Italians.
6. In the story, Mussolini's car was stopped by a band of Italian Communists.
7. The Italians shot Mussolini but let Clara go free.
8. Everyone was impressed because Mussolini died bravely.

C. Imagine that Mussolini was not executed but brought to trial. What crimes should he have been charged with? If you had been the judge at the trial, how would you have sentenced Mussolini if he had been found guilty? Explain.

ACTIVITIES AND INQUIRIES

1. Assume that Mussolini is on trial. Prepare the case against him.
2. Now assume that your assignment is to defend Mussolini. Prepare the case in his defense.
3. Imagine that you are a reporter for a foreign newspaper. You interview Mussolini in his prison cell. Write the questions you would like to ask him. Answer the questions as you believe he would.
4. Pretend that you are a member of the jury at Mussolini's trial. You have heard both sides present their arguments. What is your verdict? Why?
5. Once again, you are a reporter. You are with the Italians who capture Mussolini. Write an article about the way Mussolini behaved from the time he was captured until he was shot.
6. Victims

Many Germans waited to see how Hitler would behave. He was now the most powerful person in Germany. They said, “Forget what he has written and promised. He said those things only to call attention to himself. Now that he is Germany’s leader, he will work only to make our lives better. Our nightmare is over!”

But Hitler soon plunged his country into a world war. And while that war was raging on the battlefields, another one was being fought behind the lines. The victims of this war were innocent men, women, and children.

Ask yourself whether the German people really understood Adolf Hitler. Why did Hitler make victims of innocent people?

Munich, 1944

They say that my mind is gone. Yet I have never seen things so clearly. For the first time I am beginning to understand everything. That is what makes them afraid of me.

They don’t know me anymore, my friends in the Commandos. They want to remember only the man who cheered when Hitler spoke of the need to rid Germany of her Jews and other undesirables.

At first we believed that all Hitler wanted us to do was to break a few shop windows and beat up some people. It seemed like a good idea at the time. We didn’t like these people. Hitler told us that they were the cause of all of Germany’s problems. We believed everything Hitler said.

We frightened many into leaving Germany. Many Germans
agreed with us. Most of those who did not agree were too afraid to speak out. We were teaching the German people how to obey their masters.

But our taste for violence grew. We were no longer satisfied with just clubbing people in the streets. We began to round them up. We made them dig their own graves. We forced them to undress and then we shot them down.

I was a Commando doing my job. Jews, Gypsies, Christians—they were all the same to me. They were the enemies and had to be dealt with harshly. In the concentration camps, gas chambers and giant furnaces were built so that thousands could be killed each day. Our doctors experimented with these people. Bodies were turned into soap and lamp shades. Babies were drowned in vats of cold water. Young girls were used as prostitutes for German soldiers. Many others were worked, starved, and beaten to death. Hitler was not a cruel man. These people deserved what they were getting.

But then Sister Catherine changed everything for me.

I first saw her on the camp grounds two months ago. “What are you, a nun, doing in this camp?” I asked. She stared at me and said nothing.

“Don’t you remember me? I’m Albert Bauer. I was a student of yours many years ago.” Again she stared and seemed to recognize me. But she quickly turned her face away.

I tried to find out from the others why she had been sent here. No one could tell me anything. I had to know. Perhaps it was all a mistake. I looked up her records. It was no mistake. Sister Catherine had been caught hiding Jewish families. For this she would have to die.

I sent for her. I asked, “Why, Sister Catherine? Why did you hide these people? You are not Jewish.”

She said nothing.

Again I asked, “Why did you do it?”

She looked at me and asked quietly, “Why do you murder people?”

I answered, “I do Hitler’s work. I follow orders. These people must be destroyed.”

“I do the Lord’s work,” answered Sister Catherine. “All human life is sacred.”
I ordered that she be taken back to her quarters.

Weeks passed. I did not see Sister Catherine. But I thought about her all the time. I had to admire her. She was a brave woman. She had risked her life to protect the lives of others. But why did she try to help Jews? And where did she get her strength?

Yesterday I saw her again. She was being marched along with the others to the gas chamber. I walked alongside of her. “Please,” I asked, “why did you let this happen to you?”

Silence.

The march ended and people were lined up for entry into the chamber. I began to feel uneasy. My stomach was churning. A lump came to my throat. Now her turn came. She crossed herself and said a silent prayer. Then she took the hand of a child and walked toward the chamber. Just before she entered, she turned and looked at me.

“You see, Albert, Hitler makes victims of us all.”

I stood there with my mouth open and watched her disappear into the chamber. I knew what would happen next. The doors would be locked and the gas would be turned on. All inside would die. I had watched this scene many times. It had meant nothing to me. I had always believed that dangerous animals were being put to sleep. But there was at least one human being in that chamber now. And perhaps—perhaps—there were more.

Suddenly my head cleared. I now saw things as they really were. I fell to my knees and begged forgiveness for my sins. My companions looked at me with horror. They grabbed me and took me to my room.

Today I am being taken to a hospital for the mentally ill. The doctors say that I have suffered a nervous breakdown. What they don’t understand is that the German people have all suffered a nervous breakdown. All Germany is an asylum.

Sister Catherine was right. We are all Hitler’s victims.
UNDERSTANDING THE STORY

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

1. Albert Bauer was a soldier on the Russian front.
2. Adolf Hitler plunged Germany into World War II.
3. Sister Catherine at first refused to talk to Albert Bauer.
4. The victims of Hitler’s war behind the lines were often innocent people.
5. Albert Bauer could not understand why Sister Catherine was in a concentration camp.
6. The last time Albert Bauer saw Sister Catherine she was being released from the concentration camp.
7. Adolf Hitler said that the Austrians and the French were the cause of Germany’s troubles.
8. Sister Catherine helped Albert Bauer understand what had happened to the German people.

B. Complete the sentences.

1. Albert Bauer was being taken to a hospital for the ——— ill.
2. The Nazis forced people to dig their own ———.
3. Hitler ordered ——— and ——— built so that thousands of people could be killed each day.
4. Doctors were ordered to perform ——— on human beings.
5. Albert Bauer had been a ——— of Sister Catherine’s.
6. Albert Bauer could not understand why Sister Catherine had sheltered ———.

C. When World War II ended, the Allies brought Nazi leaders to trial in Nuremberg, Germany. They were accused and found guilty of wartime atrocities and crimes against humanity. Imagine that you are one of the judges at these trials. What sentence would you pass on the war criminals?

ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on life in the German concentration camps.
2. Imagine that you were the last person to speak to Sister
Catherine. She told you how she felt and why she was going to the death chamber. Write the things she told you.

3. The commandant of a concentration camp is on trial. Prepare the case against him.

4. Assume that the camp commandant is defending himself. Write the things he will say in his own defense.

5. Imagine that you are interviewing a person who was imprisoned in a concentration camp and is still alive. Write the questions you would like to ask this person. Answer the questions as you think this person would.
7. The End of the "Master Race"

Ask yourself why the German people supported Hitler. What went wrong with Hitler's dream of power?

Berlin, April 1945

You are Adolf Hitler, and for 12 years you have been one of the most talked-about men in the world.

You have hurt a lot of people on your climb to the top: Jews, Poles, Russians, French, English, and, most of all, Germans. You have no regrets.

You have lied, cheated, bluffed, bullied, and done anything that it took to get you to the top and keep you there. You have ordered the deaths of millions in prison camps and the deaths of millions more on fields of battle. People call you a madman when you say that you did these things to help the German people become the masters of the world.

You have paid a high price for these 12 years. There have been attempts upon your life. One arm is paralyzed. Your health is poor, and lately you have begun to look much older than you are.

Your dream of making Germany the greatest nation in the history of the world has all but ended. Your armies have been chased out of Africa, Western Europe, and Russia. Your enemies are closing in on you.

All is lost in Italy. The Japanese also are losing battles. You tell people around you that you are hoping for a miracle. Secretly, you believe that all is lost.

You have just learned that your good friend Mussolini was captured and shot. You will never let that happen to you. You have given orders that, immediately after your death, your body is to be
soaked in gasoline and burned to ashes. Rather than surrender, you have decided to take your own life.

The latest news is that the Russians are closing in on Berlin. They may enter the city in a matter of hours. You would like to run, but all doors are closed to you.

You are Adolf Hitler, and for 12 years you have been the most talked-about man in the world. But your time has run out.

Postscript. On April 30, 1945, Adolf Hitler pointed a pistol at himself and pulled the trigger.

UNDERSTANDING THE STORY

A. Tell which statements are true.

1. Hitler did great harm to the European people.
2. Millions of people were killed in concentration camps.
3. Germany was trying to become the master of the world.
4. Germany was winning the war at the time of Hitler's death.
5. Hitler's body was to be burned immediately after his death.
6. At the end of the war, Hitler's health was good.
7. At the end of the war, the Russians were closing in on Berlin.

B. Study the map on page 402 and answer the following questions.

1. At the end of World War II, which of the following was a country that did not occupy Germany? (a) Poland (b) Soviet Union (c) France
2. The French zone of occupation in Germany was (a) in East Germany (b) along the border between France and Germany (c) in Poland.
3. The city of Berlin was in the (a) British zone (b) American zone (c) Soviet zone.
4. The Soviet zone of occupation was in (a) East Germany (b) West Germany (c) France.
5. The city of Bonn is in (a) East Germany (b) West Germany (c) Austria.
6. France is on the border of (a) East Germany (b) West Germany (c) Poland.
ACTIVITIES AND INQUIRIES

1. Go to the library. Prepare a report on the last days in the life of Adolf Hitler.
2. Pretend that you are making a motion picture. It will be about the life of Adolf Hitler. Write the title of the movie. Write an outline of the scenes in the movie.
3. Hitler has just killed himself. Write his obituary (death notice, or biography) for a newspaper.
4. Imagine that Hitler is captured alive. He will go on trial. Prepare the case against him. How will Hitler defend himself? If Hitler is found guilty, how will you punish him?
8. A Survivor's Story

The Japanese shocked the United States with a surprise attack on Pearl Harbor. The United States immediately declared war against Japan. A long, ugly series of battles followed. The Japanese suffered terrible defeats. By 1945 they were preparing to defend their homeland against a United States invasion.

Ask yourself why the Japanese found it impossible to conquer the United States. Why did the United States use the atomic bomb?

Tokyo, 1950

I am a Japanese woman. I have been in a hospital for five years, since I was 16. I am here because something terrible happened to me and my people.

Five years ago I was a schoolgirl. I lived with my parents in the city of Hiroshima (he-ro-SHE-ma). Japan was at war with the United States. We were told we were fighting for our national honor. My teacher would point to a map of the world and show us how small our country was compared to the United States. This made me feel proud. We Japanese would not let anyone back us down.

All the boys in my class were afraid that the war would end before they had a chance to fight. They were such fools! I hated the war! It had taken the lives of my two brothers. My father told me to be proud of my brothers. He said that both had died fighting bravely for our divine emperor. They had been rewarded with eternal life in heaven. My father told me not to cry for them. But I heard him cry late at night when he thought I was asleep.

We knew that the Americans were near Hiroshima because their planes flew over and dropped leaflets. These leaflets warned us to leave the city. They said that a terrible weapon would soon be
used against us. This frightened many people. But our leaders said it was just another American trick. We were reminded to have faith in the emperor. We had to work hard so that we could win the war. I wanted to believe this with all my heart and soul. But I could not help feeling afraid.

Then it happened. I was miles away from Hiroshima visiting with relatives. I heard a terrible noise. Then I saw fire and smoke. My heart sank. I could see that Hiroshima was in flames. My family was trapped. I tried to run back to my city, but my aunt held me. She begged me to wait. We both held on to each other and cried.

Later, when the fires had died down, I rushed back to Hiroshima to find my family. As I got closer to the city, I began to smell burning flesh. People with parts of their faces ripped away rushed past me. Others had burns all over their faces and bodies. My city had become a furnace.

I ran to where we had lived. But there was nothing where my home had been. I sank to my knees and cried. I would never see my family again.

I wandered around for days. Finally I was picked up by a medical team and brought to this hospital. The doctors told me that I had suffered from exposure to radiation. I was given many treatments. I lost a great deal of weight and was in intense pain. And I was not alone. Hundreds were in this hospital suffering from the same sickness. Many have already passed into the next world.

The doctors still try to cheer me up. They tell me that I will soon be well again. I know better. I am growing weaker. I am being fed through my veins. But my nightmare is almost over. Soon I will be with my family.

An atomic bomb was dropped on Hiroshima on August 6, 1945. Three days later, an atomic bomb was dropped on Nagasaki (na-ga-SA-ki). The Japanese surrendered. Together, the two bombs killed over 120,000 people. About the same number of people were seriously injured.

Japan today is at peace with the world and has a democratic government. It is also one of the wealthiest nations in the world.

The Japanese have kept part of the city of Hiroshima as it was after the atomic attack. To this day, Japan will not stockpile nuclear weapons of any kind.
ACTIVITIES AND INQUIRIES

1. Study the table below and answer the questions that follow.

Destruction Caused by United States Bombing of Tokyo, March 9, 1945

<table>
<thead>
<tr>
<th>Details</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes destroyed</td>
<td>250,000</td>
</tr>
<tr>
<td>Persons made homeless</td>
<td>1 million</td>
</tr>
<tr>
<td>Persons killed</td>
<td>85,000</td>
</tr>
</tbody>
</table>

This bombing raid on Tokyo did more damage than the first atomic bomb dropped on Hiroshima five months later. Why then did the Japanese surrender after the United States had dropped just two atomic bombs? How would President Truman use this table to back up his decision to use the atomic bomb?

2. Imagine that President Truman is on trial for using the atomic bomb against the Japanese people. Prepare the case against President Truman. Go to the library. Prepare a report on the bombing of Hiroshima or Nagasaki. Use this report as part of your evidence against President Truman.

3. Prepare the case in favor of President Truman. Go to the library. Prepare a report on the American invasions of Japan’s islands in the Pacific Ocean. Use the casualty figures (numbers of dead and wounded) as evidence to support President Truman’s decision to use the bomb.

4. You are a member of the jury hearing the case against Truman. Vote "guilty" or "not guilty." Explain the reasons for your vote.

5. Pretend that you are a Japanese reporter covering the trial for your country. What questions would you like to ask President Truman? How will he answer these questions? Are you satisfied with his answers? Explain.
9. Enrico Fermi

The attack on Pearl Harbor had caused the United States to declare war on Japan. Days later Germany declared war on the United States. For the second time in the 20th century the United States was involved in a world war.

The United States spent billions of dollars to produce guns, tanks, planes, and other equipment. Millions of men were drafted. The survival of the free world was at stake. Every weapon would have to be used to make sure that Germany and Japan were defeated.

One of the greatest weapons used to win the war was the human mind. The scientists from all over the world who came to the United States in the 1930s helped to develop new weapons of war. Many of these scientists came from Hitler’s Germany, Mussolini’s Italy, and from areas of Europe that were occupied by dictators. The scientists had sworn to help defeat the dictatorships. This is the story of one of these scientists.

Washington, 1952

My name is Enrico Fermi (FAIR-me). From the time I was a little boy, I have been interested in how things work. I would take things apart and put them together again. This helped me understand them. Later I turned to math and physics. I studied in Italy, Germany, and Holland. I was graduated with honors, and I was told that I had a brilliant future. On graduation from the university, I was immediately hired to teach math and physics at the University of Rome. I was 22 years old.

Teaching left me time to experiment. I became interested in the behavior of atoms. My goal was to bombard atoms with atomic
bullets. I formed a team with some friends. We decided to use radium. The experiments began. There were disappointments. Nothing happened when we bombarded the first few atoms. Then we began to get results. We got our best results using uranium. We had made something new. But what was it? It took us five years to find out.

In the meantime, I faced other problems. Mussolini came to power and turned Italy into a dictatorship. I did not want my children to become followers of Mussolini. Besides, my wife was Jewish, and Italy began to pass laws that took rights from Jews. It was only a matter of time before my wife and children would suffer. I wasted little time. In 1939 we gathered our belongings and left for the United States.

It was here in America that I learned what had happened in my experiment. I found that I had not created something new. I had instead done something that no powerful atom-smashing machine had been able to do. I had split the atom. Now my work was clear. I would have to learn how to control the atom’s great power and put it to work.

I joined a team of scientists. We believed that splitting the atom would create a chain reaction, and a tremendous amount of energy would be given off. The team would now try to prove this theory in the laboratory.

It was important that my team succeed. World War II had just begun. Hitler was terrorizing all of Europe. We were afraid he would soon terrorize the rest of the world. And Hitler’s scientists were also experimenting with splitting the uranium atom. If Hitler learned the secrets of the atom, the world would be doomed. My friends and I told the president of the United States about the power of the atom.

President Roosevelt met with us and listened. He agreed that atomic research should begin immediately. But we were not given enough money for our experiments, and we complained. On December 7, 1941, Japan bombed Pearl Harbor. Days later, Germany declared war on the United States. Now we were given all the money we needed.

The experiments went well. This time we discovered something new—plutonium. We found that plutonium was more powerful than any other known explosive. We thought that we could
use plutonium to split the uranium atom. Now we had to find out if we could build an atomic bomb.

On December 2, 1942, we were ready for our final test. Our experiment had cost $353 million. How we hoped that this last test would be a success! It was! That afternoon we proved we could create a chain reaction that would go on by itself. Furthermore, we were able to control the chain reaction. The atomic bomb was born before our eyes.

From that day on we worked around the clock. We worked to build three atomic bombs. We had to agree on the right amount of materials for the bomb. A bomb dropped from a plane could not be controlled. If we made a mistake there would either be no explosion or an explosion that would destroy us. Finally, we were ready. On July 16, 1945, at Los Alamos, New Mexico, we exploded our first atomic bomb. The results were better than we dared hope.

Now we had two bombs left. They were used against the Japanese. One was dropped on Hiroshima, the other on Nagasaki. These bombs put an end to the war and ushered in a new age—the atomic age.

Some scientists are very critical of me. They say that I have created a monster. They predict that the bomb will one day be used to destroy the world. But I disagree. I believe that knowledge is always better than ignorance. I also believe that atomic power will someday be used to improve rather than destroy life.

UNDERSTANDING THE STORY

A. Tell which statements are true.

1. Many scientists left countries ruled by dictators and came to the United States.
2. Fermi's goal was to find a new poison gas.
3. Fermi's Italian team got its best results by using uranium.
4. Fermi left the United States for Italy.
5. Fermi discovered that he had split the atom.
6. President Roosevelt was not interested in atomic research.
7. Hitler's scientists knew nothing about splitting uranium atoms.
8. The discovery of plutonium was important in the building of the atomic bomb.
B. Complete each of the sentences below.

1. One of the greatest weapons used to win the war was the ________ ________.

2. Many scientists came to the United States to escape from ________.

3. Fermi escaped from Italy, which was controlled by ________.

4. Tremendous amounts of energy are given off by splitting the ________.

5. The dictator of ________ was interested in learning the secrets of the atom.

6. The United States became interested in atomic research after an attack by ________.

7. The atomic bomb used ________ and ________ to produce its tremendous power.

8. Atomic bombs were dropped on the Japanese cities of ________ and ________.

C. Imagine that you are the president of the United States. Government scientists are working on a weapon even more terrible than the atomic bomb. Would you let their experiments continue? Explain.

**ACTIVITIES AND INQUIRIES**

1. Imagine that you are a famous scientist. Write a letter to the president of the United States. Try to convince him to support atomic research.

2. Imagine that you are another famous scientist. Write a letter to the president of the United States. Try to convince him not to support atomic research.

3. Go to the library. Prepare a report on another scientist whose work helped to develop the atomic bomb. Among those you may write about are Einstein, Szilard, Teller, and Oppenheimer.

4. The dropping of two atomic bombs ended World War II. Many people argued that we should not have used atomic bombs. Imagine that Fermi is being placed on trial. What are the charges against him? Prepare his defense. Next prepare the case against him. If you were a member of the jury, would you find him guilty or not guilty? Explain.
10. Meeting at Yalta

When World War I ended, the winners met and signed the Treaty of Versailles. This treaty shaped world history for the next 20 years. As World War II drew to a close, the probable winners decided to meet to discuss treatment of the losers. They also wanted to prevent future wars. Once again, an agreement would shape world history for years to come.

The three most important men in the world—Franklin Roosevelt of the United States, Winston Churchill of Great Britain, and Josef Stalin of the Soviet Union—met to talk over some very important problems. All three had at least one thing in common: They wished to see the downfall of Hitler. Beyond that, however, there were problems that seriously divided the three men.

Could England and the United States trust Russia? Could Russia trust England and the United States? Would Russia agree to join the fight against Japan once Germany was defeated? And, perhaps most important of all, would the Soviet Union permit free elections in the East European countries she had recaptured from the Germans and now occupied (for example, Poland)?

Ask yourself why Roosevelt, Churchill, and Stalin had trouble coming to an agreement. How did they try to prevent future wars? Did the Yalta conference bring lasting peace?

Yalta, February 1945

As the conference opened, Churchill said to Roosevelt, “We could not have found a worse place than Yalta for a meeting if we had spent ten years looking!”

“You know that Stalin refused to meet anywhere but in Rüs-
sia,” Roosevelt replied. “Besides, now that we have given in to him on this point, perhaps he will give in to us on others.”

Churchill shook his head from side to side.

Stalin now cleared his throat and nodded to President Roosevelt. The conference began. “Mr. President,” Stalin said through his interpreter, “would you like to make some remarks to open the conference?”

Roosevelt, a charming man and a great speaker, thanked Stalin. “My friends,” said Roosevelt, “let us work together in a spirit of friendship and cooperation so that all people will know that the powerful nations are of one mind.”

At this, Churchill, Stalin, and the staff members of the three men burst into applause.

Now Stalin spoke. “Gentlemen, as long as we three live, none of us will allow our countries to make war on other nations. But, after all, none of us may be alive in a few years. A new generation may come that will not know the lessons that we have learned. We must try to build a lasting peace. We must remember that the greatest danger for the future is the chance that our countries will one day turn on one another.”

“Hear, hear!” said Churchill, speaking directly to Stalin. “It is good that you speak this way. Now perhaps we can settle this Polish business.”

Stalin frowned. Churchill had touched upon the most difficult question of the conference: how to deal with Poland.

The three men knew Poland’s history only too well. Made independent after World War I, Poland was attacked first by Germany and then by Russia at the start of World War II. The Poles fought hard, but when it became clear that they were doomed to defeat, Polish officials escaped to England. There they formed a government in exile. This government was immediately recognized by England and the United States.

In the meantime, in 1941, Germany attacked Russia, and Russian troops were driven out of Poland. The Russians left behind a group of Polish Communist leaders who formed an underground movement. They continued to fight on against the Germans.

Now that the war was coming to an end, an important question was to be answered: Which group should govern Poland? Should it be the one in London, recognized by the British and the Ameri-
cans? Or should it be the one in Poland, recognized by the Russians?

Churchill now continued, determined to make his point. "Gentlemen, Britain can be happy only with a plan that will leave Poland a free and independent state. Poland must be mistress of her own house. I say that we should agree on a temporary government now and call for free elections in the near future. Let the Polish people decide which government will represent them. Let us all agree to recognize that government. If we can agree on this, we will leave this table knowing that we have brought the world one step closer to lasting peace!"

"Not so fast!" said Stalin. "I hope you gentlemen haven’t forgotten that twice in the past 30 years Russia has been invaded through Poland. We Russians must look very carefully before we decide to recognize any Polish government! Besides, there already is a government of Poland. The Polish people support the Lublin government. They need no other government."

Roosevelt looked tired and upset. He had come to the conference to make sure that the Russians would continue to cooperate to bring the war to an end. The Polish question could wreck everything.

"Aren’t you forgetting the Polish government in London?" asked Roosevelt. "England and the United States believe that the London government represents the Polish people."

Stalin replied quickly. "Nonsense! The Lublin government remained in Poland. It did not abandon the Polish people in their hour of need. Your Polish government is in London, thousands of miles away from the Polish people. What do the Poles in London know of the needs and dreams of the people in Poland? Why aren’t they in Poland now?"

Roosevelt seemed worn out by the argument. He said, "We will accept the Lublin government. But it should be reorganized to include Polish leaders from Poland and London."

"I agree," said Churchill. "However, I must insist that elections be held in Poland as quickly as possible. And these elections must be absolutely free. There must be no interference with the voting of the Polish people."

"I accept," said Stalin. "The Lublin government will be enlarged. I have nothing to fear from free elections. I agree to hold
them within a month or two. The Polish people will choose the
government that has fought not from London, but from within
Poland itself.”

Both Roosevelt and Churchill brightened at these words.
Perhaps the conference was going to be successful after all.

“One more thing, Premier Stalin,” said Roosevelt, “you have
read my Declaration on Liberated Europe. You know that it calls
for the right of all peoples to choose through free elections the form
of government under which they will live. Will you put your
signature to my declaration?”

Stalin hesitated for a moment. “Mr. President, I approve of
your declaration, and I will sign it!”

This, for Roosevelt, may have been his greatest personal
triumph.

Later Roosevelt met privately with Churchill. “ Didn’t I tell you
that we could get Stalin to give in to us?” asked Roosevelt.

“Mr. President,” said Churchill, “ it seems to me that you have
worked a miracle! Stalin has signed your declaration. He has
promised free elections in Poland and other countries in Eastern
Europe. He has also agreed to enter the war against Japan, as well
as to support Chiang Kai-shek. One thing bothers me, though.”

“What is that?” asked Roosevelt, a bit annoyed that Churchill
was not as elated as he.

“I keep remembering an old Russian saying: ‘You have to buy
the horse twice when dealing with a Russian!’”

Postscript. Franklin Roosevelt was convinced that he could talk
Stalin into continuing to cooperate with the West. But Roosevelt
died later in 1945.

In spite of the agreement at Yalta, free elections to reorganize
the government of Poland were not held. An election in 1947 was
strictly controlled by Soviet authorities. Only candidates of Soviet
choosing were permitted to seek office. Poland became a Com-

Winston Churchill remarked afterward that an “iron curtain”
was falling across Europe. The Russians were ignoring Roosevelt’s
declaration. They were turning the nations of Eastern Europe into
Communist dictatorships.
UNDERSTANDING THE STORY

A. Tell who made or might have made the statements that follow. Write C for each statement that Churchill made or might have made, R for each statement that Roosevelt made or might have made, and S for each statement that Stalin made or might have made.

1. Great Britain wants a free, independent Poland.
2. Twice in the last 30 years we have been invaded through Poland.
3. Let the Polish people decide who will represent them.
4. I have nothing to fear from free elections in Poland.
5. Will you sign my Declaration on Liberated Europe?
6. Russia will enter the war against Japan.
7. We could not have found a worse place than Yalta for our meeting.
8. You have to buy a horse twice when dealing with a Russian.
9. We want nothing more than peace and freedom.

B. Tell which item makes each statement correct.

1. The meeting of world leaders in the story was held at (a) Washington (b) Geneva (c) Yalta.
2. Which of these men was not present at the conference? (a) de Gaulle (b) Roosevelt (c) Churchill
3. Stalin preferred to attend conferences in (a) the U.S.S.R. (b) the United States (c) France.
4. The leader who was afraid that these three nations might turn on each other was (a) Roosevelt (b) Stalin (c) Churchill.
5. The most difficult problem at the conference had to do with (a) Poland (b) Czechoslovakia (c) England.
6. Russia had been invaded twice in 30 years through (a) Turkey (b) Poland (c) Germany.
7. The Declaration on Liberated Europe was written by (a) Roosevelt (b) Churchill (c) Stalin.

C. The leaders of major nations meet with other heads of state from time to time. These meetings are usually called "summit conferences." Assume that you are an adviser to the president of the United States today. Which heads of state would you recommend that he meet in a summit conference? Why? What topics should the president and the other leaders discuss?
ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   declaration        downfall         free election
   liberated          generation       interpreter

2. Imagine that you are a reporter at the Yalta Conference. You ask Churchill how the conference is going. Write down what you think he would say to you.

3. You then ask Roosevelt how things are going at the conference. Write down his answer.

4. Finally you speak to Stalin and ask him about the conference. What would he tell you?

5. The caption of a cartoon is: "You have to buy the horse twice when you buy from a Russian!" Why did Churchill say this? How would Stalin complete this sentence: "When you deal with an Englishman, you have to ——"? How would Roosevelt answer Churchill? How would Roosevelt answer Stalin?
11. The Costs of War

World War I took, all told, 10 million lives. The war's dollar cost was put at $400 billion (in 1920 dollars). In 1920 a well-off American family had a home worth $2,500 and furniture worth about $1,000. The home was on five acres of land worth $100 an acre. In 1920 the money that had been spent on World War I could have bought land and built and furnished a home for every family in the United States and ten other countries that fought in the war.

In addition, a $5 million library and a $10 million university could have been built in every large city in these 11 countries. And, from what was left, enough money could have been set aside to pay yearly salaries of $1,000 to 125,000 teachers and 125,000 nurses.

But, you ask, how does this apply today? How do you build and furnish a house so cheaply? How can you build so many libraries and schools and pay such low salaries?

You are right, of course. But if you multiply all of the 1920 dollar figures by ten, the costs of salaries, homes, libraries, and schools are a little more realistic.

Now multiply the dollar costs of World War I—$400 billion—by ten. Change the number killed to 40 million persons. Now you have the human and dollar costs of World War II.

Can we afford a third world war?

UNDERSTANDING THE STORY

A. Complete each of the sentences below.

1. World War I took ———— lives; it cost ————.
2. World War II took ———— lives.
3. The money spent on the war could have paid for a ———— and ———— in every ———— in ———— countries.
4. Each city could have a $5 million ————.

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5. Each city could have a $10 million ———.
6. There would have been enough money left over to pay the salaries of 125,000 ——— and 125,000 ———.

B. *Study the table of lives lost in World War II. Tell which item makes each statement correct.*

### Lives Lost in World War II—Military and Civilian Casualties

<table>
<thead>
<tr>
<th>Country</th>
<th>Military Casualties</th>
<th>Civilian Casualties</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1.3 million</td>
<td>22 million</td>
</tr>
<tr>
<td>Germany</td>
<td>3.5 million</td>
<td>780,000</td>
</tr>
<tr>
<td>Japan</td>
<td>1.3 million</td>
<td>672,000</td>
</tr>
<tr>
<td>Poland</td>
<td>5.8 million*</td>
<td></td>
</tr>
<tr>
<td>U.S.S.R.</td>
<td>11 million</td>
<td>7 million</td>
</tr>
<tr>
<td>United Kingdom (Great Britain and Ireland)</td>
<td>264,000</td>
<td>92,000</td>
</tr>
<tr>
<td>United States</td>
<td>292,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Yugoslavia</td>
<td>305,000</td>
<td>1.2 million</td>
</tr>
</tbody>
</table>

*Separate figures for civilians and military are not available.

1. The country that suffered the largest number of civilians killed was (a) China (b) Yugoslavia (c) the U.S.S.R.
2. The country that suffered the largest number of combatants killed was (a) the United States (b) the U.S.S.R. (c) Germany.
3. The total number of U.S.S.R. civilians killed was (a) more than three times that of China (b) greater than that of all nations combined, with the exception of China (c) greater than the number of U.S.S.R. combatants killed.
4. The country that suffered the smallest number of civilians killed was (a) Great Britain (b) Japan (c) the United States.
5. The country that suffered the smallest number of combatants killed was (a) Great Britain (b) the United States (c) Japan.
6. A country that lost more civilians than combatants was (a) the U.S.S.R. (b) Germany (c) China.
7. Two countries whose combat losses were about the same were (a) Japan and Yugoslavia (b) China and Japan (c) Germany and China.
8. Another country that lost more civilians than combatants was (a) Yugoslavia (b) the United States (c) Great Britain.
9. The three countries that lost the largest total number of civilians plus combatants were (a) the U.S.S.R., China, the United States (b) Germany, China, Great Britain (c) the U.S.S.R., China, Germany.
10. The three countries that lost the smallest total number of civilians plus combatants were (a) the United States, Great Britain, the U.S.S.R. (b) Yugoslavia, the United States, Great Britain (c) Germany, Japan, Great Britain.

C. Assume that you are one of a group of experts. You are discussing the question "Can our world afford another world war?" What position would you take? Explain. What one fact would you use from the reading to prove that the world cannot afford a third world war?

ACTIVITIES AND INQUIRIES

1. Go to the library. Use an almanac or another source of general information. Look up the following about the war in Vietnam: the countries that were involved and the number of wounded and killed on each side.
2. Imagine that you are an infantry soldier in battle during World War II. In a diary describe your experiences in one day of the war.
3. Pretend that you are a reporter during World War II. Your assignment is to interview Allied soldiers returning from battle. Write the questions you would like to ask the soldiers. Then answer the questions as you think they would.
4. As a reporter during World War II, you also have the chance to speak to Axis soldiers returning from battle. Write the questions you would like to ask these soldiers. What answers would they give to your questions. How different would the answers of the Allied soldiers and the Axis soldiers be? Explain.
5. Look at the illustration below. Can one side really say it won a war? What would be another good title for the illustration?
"Well, anyway, it wasn't like World War I," said Jack.
"How was it different?" asked Mr. Miller.
"No one seemed to want World War I. But there sure were a couple of people who pushed for World War II."
"Good thinking, Jack. Do you see any other differences?"
"First," Jack answered, "I think that World War I began because some countries took too many chances. It looks like World War II began because some countries didn't take enough chances."
"What do you mean?" Mr. Miller asked.
"Well," Jack replied, "if the democracies had taken chances and had stood up to Hitler and his gang right away, the dictators might have backed down."
"That's good. Anything else?"
"It looks like the good guys won and the bad guys lost. I wasn't sorry to see how Hitler and Mussolini ended. But I saw something in World War II that reminded me of World War I."
"What was that?"
"I think that both wars ended in the same way."
"How do you mean, Jack?"
"It seems to me that neither war was really ever settled. The winners of World War I didn't really agree with one another. The same was true of the winners of World War II. You'd think that after two all-out wars this world would have learned its lesson."
"It had better learn this time," Mr. Miller said.
"I agree," said Jack. "This world can't afford a third world war. Mr. Miller, World War I led to all sorts of problems. And I understand that these problems are still with us today. Maybe I'd better not ask what followed World War II."
"I don't think you have a choice," said Mr. Miller.
"I don't follow you."
"It's very simple. History has finally caught up to you. From here on, you are no longer going to just read about history. You now have a front row seat. You see, the past and the present are now one!"
"I still don't understand."
"You will."
"You know, Mr. Miller," said Jack, "I'm almost sorry that we are about to study the present."
"Why?"
"I haven't finished thinking about the lessons of the past."
"Neither have I," replied Mr. Miller. "And, to tell the truth, I don't ever expect to stop studying the past."
"You said that to me once before."
"Yes, Jack. And I remember that you wanted to study only the present. You wanted nothing to do with the past."
"That was a long time ago," said Jack. "I was worried about inflation and crime and things like that. Is that what we are going to study now?"
"That and more. Much more."
"Such as?"
"Just little things, such as whether or not humanity has a future on this planet."
"Mr. Miller, don't play around like that. I may take you seriously."
"I think you should," said Mr. Miller with a straight face.
"Do you really think that we don't have a future on this planet?" asked Jack, a worried look on his face.
Mr. Miller looked hard at Jack. "I think that your own answer to that question will be more important than my answer."
"And how will I be able to answer that question?"
"Well," replied Mr. Miller, "let's begin by taking a good look at the present."
1. The Missiles

The years following the end of World War II have been difficult ones. Riots, revolutions, civil wars, and wars between nations have occurred all over the world. The world’s two superpowers, the United States and the Soviet Union, have made angry faces at each other. They have supported different sides in battle—sometimes just with arms, sometimes with men and arms. But they have been careful not to confront each other in all-out war.
The United States stood by while the Soviet Union took over Czechoslovakia in 1948, put down a riot in Poland and a revolution in Hungary in 1956, and built a wall between East Berlin and West Berlin in 1961. The United States even sided with the Soviet Union in 1956 in the Middle East. At that time, Israel, England, and France invaded Egypt. The Soviets threatened war if those countries did not pull back at once.

The Soviet Union watched as the United States sent guns to Greece in 1947 to help put down a Communist threat. She stood by as the United States rearmed Western Europe in 1949 by forming the North Atlantic Treaty Organization (NATO). The Soviet Union did not send troops to Korea in 1950 or to Vietnam in 1962, even though the United States was sending both arms and men to those places.

Both nations fought with speeches, threats, help to other nations, and in the United Nations. But neither used direct force against the other.

Why have the superpowers, the United States and the Soviet Union, stopped short of going to war with each other? Is it that both have weapons that can destroy the entire world many times over? Is it that both have learned to live with each other? Is it that they have learned the lessons of the past?

Perhaps some of these answers will be revealed as we examine the incident that nearly brought the two giants to all-out war.

**Moscow, April 1962**

"Impossible! The United States will never stand for it!" cried Alexei Adzhubai (ahd-juh-BUY). He was speaking to his father-in-law, Nikita Khrushchev (KROOSH-chof), premier of the Soviet Union.

"Don't be a fool!" replied Khrushchev. "They will never know the truth until it is too late. We will fool them into thinking that we are building bases in Cuba for short-range ground-to-air missiles. Instead, we will build bases for missiles that can hit the United
States. These bases will be so well disguised that United States planes won’t be able to spot them. Besides, this is their election time. Kennedy will be too busy making speeches to give this his full attention.”

“But,” protested Adzhubai, “what is the point of doing this if the United States is never to know that we have placed ground-to-ground missiles in Cuba?”

Khrushchev smiled. “When the time is ripe, I will tell young Mr. Kennedy everything. He will complain and call me names—but that’s all he’ll do. Who knows, he might even propose a deal. Perhaps he’ll trade some of his foreign bases. It is something to think about.”

Khrushchev did more than just think about it. Beginning in late June, several ships per week left the Soviet Union carrying missile parts, fuel, and technicians to Cuba.

**Washington, September 1962**

The American government was beginning to show concern over the number of Soviet ships that arrived daily in Cuba. Attorney General Robert Kennedy had invited Soviet Ambassador Dobrynin (doe-BREE-nin) to meet and discuss this with him.

“Mr. Ambassador,” said Kennedy, “I must warn you that President Kennedy will take the strongest possible steps if he finds that your country is building missile bases in Cuba.”

“Mr. Kennedy,” said Dobrynin with a wide grin, “Premier Khrushchev is very fond of your brother and would do nothing to embarrass him. We Russians have no need to build missile bases in any other country but our own. Believe me, all we want is to live in peace with your country—not push you to the edge of war.”

**Moscow, September 1962**

“The Americans are becoming suspicious,” said Adzhubai. “What do we do now?”

Khrushchev thought for a moment. “The Americans place great store in a man’s word. I will put them off the track by giving them mine.”
Washington, September 1962

"Mr. President," said an executive assistant, "we are getting a cable from Moscow."

The president rushed over and studied the cable as it was transmitted over the machine. "It's from Khrushchev," he exclaimed. "He says that nothing will ever cause him to build ground-to-ground missile bases in Cuba."

"Do you believe him?" asked one of the president's advisers.
"I'd like to," answered the president.

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Washington, October 1962

"Mr. President," said MacGeorge Bundy, the special assistant on national security, "the Cuban photos prove it! The Russians are building ground-to-ground missile bases!"

"Are we certain?" asked the president.
"Absolutely!"

"That idiot Khrushchev!" The president bit his lip in anger. "Only yesterday he said that we should all join hands and keep the peace. And all this time he has been playing nuclear war games!"

"Well, then, God help him!" interrupted Bundy.
"God help us all!" said the president.

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UNDERSTANDING THE STORY

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

1. The United States should have helped the Hungarian people in 1956.
   T

2. The United States and the Soviet Union did not want to go to war with each other.
   O

3. The United States and the Soviet Union backed opposing sides in various wars around the world.
   T

4. The United States should not be on the same side as the Soviet Union.
   T

5. The Soviet Union set up missile bases in Cuba.
   T
6. The Russians told the Americans that they wanted peace.
7. The Russians should not have sent missiles to Cuba.
8. The Russians said that they would never send ground-to-
ground missiles to Cuba.

B. Tell which statements President Kennedy made in the story.
1. I will never say another word to Khrushchev.
2. I'd like to believe Khrushchev.
3. We are certain that the Russians are building missile bases.
4. You can't believe the Russians.
5. Let's send a few missiles to Moscow.
6. Khrushchev is playing nuclear war games.
7. Castro would never make a deal with the Russians.
8. God help us all.

C. Imagine that you are Khrushchev's adviser. He asks you whether the Soviet Union should build missile bases in Cuba. Khrushchev also asks what the United States might do if the bases were built. What advice would you give Khrushchev? Explain.

ACTIVITIES AND INQUIRIES

2. Imagine that you are a reporter. You are assigned to interview President Kennedy in Washington, D.C. Write the questions that you would like to ask him about the Cuban missile crisis. Then write the answers you think he would give you.
3. Imagine that you are a reporter. Your assignment is to interview Nikita Khrushchev in Moscow. Write the questions you would ask him. Answer the questions as you think he would.
4. Study the map of the Caribbean on page 429 and answer the following questions.
   a. Using the scale of miles on the map, we estimate that the distance from Havana to Key West is (1) 125 miles (2) 250 miles (3) 375 miles.
   b. The distance from Havana to the Panama Canal is (1) 200 kilometers (2) 1,600 kilometers (3) 600 kilometers.
   c. Cuba is west of (1) Mexico (2) Haiti (3) the Panama Canal.
d. An island to the south of Cuba is (1) Puerto Rico (2) the Dominican Republic (3) Jamaica.

Study the map once again. Why was the United States concerned that Soviet missiles were placed in Cuba?

5. Use each of the following key terms in a sentence.
   - cold war
   - superpower
   - war games
   - missile
   - NATO
2. The Dare

The United States government now knew for sure that the Russians were building ground-to-ground missile bases in Cuba. A key decision had to be made. Should Cuba be bombed and invaded? This might be the beginning of an all-out nuclear war. Should the missile buildup in Cuba be ignored? This might be just as dangerous in the long run. President Kennedy had an agonizing decision to make.

Washington, October 17, 1962

Soviet Foreign Minister Gromyko (grow-MEE-ko) had just been shown into President Kennedy’s office. He was concerned by rumors that Kennedy knew something about the Russian missile buildup in Cuba. He was there to find out as much as he could.

“Mr. President,” said Gromyko, “let me come directly to the point. My government would be most happy if you Americans would make peace with Cuba instead of always threatening her.”

“Your government,” said Kennedy, “asks that we make peace with Cuba while at the same time it prepares Cuba for war!”

“No!” replied Gromyko. “We are shipping only farm tools and some small defensive weapons to the Cubans. Speaking for Mr. Khrushchev, I pledge that the Soviet Union will never ship ground-to-ground missiles or any other offensive weapons to Cuba.”

President Kennedy gripped the edge of his desk. He looked at Gromyko and said firmly, “I must warn you that the United States will never allow offensive weapons in Cuba. We will take any step—I repeat, any step—necessary to rid Cuba of them!”

“Don’t worry, Mr. President. Your country will never have to take those steps.”

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Gromyko smiled to himself. His report to Khrushchev would be a good one. While Kennedy was suspicious, he did not know about the missiles that were being put together in Cuba.

**Washington, October 18**

"What do you think, Bobby?" asked President Kennedy of his brother, the attorney general.

"Well, Mr. President," said Robert Kennedy, in a somewhat formal tone, "it doesn’t look good. The military chiefs want to invade Cuba immediately. Who can blame them? After all, the Soviet missiles in Cuba can kill 80,000 Americans. Do you see any other way?"

"Bobby," said President Kennedy, "I keep thinking how Europeans jumped into World War I after the assassination of the Austrian archduke. That was an ugly chapter of history. I for one don’t want that history repeated!"

**Washington, October 19**

"Well, Bob," said President Kennedy to his secretary of defense, Robert McNamara, "give me the bad news."

"Mr. President," replied McNamara, "an invasion of Cuba will need 250,000 men and 2,000 air strikes. At least 25,000 of our men will die in battle."

"Why can’t we just hit the bases with a surprise air attack?" asked Kennedy.

"An air attack may not destroy all of the missile sites and missiles in Cuba," McNamara replied.

"Then unless the Russians bend, we have no choice," said Kennedy.

"We have no choice, Mr. President."

**Washington, October 22**

"In here, sir," said the presidential assistant to Soviet ambassador Dobrynin, as he ushered him into the president’s office.

"Mr. President," said Dobrynin with a wide smile, "what a great pleasure to see you again. How may I serve you?"
“Mr. Dobrynin,” Kennedy said crisply, “please read this.”

“May I ask what I am reading?” asked Dobrynin, still smiling.

“It is a speech I am going to make to the American people in exactly one hour.”

Dobrynin began to read. Slowly the smile faded from his face. He opened his mouth to speak but Kennedy continued.

“Mr. Dobrynin, we are done with lies in this office. Tell Premier Khrushchev that the American people will never allow missile bases and missiles in Cuba. Now they are ready to make good their warning!”

Unsmiling, Dobrynin replied, “I will deliver your message to Premier Khrushchev.”

UNDERSTANDING THE STORY

A. Tell which statements are true.

1. The United States decided to ignore the Soviet missiles in Cuba.
2. The Russians wanted to build a missile base in the United States.
3. Gromyko said the Russians were shipping farm tools to Cuba.
4. President Kennedy said the United States would never allow ground-to-ground missiles in Cuba.
5. The Russians wanted to use Cuba as a base for invading England.
7. President Kennedy was afraid of starting a world war.
8. The Russians wanted their Cuban bases to be as well built as their bases in Puerto Rico.

B. Who made the remarks that follow? Write K for each statement that Kennedy made. Write D or G for each statement that Dobrynin or Gromyko made.

1. You are preparing Cuba for war.
2. Why can’t we hit them with a surprise air attack?
3. Your country has nothing to fear from us.
4. We will not allow missiles in Cuba.
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5. We are shipping small defensive weapons to Cuba.
6. I keep thinking how Europeans jumped into war after the assassination of the Austrian archduke.
7. I am going to make this speech to the American people in one hour.
8. I will deliver this message to Khrushchev.

C. Pretend that you are the adviser of the president of the United States. He has just learned about the Soviet missile bases in Cuba. What advice would you give him? Why?

ACTIVITIES AND INQUIRIES

1. The caption of a cartoon based on our story is: "We want to live in peace with you." Who do you think is saying this? Why is he saying this? Does he mean it? Explain your answer. Draw the cartoon.

2. You are a reporter. Your assignment is to interview Robert Kennedy about the Cuban missile crisis. Write the questions you would like to ask him. Then write the answers you would expect to receive from Robert Kennedy.

3. Assume that you are the same reporter. You have also been assigned to interview Robert McNamara. What questions would you ask him? How would McNamara answer your questions?

4. Go to the library. Prepare a report on the North Atlantic Treaty Organization (NATO). (See the introduction to Unit XI, Chapter 1.) Was NATO the cause of Khrushchev's putting missiles into Cuba? Explain.

5. Study the map of Communist and non-Communist Europe after World War II on page 424. Then check the item that makes each statement correct.
   a. A nation that is not a member of NATO is (1) Spain (2) Great Britain (3) France.
   b. The NATO nation that touches the U.S.S.R. is (1) Turkey (2) West Germany (3) Yugoslavia.
   c. The NATO nation on this map that is farthest from the U.S.S.R. is (1) Great Britain (2) Iceland (3) Portugal.
   d. A Communist country bordering on the U.S.S.R. is (1) Finland (2) Poland (3) Switzerland.
e. The northern European country that belongs to NATO is (1) Finland (2) Rumania (3) Norway.

f. Two Communist countries that border on West Germany are (1) Denmark and East Germany (2) Czechoslovakia and East Germany (3) Austria and Hungary.

g. A country that borders on the U.S.S.R., but is not one of her allies is (1) Greece (2) Bulgaria (3) Finland.

6. Use each of the following key terms in a sentence.
   offensive weapons      attorney general
   defensive weapons      secretary of defense
   expert                  premier
   ambassador
3. Face to Face

Tension mounted in Washington and Moscow as the two governments prepared for a showdown. President Kennedy had announced that the United States navy would stop and search all Russian ships within 500 miles of Cuba. We would turn back any Russian ships carrying missile parts. Would Khrushchev stand for this? Would he stand by and permit the United States to stop and search his ships? Would he stand by if the United States chose to bomb and invade Cuba—especially if Russian lives were lost as a result?

United Nations, New York, October 23, 1962

A meeting of the United Nations Security Council was in progress. Two men, Adlai Stevenson of the United States and V. A. Zorin of the Soviet Union, were arguing furiously with each other.

"Gentlemen," said Zorin, addressing the Security Council members, "once again I ask that you vote to condemn the United States for its war-mongering, imperialistic stand against the freedom-loving Cuban people! Let us unmask the United States government once and for all. Let the world see her for what she is. She is a troublemaker who would bring us to a third world war in order to have her own way!"

"Mr. Zorin," said Stevenson, his eyes flashing, "if a third world war is at hand, it is because your government—not mine—has willed it!"

Zorin began to answer but was interrupted by Stevenson.

"Mr. Zorin, do you still say that there are no Soviet offensive weapons in Cuba? Just answer yes or no!"

"Who are you to ask me a question in such a manner? I am not in an American courtroom, sir! In due time, you will have your answer!"
"You are in a courtroom, sir—a courtroom of world opinion! Answer my question, please."
"You will have your answer when I am ready to give it to you!" answered Zorin.
"All right, then," said Stevenson, "perhaps this will help to speed your answer along."
Stevenson handed a batch of photographs to the council members. These photographs left no doubt that missile bases were being built in Cuba.
Zorin gathered up his papers and without so much as a nod quickly left the room.

**Caribbean Sea, aboard a U.S. destroyer, October 24**

"Sir, they keep coming!" said naval Lieutenant Hodges to Captain Ford. Hodges’ voice was strained.
"Do you see anything else on the radarscope?" asked Ford.
"Only what I saw before, sir. Two Russian ships are moving rapidly toward our position, and 30 more are following behind them!"
"How much longer will it be before they get here?"
"The two ships should be here in about 25 minutes, sir."
The two men exchanged glances. Despite the air-cooled room, drops of perspiration formed on the lieutenant’s brow.
"Sir," said Hodges, his voice rising, "something is happening! A Soviet submarine is moving into position between the two ships!"
"Quick," said Captain Ford to his communications officer, "wire the White House. Tell them that we are standing by for instructions!"
Moments later, a message was received from the White House. "What are our instructions, sir?" asked Hodges.
Captain Ford, in a serious tone, said, "Our instructions are to do whatever is necessary to stop those ships!"
The minutes ticked by. The Russian ships drew closer. The entire crew waited, each man a heartbeat away from disaster.
"Captain!" shouted Lieutenant Hodges, "the Russian ships
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have stopped! They have stopped dead in the water! Some are even beginning to turn around and head back!"

The captain bowed his head and whispered, "Thank God!"

**Moscow, December 5**

"Well," said Adjhubai to Khrushchev, "you have given your enemies the weapons with which to pick you apart!"

"Times have been better for me," agreed Khrushchev with some reluctance.

"Your enemies call you a coward. They say that you gave in on everything. You let the Americans stop and search our ships. You let them bluff you into tearing down the missile bases and removing the missiles from Cuba!"

"My enemies are fools!" said Khrushchev. "Would they rather I had gone to war because that hothead young American president kept pushing me? They should build a statue in my honor. If it were not for me, those idiots would not be able to draw the breath with which they say those ugly things!"

"They are right about one thing," said Adjhubai.

"What's that?"

"The United States won a big victory over the Soviet Union!"

"Wrong, Alexei," replied Khrushchev quietly. "We are all on the winning side. Humanity is the winner!"

**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 United States stopped the Russian ships.
2. The United States should not have been afraid of Cuban missile bases.
4. The United States said that the Soviet Union was an imperialist troublemaker.
5. Stevenson said that a third world war would be blamed on the Soviet Union.
6. The United States and the Soviet Union wasted too much time talking.
7. Khrushchev thought his enemies were fools.
8. Khrushchev said the United States won a victory over the Soviet Union.

B. Tell which item below makes each statement correct.

1. An argument took place in the United Nations between the representative of the United States and the representative of (a) Cuba (b) the Soviet Union (c) Saudi Arabia.
2. The United States was accused of wanting to start a (a) missile base in Panama (b) missile base in Cuba (c) third world war.
3. The Soviet Union denied that there were (a) offensive Soviet missiles in Cuba (b) Soviet spies in the United States (c) farm tools being sent to Cuba.
4. The American representative at the United Nations was (a) Robert Kennedy (b) Adlai Stevenson (c) Robert McNamara.
5. The Soviet delegate was told that he was in a courtroom of (a) the United States Supreme Court (b) the World Court (c) world opinion.
6. The captain’s instructions were to (a) stop the Russian ships (b) leave Russian and Chinese ships alone (c) ask the United Nations for help.
7. The Russian ships (a) turned back (b) rammed the American ships (c) changed course and headed for Florida.
8. Khrushchev said that humanity (a) lost (b) won (c) should get ready for World War III.

C. Pretend that you are on the United States destroyer with Captain Ford and Lieutenant Hodges. You see the Russian ships coming. What are you thinking about? What should Captain Ford do?

ACTIVITIES AND INQUIRIES

1. To whom does the caption of the cartoon on page 439 refer? Explain. Suppose they had not blinked. What other outcomes were possible? How would the Russians explain their actions?
They blinked!

2. Assume that you have been given the job of writing a television special. The program will tell the story of the Cuban missile crisis. What people would you have in your story? What scenes would you include? What other endings would you suggest? Is another ending more exciting than the real one? Explain.

3. Suppose that your class is going to stage a debate between Soviet and American delegates to the United Nations. The topic is the Cuban missile crisis. Prepare the case for the American side.

4. The Lesson

Our story begins in 1944. The tide of war is turning against the Japanese. But in French Indochina, in the area that we now call Vietnam (ve-et-NAHM), Japan is still in control.

The first half of this story takes place in a small jungle camp near the Vietnam-China border. An American special forces team has joined a band of Vietnamese guerrillas. The American soldiers are teaching the Vietnamese how a small group can fight a large army. The Vietnamese are using this training to drive the Japanese from their country.

In our story, American Colonel David Johnson is talking to Ho Chi Minh (hoe chee min). Ho is the leader of the Vietnamese Communists. Each man likes and respects the other. The second half of the story tells what happened to Vietnam 20 years after the meeting of Ho and Johnson.

Vietnam, 1944

"You Americans are different, you know," said Ho Chi Minh.
"How do you mean that?" David Johnson asked.
"I mean that you are not like the French."
"And what makes Americans different from French people?"
"Your history is like ours," Ho replied. "You fought the English for your independence. We will soon fight the French for our independence. Our peoples have much in common. You are teaching us how to destroy our enemies and we are grateful."

Johnson was pleased. "Ho, you and your men are good students. You learn quickly. The Japanese have better weapons and more men. Yet each time you fight them, you hurt them more than they hurt you. Your enemies will have to think twice before they make war against you!"

"David, I hope that when this war is over you will bring back a message to your people," Ho said. "Tell them that we Vietnamese want only to get back our own country. Tell them that we will fight
anyone—the Japanese, the French—who stands in our way! And
tell them this, please. I hope that the United States and Vietnam
can be good friends.”

“You know a great deal about the history of my country,”
David said to Ho. “But I know nothing of your country’s history.
What can you tell me?”

Ho answered, “My history is a very proud one. My people have
suffered at the hands of foreigners through the ages. The Chinese
ruled us for over 1,000 years. My people fought more than ten wars
with them. At last the Chinese were chased from my country.
Today the Japanese and the French are the enemies of my people.
Tomorrow others may try to rule us. No matter. We are a stubborn
people. We have learned how to suffer and wait. We are in no
hurry. The longer we wait, the greater will be our enemies’ defeat!”

Vietnam, 1945–1976

At the end of World War II in 1945, Ho asked the United
States government to help him stop the French from regaining
control of Vietnam. The United States government did not trust
Ho. He was a Communist. Instead the United States decided to
help the French regain control over Vietnam.

The French were armed with heavy weapons. They had well-
trained army and air force troops. The United States sent more
guns and money. Ho’s army was a small band armed with light
weapons. Ho would not admit defeat. His army lived and worked
alongside the people of Vietnam. The soldiers used hit-and-run
tactics. They ran from the French in the morning and attacked
them the same afternoon. The French suffered defeat after defeat.
At last, in 1954, the French gave up. They gave up Vietnam.
Vietnam was divided into two parts: the North had a Communist
government in Hanoi, and the South had a non-Communist gov-
ernment in Saigon.

Slowly the United States began to take the place of the French
in Vietnam. At first, Americans helped only to train and supply the
South Vietnamese army. Then American soldiers were sent to
advise the South Vietnamese. By 1964 United States planes were
dropping bombs on North Vietnam. Less than a year later Ameri-
can troops were in battle. Both sides suffered heavy losses. The
North Vietnamese fought to control the entire country. The Americans fought to keep the Communists from gaining control over more people. The United States also fought to help the South Vietnamese choose their own way of life.

The war became uglier. Communist troops tortured and killed both soldiers and civilians. Vietnamese peasants were afraid not to help the Communists. People who didn't help the Communists had their throats slit as examples to others. Life became very cheap in Vietnam.

The ugliness of the war also touched the American soldier. Reports from the battlefield told of American soldiers who shot up entire villages. Men, women, and children were killed. Americans believed that the enemy was everywhere. People in the United States were told of atrocities in Vietnam. Who was to blame? There was a public outcry against the war. Demands for peace were everywhere.

In 1973 the United States signed a peace treaty with North Vietnam. The North agreed to end the fighting if American troops would go home. The United States had trained the army of the South very carefully. It had supplied the South with many weapons and was ready to keep on doing so. The American government felt that South Vietnam could now take care of itself.

The ceasefire did not end the war in Vietnam. Fighting went on between the armies of the North and the South. The United States watched from the sidelines. The soldiers of North Vietnam won province after province, city after city. On April 28, 1975, South Vietnam surrendered to North Vietnam. Saigon, the capital city of the South, was renamed "Ho Chi Minh City." Another long war had come to an end.

Postscript. In 1976 North and South Vietnam were unified into one nation under the control of North Vietnam.

**UNDERSTANDING THE STORY**

A. Number the events below in the order in which they took place.

Ho Chi Minh asked the United States to help him.
American advisers helped the South Vietnamese army.
Japan controlled Vietnam.
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B. Tell which statements show how the United States was involved in Vietnam.

1. The United States army never tried to train the South Vietnamese army.
2. The United States helped the French in their fight against Ho Chi Minh.
3. Later the United States turned against the French and helped Ho Chi Minh.
4. The United States took the place of the French in Vietnam.
5. The United States fought to keep the Communists from gaining control in Vietnam.
6. The United States was involved in an ugly, brutal war in Vietnam.
7. The American government supplied the South Vietnamese army with many weapons.
8. After the United States forces left, the North and South Vietnamese became great friends.

C. Assume that you are an adviser to the president of the United States. The year is 1950. The president tells you that the United States has several choices in Vietnam. We can help the French or we can help Ho Chi Minh. Or we can remain neutral and stay out of Vietnam. What advice would you give the president? Explain.

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   - special forces
   - combat
   - hit-and-run tactics
   - ambush
   - ceasefire

3. Imagine that you are Colonel David Johnson. You are speaking to Ho Chi Minh. Ho tells you that the United States and Vietnam can be friends. But he adds that his people will fight anyone who stands in the way of independence for Vietnam. What would you tell Ho Chi Minh? How do you think Ho would answer your remarks?

4. The caption of a cartoon is: “We are a stubborn people. We have learned to suffer and wait.” Who is the speaker? What does he mean by “suffer and wait”? Is it possible to win freedom by “suffering and waiting”? Draw the cartoon.

5. Study the map of Southeast Asia below. Tell which item makes each statement correct.

![Southeast Asia map]

_Southeast Asia in 1976_

- The capital of North Vietnam is (1) Hanoi (2) Saigon (3) Bangkok.
- The country north of North Vietnam is (1) Malaysia (2) Indonesia (3) China.
- The country situated between Thailand and North Vietnam is (1) South Vietnam (2) Laos (3) Cambodia.
- The country situated between South Vietnam and Thailand is (1) North Vietnam (2) Laos (3) Cambodia.
5. The United Nations Hosts the Revolution

In the spring of 1945, delegates of 50 nations drew up the United Nations Charter. The purpose of the United Nations was to keep peace among nations. The nations hoped that peace could be achieved through cooperation and goodwill of the member nations.

The United Nations has been tested many times. In 1950 it sent troops to Korea to help end the war. It also sent forces to parts of Africa, Asia, and the Middle East to end local wars. The United Nations has, however, often failed to end wars. It has also failed to settle many of the problems that keep nations hostile toward one another.

In our story, one such problem is being brought before the United Nations. Yasir Arafat (ara-FAHT), the leader of the Palestine Liberation Organization, speaks before the United Nations General Assembly.

Arafat speaks for a people who have been homeless for many years. Many of them once lived on lands that now belong to the state of Israel. The people lost their lands when they ran away during the first Arab-Israeli War in 1948. These people want to go back to their lands. Israel says “no!”

Israel says that these people left their lands because they did not wish to become citizens of Israel. The Palestinians, they say, will never agree to become citizens of Israel. Many Palestinians are terrorists who attack and kill innocent civilians. They will not rest until the state of Israel is no more.

Israel adds that the Palestinians should become citizens of other Arab countries. Israel also says that the Arab countries would rather keep the problem alive than finally bring peace to the Middle East.
Has the United Nations changed much since it was first organized? Do its members still believe in working together to solve the problems of the world? Our story should help answer these questions.

United Nations, New York, November 1974

"Here he comes!" whispered many of the delegates seated in the General Assembly of the United Nations.

A short man, dressed in a windbreaker and brown trousers, walked to the microphone. He wore a kaffiyeh (kee-FEE-ya, a head covering). A pistol holster could be seen when he opened his jacket. All the delegates except the Israelis were present. The delegates had come to hear Yasir Arafat speak.

Arafat clasped his hands over his head as boxers do after they have won a fight. Delegates from Asian, African, Middle Eastern, and Latin American countries stood up and cheered. Many of these delegates too had fought for the cause of nationalism. Arafat was one of their own.

The European delegates sat politely. Many remembered the early years of the United Nations. Then the United States and Western Europe controlled the General Assembly. Now they were outvoted by Asian, African, Middle Eastern, and Latin American countries all joining together. Times had changed!

Arafat cleared his throat. He began to speak. "I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand!"

"What do you think he means by that?" asked an assistant to the delegate from the United States.

The delegate shrugged. "Who knows? To his friends, his speech will be a promise of peace. To his enemies, it will be a threat of war. Only one thing is certain. Nothing will be solved here today."

Outside the United Nations, small riots were taking place. Arabs carrying signs cried their support for Yasir Arafat. They were faced by Jews who raised clenched fists at them. Riot police managed to keep the two groups apart.

Inside the United Nations, Arafat was finishing his speech. He
had spoken for almost 100 minutes. He had promised that Jews would be able to live in peace in the Middle East—once the state of Israel no longer existed. Arafat’s remarks had been greeted with wild applause. The state of Israel must fall. It was a tool of Western imperialists.

Arafat stopped. He had finished his speech. Again delegates from the Asian, African, Middle Eastern, and Latin American countries stood and cheered.

Arafat smiled, walked away from the microphone, and sat down.

Now the Israeli ambassador returned to the auditorium. He stepped to the microphone. He was angry. He said, “The United Nations has disgraced itself by inviting the murderer of innocent men, women, and children to speak before it!”

The Western delegates applauded. There was no answer from the Asian, African, Middle Eastern, and Latin American countries. They had left the assembly as soon as the Israeli rose to speak.

The British delegate turned to the United States delegate. He asked, “We have come a long way here at the United Nations. Where do you think we are now?”

“We are in the hands of the revolution!” answered the United States delegate.

UNDERSTANDING THE STORY

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

1. The United Nations sent troops to Korea.
2. The United Nations had often failed to stop wars.
3. The United Nations should be moved from the United States to Switzerland.
4. Arafat spoke for all Arab nations.
5. Arafat was an Iraqi Arab.
6. All Palestinians should go back to live in Israel.
7. The United States and Western Europe no longer controlled the General Assembly.
8. Terrorists have no right to hurt people.
B. Tell which statements Arafat made.
   1. Israel should be allowed to exist in peace.
   2. I come bearing an olive branch.
   3. The state of Israel must fall.
   4. The United Nations has disgraced itself.
   5. Jews will be able to live in peace once the state of Israel no longer exists.
   6. Do not let this gun fall from my hand.
   7. Israel is a tool of Western imperialists.
   8. Someday I will be president of Egypt and Syria.

C. Imagine that you are the secretary general of the United Nations. You have been asked for your advice. Should Arafat be permitted to speak at the General Assembly, even though his people are not members of the United Nations? What advice would you give? Explain.

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   charter   freedom fighter   terrorist
   cooperation   Palestine   kaffiyeh
   General Assembly

2. Go to the library. Prepare a report on the successes of the United Nations through the years.

3. Assume you are a reporter. Your assignment is to interview Israel’s United Nations representative. Ask him what he thinks of Arafat’s speech. Answer the question as you think the Israeli representative would and then explain the answer.

4. You are the same reporter. You are now interviewing Arafat. Fill him in on what the Israeli ambassador told the General Assembly. Also tell Arafat what the Israeli said to you. Write down what you think Arafat’s answer would be.
5. The olive branch represents peace. What is wrong with the cartoon below? What does Arafat really mean? Can his methods bring peace to the Middle East? Explain.

"Do not let the olive branch fall from my hand!"
6. Five Minutes to Midnight

We turn the pages of history and finally come upon our own times. We would like to be able to say that wars are a thing of the past. But our world remains dotted with trouble spots. Nations still use war as a means of settling their differences. Nowhere in the world is the threat of war stronger than in the Middle East. Since the birth of the state of Israel, the Middle East has been the scene of several wars.

Ask yourself why this area is such a trouble spot. Why does trouble there threaten the rest of the world? Perhaps our two college students—one an Israeli, the other a Syrian—can help us answer these questions.

New York City, 1976

Avram had ten minutes to eat his lunch and get to his science class. He looked around the crowded college cafeteria and saw one empty seat. A young woman sat at the table. He knew that her name was Leila.

"May I sit here?" asked Avram.

Leila nodded her head. Avram put his tray on the table and placed his books next to his chair.

Both Avram and Leila were foreign exchange students. Avram was an Israeli, Leila a Syrian. They attended a science class together but had never spoken. After a minute of silence, Avram spoke.

"Thank you for letting me sit here," said Avram. "We Israelis don't often get such invitations from Arabs."

Leila looked up sharply. "Perhaps it's because your people behave as rudely as you are behaving now."

"I apologize for my rudeness," said Avram. "Israelis have been pushed so many times that I suppose we're always ready for a fight."

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"Please don't make such innocents of the people of Israel. After all, it was you who pushed your way into the Arab world. And you have taken lands that belonged to the Arab people. You Israelis deserve to be pushed. And we Arabs won't stop pushing until we have pushed you into the sea."

"Dear lady," said Avram, "every time you push us you leave behind more of your lands. Perhaps it is time for the Arabs to stop this foolishness. We don't want your land. We want to break bread with you at the peace table."

"Wonderful words," answered Leila, "and Israel repeats these same words before the United Nations and the world. Yet while Israel speaks of peace, she builds on the Arab lands which she has stolen. And generations of homeless Arabs waste away in the desert."

"We have stolen nothing. It is you who try to steal our land by making wars. This land has belonged to us for centuries. Even your holy book, the Koran (KOH-ran), proves it. And you know that many Arabs live in Israel. They are granted citizenship and even hold seats in our government. Most of them live better in Israel than anywhere else in the Middle East."

Leila interrupted. "What about the Arabs you have made homeless?"

"If the Arab countries are truly concerned about the homeless
Arabs, why don't they invite them into their own countries? After all, we Israelis invite Jews from all over the world to live in our country."

Leila said, "We don't take these Arabs into our countries because we never want to forget that Israel has stolen their homeland! You invite Jews to settle in your country because you need soldiers to fight your wars."

Avram answered, "You don't take the homeless Arabs into your countries because you want to use them as terrorists against Israel. And while it is true that the Arabs greatly outnumber us, we invite Jews to Israel for reasons other than building up our armies."

"I know. You're going to tell me all about the concentration camps."

"Yes, my people crawled out of the world's ghettos to go to Israel. They went from countries that had tortured and chased them. They have risen from the ashes of the concentration camps. After two thousand years of persecution, they have the right to live as free people in a land of their own!"

Leila spoke through clenched teeth. "My homeland is not a homeland for Jews!"

"You may be a brilliant student, but you don't know your history," said Avram. "You refuse to understand that all Jews have lived in Israel for thousands of years. Some have actually lived and worked there. The others have lived and worked in Israel in their hearts and minds. In recent times we bought diseased swampland from Arab landlords. We paid dearly for this land—not only with money but with sweat and blood. We worked hard and made this once-barren land a showplace for the world. The Bible, the Koran, our history, and now the United Nations all give us the right to claim this land. And we will not be moved. Never!"

"But we are becoming more powerful," said Leila. "Our Arab countries are rich in oil, and we can buy anything we want. The Russians supply us with tanks, guns, and planes. Our armies are getting stronger. Can you really stop us from pushing you into the sea one day?"

Avram answered. "We are not without resources. So long as the Russians supply you, the Americans will continue to supply us. Besides, your hundreds of millions of people hardly frighten our 3 million people so long as we have atomic weapons. It has
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taken too many centuries to reclaim our homeland for us to give it up without a fight."

"And so Arab and Israeli will go on locked together in a death struggle," said Leila.

"Unless we learn to speak with one another."

"What do we have in common to speak about?" asked Leila.

"A great deal," answered Avram. "We are both concerned with homeless people. You are concerned with homeless Arabs and I am concerned with homeless Jews. Perhaps if we help one another, we can make a good home for both."

Avram and Leila looked quietly at each other. The class bell rang. They gathered their books and coats and walked off silently to class together.

UNDERSTANDING THE STORY

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

1. War is a thing of the past.
2. The threat of war is great in the Middle East.
3. The two people in the story are an Israeli and a Syrian.
4. Avram and Leila shared a table in a college cafeteria.
5. Leila believed that Israel had stolen lands from the Arabs.
6. Avram and Leila had never spoken to each other.
7. Avram and Leila disagreed about the Middle East.
8. Avram believed that Israel should be a homeland for the Jewish people.

B. Write A for each statement that Avram might have made and L for each statement that Leila might have made.

1. We want to break bread with you at the peace table.
2. Generations of homeless Arabs waste away in the desert.
3. My people have risen from the ashes of the concentration camps.
4. My homeland is not a homeland for Jews.
5. Can you stop us from pushing you into the sea?
   . Our people have the right to live as a free people in a land of their own.
7. Arabs and Israelis are in a death struggle.
8. You are concerned with homeless Arabs. I am concerned with homeless Jews.

C. Suppose that Avram and Leila came to you for advice. They would like to know how their countries can live in peace. What advice would you give them?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   Israeli          Arab
   terrorist       homeland

2. The caption of a cartoon is: “Our people have risen from the ashes of the concentration camps!” Who do you think said this? Explain. What does Israel mean to the survivors of the concentration camps? Draw the cartoon.

3. Study the map of the Middle East on page 451. Tell which item makes each statement correct.
   a. The Suez Canal connects (1) Israel and Egypt (2) the Mediterranean and the Nile River (3) the Mediterranean and the Gulf of Suez.
   b. An Arab country to the southwest of Israel is (1) Egypt (2) Jordan (3) Syria.
   c. An Arab country east of Israel is (1) Egypt (2) Jordan (3) Lebanon.
   d. Which of these Arab countries does not actually touch Israeli land? (1) Jordan (2) Saudi Arabia (3) Lebanon


5. Suppose that Leila and Avram have a history exam. They are asked to give a possible solution to the Middle East problem. What would Leila write? What would Avram write?
Many people have begun to take a long, hard look at Planet Earth. They do not like what they see. They talk about the coming shortages of important natural resources, such as oil and coal. People are also talking about the shortage of our most vital natural resource: food.

In our story, Dr. Paul Ehrlich (AIR-lick), a biologist, is holding a press conference. He wants to make people realize that there is a food crisis. How serious is this crisis? Will we face starvation in our lifetime? Let us see how Dr. Ehrlich answers these questions.

**Washington, 1970**

“Dr. Ehrlich,” called out a reporter from *The New York Times*. “Would you please repeat those figures?”

“Gladly,” said Dr. Ehrlich. “It comes down to this. Soon we are not going to be able to grow enough food to feed all the people who live on this planet. There are over 4 billion people living on the earth right now. A hundred years ago there were only a billion people on the planet. The world’s population used to double every 1,500 years. Today it doubles every 80 years! We cannot continue to feed so many people!”

“What do you suggest?” asked the reporter from the Chicago Tribune.

Dr. Ehrlich answered immediately. “We must limit every family in the world to no more than two children.”

“But,” sputtered the editor of the National Review, “that’s unthinkable! People have the right to bear as many children as they wish.”

The other reporters listened with interest. Most agreed with the editor of the National Review. They found it hard to take Dr. Ehrlich’s statements seriously.
"Ladies and gentlemen," said Dr. Ehrlich, "I see that most of you do not believe what I am saying."

"Oh, we believe you," said the reporter from the New York Daily News. "It's just that we don't think the world has anything to worry about for a few hundred years. By that time, scientists like yourself will have invented new ways of feeding the world."

"Ladies and gentlemen," said Dr. Ehrlich, "we don't have a few hundred years left! The crisis is now. Oil, lead, zinc, tin, and water are already in short supply. As for food, right this minute, people are starving to death! All over the world, millions of people are starving. By the year 2000, the world's population will have grown from 4 billion to 7 billion. How many people will starve then?"

"But, Dr. Ehrlich," protested the reporter from the Washington Post, "don't we have enough food to feed the world's people right now? Isn't it just that some countries have too much food and others have too little?"

Dr. Ehrlich shook his head. "If all the world's food supply were evenly divided, there would still not be enough to go around. And, of course, air pollution and water pollution make our problems even more serious. Plants depend upon oxygen and water to live and grow. If plants do not grow or are killed by polluted air and water, the animals that eat these plants will have no food. Soon, animal life will die off. If plants and animals die off, what will remain for human beings to eat? With an exploding world population, and with increasing pollution of air and water, the world's food supply is threatened."

At last the reporters began to understand what Dr. Ehrlich was trying to tell them.

"Is there anything we can do?" asked the reporter from the Village Voice.

"That's why I called this news conference," said Dr. Ehrlich. "Families will have to have fewer children. We must stop waste and pollution, and governments must pass tough laws to make sure we stop. Then perhaps there may still be time."

"And if this isn't done?" shouted several reporters.

"Then," said Dr. Ehrlich, "we have nothing to look forward to but pollution, starvation, and war. Human life will disappear and will be replaced by a creature who will inherit the earth."
"What creature?" cried the reporter from the New York Post. "The one creature that life on earth will be fit for," replied Dr. Ehrlich. "The cockroach!"

UNDERSTANDING THE STORY

A. Complete each of the sentences below.
   1. People talk of shortages of natural resources such as and ———.
   2. There will also be a shortage of our most important natural resource ———.
   3. We are not going to be able to grow enough food to feed all the ——— who live on this ———.
   4. The population of the world doubles every ———.
   5. The crisis is ———.
   6. All over the world, millions of people are ——— to death.
   7. Even if all the world's food were evenly divided, there would still not be ———.
   8. We must stop ——— and ———.

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

COLUMN A
1. What we face in our lifetime
2. The number of people now living on earth
3. What happens to the number of people on earth
4. What Dr. Ehrlich thinks each family must do
5. What most people think families have a right to do
6. When Dr. Ehrlich thinks the crisis is
7. What Dr. Ehrlich says human beings must do
8. Creature that will inherit the earth from human beings

COLUMN B
(a) now
(b) stop waste and pollution
(c) starvation
(d) have as many children as they wish
(e) 4 billion
(f) doubles every 80 years
(g) the cockroach
(h) have no more than two children per family
C. Assume that you are a member of the President's Commission on Natural Resources. You have been asked to make a report on the resources of the United States today and in the future. What would you tell the president about our country's resources? How will the careless use of American resources affect the rest of the world?

ACTIVITIES AND INQUIRIES

1. Use each of the following key terms in a sentence.
   planet population environment pollution natural resources
2. Go to the library. Prepare a report on an important natural resource.
3. Look at the illustration on page 458. What is the message of the picture? Write your own title for the illustration.
4. Draw a poster that will encourage people to stop waste.
5. Write an outline telling what the students in your class can do to prevent the waste of resources.
"Congratulations, Jack," said Mr. Miller. "You got one of the highest grades in the class."

"Thanks, Mr. Miller. Please don’t think that I’m just being polite when I tell you that I really enjoyed your subject."

"My subject? History belongs to all of us."

"There you go again, Mr. Miller. And now I suppose you’ll start to talk about the past and the future, just as you did at the start of the term."

"Was I wrong?"

"Do you want the truth?"

"Of course."

Jack hesitated. "The truth is, I’m not sure that I’ve really learned anything about the future or even learned to understand the present. But I have learned something for myself."

"What’s that?"

"Well, I learned that I’m a lot tougher than I thought."

"How did the course teach you that?" asked Mr. Miller.

"It didn’t happen right away," answered Jack. "It took a long time. But after studying about the rise and fall of empires, wars, revolutions, and the many problems that threatened people’s lives, I finally got the message."

"What was it?"

"It got through to me that, in spite of all the problems, people survived. Time after time, people built on top of the ruins to make a new life."

"And what does that have to do with you?" asked Mr. Miller.

"I finally began to think that if I had lived during any of those times of crisis, I too would have made it. After all, if the human race has survived—why wouldn’t I have made it too?"

Mr. Miller smiled. "Do you remember how worried you once were about the problems that face us today? Do you still feel the same way?"

Jack laughed. "I think I’ll survive. I think we all will."
Glossary

absolute monarchy  form of government in which a king or queen has complete control of the nation's affairs
A.D. (anno Domini)  all years since the birth of Christ
Age of Reason  period in Europe (17th and 18th centuries) during which people began to search for truth through observation of nature and scientific experimentation
balance of power  means of preventing any one nation from becoming strong enough to overpower others; a coalition of one group against another
barbarian  outsider, foreigner; one not as civilized as others
B.C. (before Christ)  all years before the birth of Christ
capitalism  economic system that encourages private ownership of property and personal profit through the use of capital (money)
Church (Roman Catholic Church)  dominant religious organization in Western Europe from the fall of Rome (476) to the early 16th century
civilization  way of life of a nation or a part of the world; refinement of ideas, manners, and tastes
Congress of Vienna  council of European leaders that drew up the peace treaty following the Napoleonic Wars (1815)
colonialism  (see imperialism)
commonwealth  a group of people organized under a system of laws; also, English government during the reign of Oliver Cromwell (1649–1660)
communism  economic system in which all means of production are the property of the state or government
Crusades Christian military expeditions to regain the Holy Land (Palestine) from the Moors during the Middle Ages
Declaration of the Rights of Man description of the rights of French people, written during the French Revolution
democracy form of government that provides for the expression and realization of the wishes of the majority of the people
dictatorship government ruled by one person or a group of people; the wishes of the majority are not considered or recognized
divine right belief that a monarch rules because of God’s wishes or plans
domestic system economic system under which goods were made by hand in the home
empire extensive lands or territories controlled by one nation; originally, lands ruled by an emperor
Estates General legislative assembly of France before the Revolution, made up of three estates
factory system making of goods by machine in a special building set aside for that purpose (a factory)
fascism form of 20th-century government in which a dictator rigidly controls political life; its economic system is a form of capitalism
feudalism economic and social system during the Middle Ages; the nobility owned the land; the serfs lived on and worked the land and fought wars to defend it
First Estate high clergy in the Estates General
Glorious Revolution of 1689 replacement of Stuart kings of England by William and Mary of Orange (Netherlands); supremacy of Parliament over king established
guild system association or group of men during the Middle Ages who controlled the manufacturing and sale of a product in a town or city
humanism revival of Greek and Latin classics during the Renaissance; emphasis upon secular (worldly) matters and activities
imperialism process in which a powerful nation takes control of a weaker one; empire building
indulgences pardons for sins
Industrial Revolution shift in technology from handcrafts made at home to machine-made goods produced in factories
Inquisition Roman Catholic Church court that sought out and punished those who disagreed with Church doctrines
League of Nations organization formed after World War I to keep the world at peace
“Liberty, Equality, Fraternity” slogan of the French Revolution
Magna Carta charter signed by King John of England in 1215 which granted certain rights to English barons
manor system medieval system of farming
nationalism feeling held by a group of people that they belong together as a separate nation
Middle Ages period between the fall of Rome and the Renaissance (476–1400)
New World continents of the Western Hemisphere (North America and South America), discovered by Columbus
Old Regime system of privileges and absolutism in France before the Revolution
Orient, the lands of Asia, such as China and Japan
parliament lawmaking body whose members discuss national problems and pass laws
Petition of Right statement of rights written by the English Parliament and signed by King Charles I in 1628
philosophes writers and thinkers in 18th-century France
Reformation, Protestant upheaval in the Church during the 16th century that resulted in the formation of many separate Christian churches
Reign of Terror period during the French Revolution marked by violence and death
Renaissance revival or rebirth of learning and interest in earthly life during the 15th century
revolution a great change; the overthrow of a government; a change in manner of thinking or production
Second Estate nobles in the Estates General
serfdom system whereby people were bound to the soil as farmers and were controlled by the nobility
social contract theory of government in which the people have agreed to be governed by certain persons
Third Estate middle-class persons, lower clergy, farmers, and workers in the Estates General; represented 98 percent of the French people
Triple Alliance agreement of mutual protection by Germany, Austria-Hungary, and Italy; the Central Powers during World War I
Triple Entente agreement of mutual protection by England, France, and Russia; the Allied Powers during World War I
United Nations world organization formed after World War II to prevent war and promote freedom
West, the Western Europe and North America