

East Asia Under Challenge

1800–1914

Key Events

As you read this chapter, look for the key events in the development of East Asia.

- Western nations used political persuasion and military strength to gain trading privileges with China and Japan.
- China's internal problems made it easier for Western nations to penetrate the country and strengthen their influence.
- Japan's ability to adopt Western ways and to maintain its own traditions enabled it to develop into a modern, powerful nation.

The Impact Today

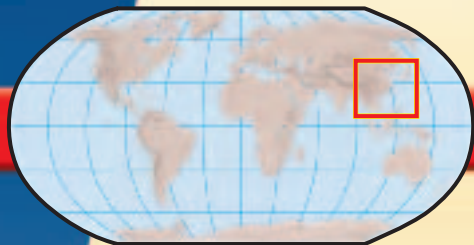
The events that occurred during this time period still impact our lives today.

- The issues raised by the Opium War continue to be addressed, since drug addiction is still a major international problem.
- Japan has one of the world's largest industrialized, free-market economies.
- China's large market continues to attract Western business and trade.



World History Video The Chapter 22 video, "The Russo-Japanese War," chronicles the conflict between Russia and Japan.

Chinese workers pack tea for export.



1830

1840

1850

1860

1870

1841

British forces seize island of Hong Kong

1842

Treaty of Nanjing establishes trade between China and Great Britain

1854

Treaty of Kanagawa initiates United States–Japanese relations

1860

Europeans seize Chinese capital of Beijing

1868

Meiji Restoration begins



A British steamship attacks Chinese naval forces off the coast of China during the Opium War.

Sun Yat-sen



1905

Sun Yat-sen forms
Revolutionary
Alliance in China

1911

Chinese revolution
starts

1880

1890

1900

1910

1920

c. 1900

Japan's
industrial
sector begins
to grow

1910

Japan annexes
Korea



Meiji-era train depot

HISTORY
Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 22–Chapter Overview** to preview chapter information.

A Story That Matters



The Summer Palace in Beijing today



Palace interior

Looting of the Summer Palace

Like the countries of South Asia, Southeast Asia, and Africa, the nations of East Asia faced a growing challenge from the power of the West in the nineteenth century. In China, Westerners used their military superiority to pursue their goals.

In 1860, for example, Great Britain and France decided to retaliate against the Chinese, who had tried to restrict British and French activities. In July, combined British and French forces arrived on the outskirts of Beijing. There, they came upon the Old Summer Palace of the Chinese emperors. The soldiers were astounded by the riches they beheld and could not resist the desire to steal them.

Beginning on October 6, British and French troops moved through the palace. They took anything that looked valuable and smashed what they could not cart away. One British observer wrote, “You would see several officers and men of all ranks with their heads and hands brushing and knocking together in the same box.” In another room, he said, “a scramble was going on over a collection of handsome state robes . . . others would be amusing themselves by taking shots at chandeliers.”

Lord Elgin, leader of the British forces in China, soon restored order. After the Chinese took hostage and then murdered some 20 British and French soldiers, however, Lord Elgin ordered the Old Summer Palace to be burned. Intimidated, the Chinese government agreed to Western demands.

Why It Matters

The events of 1860 were part of a regular pattern in East Asia in the nineteenth century. Backed by European guns, European merchants and missionaries pressed for the right to carry out their activities in China and Japan. The Chinese and Japanese resisted but were eventually forced to open their doors to the foreigners. Unlike other Asian societies, however, both Japan and China were able to maintain their national independence.

History and You International contact continues to shrink differences among nations. Using the information in this chapter and outside research, create a chart comparing the development of twentieth-century United States and Japan. Include data on material goods as well as economic, political, or social trends. **FCAT L.A.A.2.4.8**

SECTION 1

The Decline of the Qing Dynasty

Guide to Reading

Main Ideas

- The Qing dynasty declined because of internal and external pressures.
- Western nations increased their economic involvement with China.

Key Terms

extraterritoriality, self-strengthening, spheres of influence, indemnity

People to Identify

Hong Xiuquan, Guang Xu, Empress Dowager Ci Xi, John Hay

Places to Locate

Guangzhou, Chang Jiang, Hong Kong

Preview Questions

1. What internal problems led to the decline of the Qing dynasty?
2. What role did Western nations play in the Qing dynasty's decline?

Reading Strategy

Compare and Contrast Create a chart comparing and contrasting the Tai Ping and Boxer Rebellions.

	Tai Ping	Boxer
Reforms Demanded		
Methods Used to Obtain Reforms		
Outcomes		

Preview of Events

1840	1850	1860	1870	1880	1890	1900
1839 Opium War begins	1850 Tai Ping Rebellion begins				1898 Ci Xi opposes reforms	1900 Boxer Rebellion defeated

The following are the major Sunshine State Standards covered in this section.

SS.A.2.4.8:
Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.

SS.D.2.4.6:
Understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

SS.B.2.4.3:
Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.

Voices from the Past

In the second half of the nineteenth century, calls for political reform were heard in China. However, a leading court official, Zhang Zhidong, argued:

“The doctrine of people’s rights will bring us not a single benefit but a hundred evils. Are we going to establish a parliament? Among the Chinese scholars and people there are still many today who are content to be vulgar and rustic. They are ignorant of the general situation in the world, they do not understand the basic system of the state. They have not the most elementary idea about foreign countries. . . . Even supposing the confused and clamorous people are assembled in one house, for every one of them who is clear-sighted, there will be a hundred others whose vision is clouded; they will converse at random and talk as if in a dream—what use will it be?”

—*China’s Response to the West: A Documentary Survey, 1839–1923*,
Ssu-yu Teng and John K. Fairbank, eds., 1970

Zhang’s view prevailed, and no reforms were enacted.

Causes of Decline

In 1800, after a long period of peace and prosperity, the Qing dynasty of the Manchus was at the height of its power. A little over a century later, however, humiliated and harassed by the Western powers, the Qing dynasty collapsed.

One important reason for the abrupt decline and fall of the Qing dynasty was the intense external pressure applied to Chinese society by the modern West. However, internal changes also played a role in the dynasty's collapse.

After an extended period of growth, the Qing dynasty began to suffer from corruption, peasant unrest, and incompetence. These weaknesses were made worse by rapid growth in the country's population. By 1900, there were 400 million people in China. Population growth created a serious food shortage. In the 1850s, one observer wrote, "Not a year passes in which a terrific number of persons do not perish of famine in some part or other of China."

The ships, guns, and ideas of foreigners highlighted the growing weakness of the Qing dynasty and probably hastened its end.

✓ Reading Check **Examining** What factors led to the decline of the Qing dynasty?

The Opium War

By 1800, Europeans had been in contact with China for more than two hundred years. European merchants, however, were restricted to a small trading outlet at **Guangzhou** (GWONG•JO), or Canton. The British did not like this arrangement.

The British also had an unfavorable trade balance in China. That is, they imported more goods from China than they exported to China. For years, Britain had imported tea, silk, and porcelain from the Chinese and sent Indian cotton to China to pay for these imports. The cotton, however, did not cover the entire debt, and the British were forced to pay for their imports with silver. The British sent increasing quantities of silver to China, especially in exchange for tea, which was in great demand by the British.

At first, the British tried to negotiate with the Chinese to improve the trade imbalance. When negotiations failed, the British turned to trading opium.

Opium was grown in northern India under the sponsorship of the British East India Company and then shipped directly to Chinese markets. Demand for opium—a highly addictive drug—in South China jumped dramatically. Soon, silver was flowing out of China and into the pockets of the officials of the British East India Company.

The Chinese reacted strongly. The British were not the first to import opium into China. The Chinese government had already seen opium's dangerous qualities, and had made its trade illegal. They appealed to the British government on moral grounds to stop the traffic in opium. A government official wrote to Queen Victoria: "Suppose there were



people from another country who carried opium for sale to England and seduced your people into buying and smoking it; certainly your honorable ruler would deeply hate it and be bitterly aroused."

The British refused to halt their activity, however. As a result, the Chinese government blockaded the foreign area in Guangzhou in order to force traders to surrender their chests of opium. The British responded with force, starting the Opium War (1839–1842).

The Chinese were no match for the British. British warships destroyed Chinese coastal and river forts. When a British fleet sailed almost unopposed up the **Chang Jiang** (Yangtze River) to Nanjing, the Qing dynasty made peace.

In the Treaty of Nanjing in 1842, the Chinese agreed to open five coastal ports to British trade, limit taxes on imported British goods, and pay for the costs of the war. China also agreed to give the British the island of **Hong Kong**. Nothing was said in the treaty about the opium trade. Moreover, in the five ports, Europeans lived in their own sections and were subject not to Chinese laws but to their own laws—a practice known as **extraterritoriality**.

The Opium War marked the beginning of the establishment of Western influence in China. For the time being, the Chinese tried to deal with the problem by pitting foreign countries against one another. Concessions granted to the British were offered to other Western nations, including the United States. Soon, thriving foreign areas were operating in the five treaty ports along the southern Chinese coast.

 **Reading Check** **Summarizing** What did the British do to adjust their trade imbalance with China?



Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 22—Student Web Activity** to learn more about Western influence in China.

The Tai Ping Rebellion

In the meantime, the failure of the Chinese government to deal with pressing internal economic problems led to a peasant revolt, known as the Tai Ping (TIE PING) Rebellion (1850–1864). It was led by



CONNECTIONS Past To Present

The Return of Hong Kong to China

In 1984, Great Britain and China signed a joint declaration in which Britain agreed to return its colony of Hong Kong to China on July 1, 1997. China promised that Hong Kong would keep its free market, its capitalist economy, and its way of life. The formula was "one country, two systems."

In 1841, Hong Kong was a small island with a few fishing villages on the southeastern coast of China. A British naval force seized the island and used it as a port for shipping opium into China. A year later, after a humil-

iating defeat in the Opium War, China agreed to give the island of Hong Kong to Britain.

Later, the British took advantage of the declining power of China's Qing dynasty to gain additional lands next to Hong Kong. In 1860, the Chinese government granted the Kowloon Peninsula to Britain. In 1898, the Chinese granted the British a 99-year lease on the nearby New Territories, an area that provided much of the food for the colony of Hong Kong.

In the 1950s and 1960s, Hong Kong was filled with refugees from the new Communist regime in mainland China. The population of Hong Kong swelled to six million. The economy of Hong Kong boomed. Today, Hong Kong is the eighth largest trading nation in the world.



◀ **Troops take down the British flag in Hong Kong in 1997.**

Comparing Past and Present

Using outside sources, research the current political and cultural situation in Hong Kong. Explain what the formula "one country, two systems" means. Evaluate whether the formula has been successful since Hong Kong was returned to China. **FCAT LA.A.2.4.4**

Hong Xiuquan, a Christian convert who viewed himself as a younger brother of Jesus Christ.

Hong was convinced that God had given him the mission of destroying the Qing dynasty. Joined by great crowds of peasants, Hong captured the town of Yongan and proclaimed a new dynasty, the Heavenly Kingdom of Great Peace (*Tai Ping Tianguo* in Chinese—hence the name *Tai Ping Rebellion*).

The *Tai Ping Rebellion* appealed to many people because it called for social reforms. These reforms included giving land to all peasants and treating women as equals of men. Women even served in their own units in the *Tai Ping* army.

Hong's rebellion also called for people to give up private possessions. Peasants were to hold lands and farms in common, and money, food, and clothing were to be shared equally by all. Hong outlawed alcohol and tobacco and eliminated the practice of binding women's feet. The Chinese Communist Revolution of the twentieth century (see Chapter 31) would have similar social goals.

In March 1853, the rebels seized Nanjing, the second largest city of the empire, and massacred 25,000 men, women, and children. The revolt continued for 10 more years but gradually began to fall apart. Europeans came to the aid of the Qing dynasty when they realized the destructive nature of the *Tai Ping* forces. As one British observer noted, there was no hope “of



European troops battle Tai Ping soldiers in Guangzhou during the Tai Ping Rebellion.

any good ever coming of the rebel movement. They do nothing but burn, murder, and destroy.”

In 1864, Chinese forces, with European aid, recaptured Nanjing and destroyed the remaining rebel force. The *Tai Ping Rebellion* proved to be one of the most devastating civil wars in history. As many as twenty million people died in the course of the 14-year struggle.

One reason for the Qing dynasty's failure to deal effectively with the internal unrest was its ongoing struggle with the Western powers. Beginning in 1856, the British and the French applied force to gain greater trade privileges. As a result of the Treaty of Tianjin in 1858, the Chinese agreed to legalize the opium trade and open new ports to foreign trade. They also surrendered the Kowloon Peninsula to Great Britain. When the Chinese resisted parts of the treaty, the British seized Beijing in 1860.

 **Reading Check Summarizing** What social reforms did the *Tai Ping Rebellion* demand?

Efforts at Reform

By the late 1870s, the Qing dynasty was in decline. Unable to restore order themselves, government troops had relied on forces recruited by regional warlords to help fight the *Tai Ping Rebellion*. To finance their private armies, warlords had collected taxes from local people. After crushing the revolt, many of these warlords refused to dismiss their units. With the support of the local gentry, they continued to collect local taxes for their own use.

In its weakened state, the Qing court finally began to listen to the appeals of reform-minded officials. The reformers called for a new policy they called “**self-strengthening**.” By this, they meant that China



Then and Now

Victoria served as the capital of Britain's Hong Kong colony. How did the presence of the British impact the island of Hong Kong?

Victoria Harbor, c. 1840 ►

▼ Modern Hong Kong



should adopt Western technology while keeping its Confucian values and institutions. Under this policy, factories were built to produce modern weapons and ships, increasing China's military strength. However, the traditional Chinese imperial bureaucracy was also retained, and civil service examinations based on Confucian writers were still used to select government staff members. This new policy guided Chinese foreign and domestic policy for the next 25 years.

Some reformers wanted to change China's traditional political institutions by introducing democracy. However, such ideas were too radical for most reformers. During the last quarter of the nineteenth century, the Chinese government tried to modernize China's military forces and build up industry without touching the basic elements of Chinese civilization. Railroads, weapons factories, and shipyards were built, but the Chinese value system remained unchanged.

Reading Check **Explaining** What was China's policy of "self-strengthening"?

The Advance of Imperialism

In the end, however, the changes did not help the Qing stay in power. The European advance into China continued during the last two decades of the nineteenth century, while internal conditions continued to deteriorate.

Mounting Pressures In the north and northeast, Russia took advantage of the Qing dynasty's weakness to force China to give up territories north of the Amur River in Siberia. In Tibet, a struggle between Russia and Great Britain kept both powers from seizing the territory outright. This allowed Tibet to become free from Chinese influence.

Even more ominous changes were taking place in the Chinese heartland. European states began to create **spheres of influence**, areas where the imperial powers had exclusive trading rights. After the Tai Ping Rebellion, warlords in the provinces began to negotiate directly with foreign nations. In return for money,



the warlords granted these nations exclusive trading rights or railroad-building and mining privileges. In this way, Britain, France, Germany, Russia, and Japan all established spheres of influence in China.

In 1894, another blow further disintegrated the Qing dynasty. The Chinese went to war with Japan over Japanese inroads into Korea, a land that the Chinese had controlled for a long time. The Chinese were soundly defeated. As a reward, Japan demanded and received the island of Taiwan (known to Europeans at the time as Formosa), and the Liaodong (LYOW•DOONG) Peninsula. Fearing Japan's growing power, however, the European powers forced Japan to give the Liaodong Peninsula back to China.

New pressures for Chinese territory soon arose. In 1897, two German missionaries were murdered by Chinese rioters. Germany used this pretext to demand territories in the Shandong (SHON•DOONG) Peninsula. When the Chinese government approved the demand, other European nations made new claims on Chinese territory.

Internal Crisis This latest scramble for territory took place at a time of internal crisis in China. In June 1898, the young emperor **Guang Xu** (GWANG SHYOO) launched a massive reform program based on changes in Japan (see the discussion later in this

chapter). During the following weeks, known as the One Hundred Days of Reform, the emperor issued edicts calling for major political, administrative, and educational reforms. With these reforms, the emperor intended to modernize government bureaucracy by following Western models; to adopt a new educational system that would replace the traditional civil service examinations; to adopt Western-style schools, banks and a free press; and to train the military to use modern weapons and Western fighting techniques.

Many conservatives at court, however, opposed these reforms. They saw little advantage in copying the West. As one said, "An examination of the causes of success and failure in government reveals that . . . the adoption of foreignism leads to disorder." According to this conservative, traditional Chinese rules needed to be reformed and not rejected in favor of Western changes.

Most important, the new reform program was opposed by the emperor's aunt, **Empress Dowager Ci Xi** (TSUH•SEE). She became a dominant force at court and opposed the emperor's reforms. With the aid of the imperial army, she eventually imprisoned the emperor and ended his reform efforts.

 **Reading Check Identifying** What countries claimed Chinese lands between 1880 and 1900?

People In History

Ci Xi

1835–1908—Chinese empress

Empress Dowager Ci Xi, through her unwillingness to make significant reforms, helped bring about the overthrow of the Qing dynasty. Ci Xi was at first a low-ranking concubine to Emperor Xian Feng. Her position became influential in 1856, when she gave birth to the emperor's first and only son.

When the emperor died, Ci Xi ruled China on behalf of her son. Later, she ruled on behalf of her nephew Guang Xu. With the aid of conservatives at court and the imperial army, she had Guang Xu jailed in the palace.

Empress Dowager Ci Xi ruled China for almost 50 years, during a crucial period in the nation's history. She was well aware of her own power. "I have often thought that I am the cleverest woman who ever lived . . . I have 400 million people all dependent on my judgement."



Opening the Door to China

As foreign pressure on the Qing dynasty grew stronger, both Great Britain and the United States feared that other nations would overrun the country should the Chinese government collapse. In 1899, U.S. secretary of state **John Hay** presented a proposal that ensured equal access to the Chinese market for all nations and preserved the unity of the Chinese Empire. When none of the other imperialist governments opposed the idea, Hay proclaimed that all major states with economic interests in China had agreed that the country should have an **Open Door policy**.

In part, the Open Door policy reflected American concern for the survival of China. However, it also reflected the interests of some trading companies in the United States. These companies wanted to operate in open markets and disliked the existing division of China into separate spheres of influence dominated by individual states.

The Open Door policy did not end the system of spheres of influence. However, it did reduce restrictions on foreign imports imposed by the dominating power within each sphere.

The Open Door policy also helped to reduce imperialist hysteria over access to the China market. The policy lessened fears in Britain, France, Germany, and Russia that other powers would take advantage of China's weakness and attempt to dominate the China market for themselves.

✓ Reading Check Analyzing Why did the United States want an Open Door policy in China?

The Boxer Rebellion

The Open Door policy came too late to stop the Boxer Rebellion. *Boxer* was the popular name given to members of a secret organization called the Society of Harmonious Fists. Members practiced a system of exercise—a form of shadowboxing, or boxing with an imaginary opponent—that they thought would protect them from bullets.

The Boxers were upset by the foreign takeover of Chinese lands. Their slogan was “destroy the foreigner.” They especially disliked Christian missionaries and Chinese converts to Christianity who seemed to threaten Chinese traditions. At the beginning of 1900, Boxer bands roamed the countryside and slaughtered foreign missionaries and Chinese Christians. Their victims also included foreign businessmen and even the German envoy to Beijing.

Response to the killings was immediate and overwhelming. An allied army consisting of twenty thousand British, French, German, Russian, American,



Boxers are rounded up after the failed rebellion.

and Japanese troops attacked Beijing in August 1900. The army restored order and demanded more concessions from the Chinese government. The Chinese government was forced to pay a heavy **indemnity**—a payment for damages—to the powers that had crushed the uprising. The imperial government was now weaker than ever.

✓ Reading Check Explaining How did the Boxers get their name?

FCAT PRACTICE You can prepare for the FCAT-assessed standards by completing the correlated item(s) below.

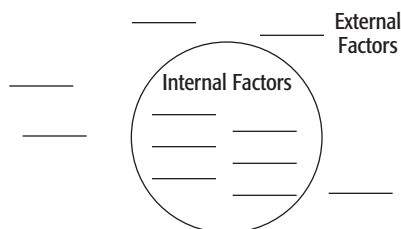
SECTION 1 ASSESSMENT

Checking for Understanding

- 1. Define** extraterritoriality, self-strengthening, spheres of influence, indemnity.
- 2. Identify** Hong Xiuquan, Guang Xu, Empress Dowager Ci Xi, John Hay, Open Door policy.
- 3. Locate** Guangzhou, Chang Jiang, Hong Kong.
- 4. Analyze** how the Tai Ping Rebellion helped to weaken the Qing dynasty.
- 5. List** the countries that supplied troops for the allied army, which was formed to fight the Boxers in 1900.

Critical Thinking

- 6. Drawing Inferences** Why did European nations agree to follow the Open Door policy proposed by the United States?
- 7. Organizing Information** Create a diagram listing the factors that led to the decline of the Qing dynasty.



Analyzing Visuals

- 8. Examine** the illustration of the Tai Ping Rebellion shown on page 686 of your text. What visual evidence in this picture shows that both the British and the Chinese were determined to win the battle?

Writing About History

- 9. Expository Writing** Using outside sources, research, write, and present a report on the effects of population growth on modern China. Include government laws to curtail population growth and explain the consequences of disobeying these laws.

FCAT LA.A.2.4.8

STUDY & WRITING SKILLBUILDER

Writing a Report

Why Learn This Skill?

You have learned about taking notes, making outlines, and finding sources for researching a paper. Now how do you put all those skills together to actually write a report?

Learning the Skill

Use the following guidelines to help you in writing a report:

- **Select an interesting topic.** As you identify possible topics, focus on resources that are available. Do preliminary research to determine whether your topic is too broad or too narrow. For example, writing about Japan in the nineteenth century is very broad. There is too much information to research and write about. Narrowing it down to one event in the nineteenth century, such as the Treaty of Kanagawa, is much more practical. If, however, you cannot find enough information about your topic, it is probably too narrow.
- **Write a thesis statement.** The thesis defines what you want to prove, discover, or illustrate in your report.

- **Prepare and do research on your topic.** Make a list of main idea questions, and then do research to answer those questions. Prepare note cards on each main idea question, listing the source information.
- **Organize your information.** Use an outline or another kind of organizer. Then follow your outline or organizer in writing a rough draft of your report.
- **Include an introduction, main body, and conclusion.** The introduction briefly presents the topic and gives your topic statement. The main body should follow your outline to develop the important ideas in your argument. The conclusion summarizes and restates your findings.
- **Revise the first draft.** Before writing the final draft of your report, wait one day and then reread and revise your first draft.

Practicing the Skill

Suppose you are writing a report on the decline of the Qing dynasty. Answer the following questions about the writing process.

- 1 What is a possible thesis statement?
- 2 What are three main idea questions?
- 3 What are three possible sources of information?
- 4 What are the next two steps in the process of writing a report?



Applying the Skill

Review the thesis, questions, and resources you came up with for the report on the Qing dynasty. Using this information, continue your research on this topic, organize your information, and write a short report.



Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

SECTION 2

Revolution in China

Guide to Reading

Main Ideas

- Sun Yat-sen introduced reforms that led to a revolution in China.
- The arrival of Westerners brought changes to the Chinese economy and culture.

Key Terms

provincial, commodity

People to Identify

Sun Yat-sen, Henry Pu Yi, General Yuan Shigai

Places to Locate

Shanghai, Wuhan

Preview Questions

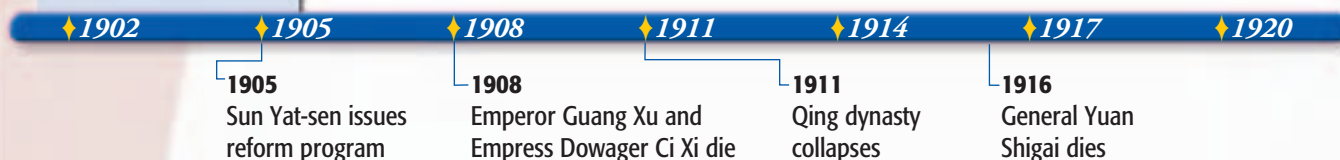
1. What was Sun Yat-sen's role in the collapse of the Qing dynasty?
2. How did Western influence affect the Chinese economy and culture?

Reading Strategy

Compare and Contrast Create a chart like the one below listing the reforms requested by Sun Yat-sen and those implemented by Empress Dowager Ci Xi.

Sun Yat-sen's Proposals	Empress Dowager Ci Xi's Reforms

Preview of Events



The following are the major Sunshine State Standards covered in this section.

SS.A.2.4.8:

Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.

SS.D.2.4.6:

Understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

Voices from the Past

In 1905, a reformer named Sun Yat-sen presented a program that called for the following changes:

“Establish the Republic: Now our revolution is based on equality, in order to establish a republican government. All our people are equal and all enjoy political rights. The president will be publicly chosen by the people of the country. The parliament will be made up of members publicly chosen by the people of the country. Equalize land ownership: The good fortune of civilization is to be shared equally by all the people of the nation. We should assess the value of all the land in the country. Its present price shall be received by the owner, but all increases in value resulting from reform and social improvements after the revolution shall belong to the state, to be shared by all the people.”

— *Sources of Chinese Tradition*, William Theodore de Bary et al., eds., 1960

These ideas helped start a revolution in China in 1911.

The Fall of the Qing

After the Boxer Rebellion, the Qing dynasty in China tried desperately to reform itself. Empress Dowager Ci Xi, who had long resisted her advisers' suggestions for change, now embraced a number of reforms in education, administration, and the legal system.

The civil service examination system was replaced by a new educational system based on the Western model. In 1909, legislative assemblies were formed at the **provincial**, or local, level. Elections for a national assembly were even held in 1910.

Sun Yat-sen

1866–1925

Chinese revolutionary



Sun Yat-sen was the leader of the revolutionary movement that overthrew the Qing dynasty. Sun was born to a peasant family in a village south of Guangzhou and was educated in Hawaii in a British school. He returned to China to practice medicine but soon began to use his earnings to finance revolutionary activities.

A failed rebellion forced Sun to flee to Japan and later to the United States and London. There, he raised money and recruited Chinese exiles to help carry out his revolutionary plans. After the Qing government collapsed in 1911, he returned to China.

Sun was never able to fully realize his dream of leading a new Chinese republic. Nevertheless, the governments of both the Republic of China on Taiwan and the Communist People's Republic of China honor him as the founder of modern China.

The emerging new elite, composed of merchants, professionals, and reform-minded gentry, soon became impatient with the slow pace of political change. They were angry when they discovered that the new assemblies were not allowed to pass laws but could only give advice to the ruler.

Moreover, the recent reforms had done nothing for the peasants, artisans, and miners, whose living conditions were getting worse as taxes increased. Unrest grew in the countryside as the dynasty continued to ignore deep-seated resentments.

The Rise of Sun Yat-sen The first signs of revolution appeared during the last decade of the nineteenth century, when the young radical **Sun Yat-sen** formed the Revive China Society. Sun Yat-sen believed that the Qing dynasty was in a state of decay and could no longer govern the country. Unless the Chinese were united under a strong government, they would remain at the mercy of other countries.

Although Sun believed that China should follow the pattern of Western countries, he also knew that the Chinese people were hardly ready for democracy. He instead developed a three-stage reform process that included: (1) a military takeover, (2) a transitional phase in which Sun's own revolutionary party would prepare the people for democratic rule, and (3) the final stage of a constitutional democracy.

In 1905, at a convention in Tokyo, Sun united radical groups from across China and formed the Revolutionary Alliance, which eventually became

the Nationalist Party. The new organization advocated Sun's Three People's Principles, which promoted nationalism, democracy, and the right for people to pursue their own livelihoods. Although the new organization was small, it benefited from the rising discontent generated by the Qing dynasty's failure to improve conditions in China.



Picturing History

Sun Yat-sen's Nationalist soldiers arrive at a village in search of bandits. Sun Yat-sen's revolutionary forces rose against the Qing dynasty in 1911. **What stage(s) in his reform process was Sun attempting to undertake with his army?**

The Revolution of 1911 The Qing dynasty was near its end. In 1908, Empress Dowager Ci Xi died. Her nephew Guang Xu, a prisoner in the palace, died one day before his aunt. The throne was now occupied by China's "last emperor," the infant **Henry Pu Yi**.

In October 1911, followers of Sun Yat-sen launched an uprising in central China. At the time, Sun was traveling in the United States. Thus, the revolt had no leader, but the government was too weak to react. The Qing dynasty collapsed, opening the way for new political forces.

Sun's party had neither the military nor the political strength to form a new government. The party was forced to turn to a member of the old order, **General Yuan Shigai** (YOO•AHN SHUR•GIE), who controlled the army.

Yuan was a prominent figure in military circles, and he had been placed in charge of the imperial army sent to suppress the rebellion. Instead, he abandoned the government and negotiated with members of Sun Yat-sen's party. General Yuan agreed to serve as president of a new Chinese republic and to allow the election of a legislature. Sun himself arrived in China in January 1912, after reading about the revolution in a Denver, Colorado, newspaper.

In the eyes of Sun Yat-sen's party, the events of 1911 were a glorious revolution that ended two thousand years of imperial rule. However, the 1911

uprising was hardly a revolution. It produced no new political or social order. Sun Yat-sen and his followers still had much to accomplish.

The Revolutionary Alliance was supported mainly by an emerging urban middle class, and its program was based largely on Western liberal democratic principles. However, the urban middle class in China was too small to support a new political order. Most of the Chinese people still lived on the land, and few peasants supported Sun Yat-sen's party. In effect, then, the events of 1911 were less a revolution than a collapse of the old order.

 **Reading Check** **Evaluating** What changes did the Revolution of 1911 actually produce in China?

An Era of Civil War

After the collapse of the Qing dynasty, the military took over. Sun Yat-sen and his colleagues had accepted General Yuan Shigai as president of the new Chinese republic in 1911 because they lacked the military force to compete with his control over the army. Many feared that if the revolt lapsed into chaos, the Western powers would intervene. If that happened, the last shreds of Chinese independence would be lost. However, even the general's new allies distrusted his motives.

"As Heaven has unified [the earth] under one sky, it will harmonize the various teachings of the world and bring them back to the same source."

—Wang Tao on the need for reform in China, 1800s



Picturing History

Sun Yat-sen and his wife, third and second from the left, stand with other members of the Revolutionary Alliance in Hangzhou, China. **What influence can be seen in the style of clothing worn by the group?**

Yuan understood little of the new ideas sweeping into China from the West. He ruled in a traditional manner and even tried to set up a new imperial dynasty. Yuan was hated by reformers for using murder and terror to destroy the new democratic institutions. He was hated by traditionalists (those who supported the Qing) for being disloyal to the dynasty he had served.

Yuan's dictatorial efforts rapidly led to clashes with Sun's party, now renamed the *Guomindang*, or Nationalist Party. When Yuan dissolved the new parliament, the Nationalists launched a rebellion. The rebellion failed, and Sun Yat-sen fled to Japan.

Yuan was strong enough to brush off the challenge from the revolutionary forces, but he could not turn back history. He died in 1916 and was succeeded by one of his officers. For the next several years, China slipped into civil war as the power of the central government disintegrated and military warlords seized power in the provinces. Their soldiers caused massive destruction throughout China.

 **Reading Check Explaining** Why were there rebellions in China after General Yuan Shigai became president?

Chinese Society in Transition

When European traders began to move into China in greater numbers in the mid-1800s, Chinese society was already in a state of transition. The growth of industry and trade was especially noticeable in the cities, where a national market for such **commodities**—marketable products—as oil, copper, salt, tea, and porcelain had appeared. Faster and more reliable transportation and a better system of money and banking had begun to create the foundation for a money economy. New crops brought in from abroad increased food production and encouraged population growth. The Chinese economy had never been more productive.

The coming of Westerners to China affected the Chinese economy in three ways. Westerners: (1) introduced modern means of transportation and communications; (2) created an export market; and (3) integrated the Chinese market into the nineteenth-century world economy.

To some, these changes were beneficial. Shaking China out of its old ways quickened a process of change that had already begun in Chinese society. Western influences forced the Chinese to adopt new ways of thinking and acting.

THE WAY IT WAS

YOUNG PEOPLE IN . . .

China

In traditional China, children were thought of not as individuals but as members of a family. Indeed, children were valued because they—especially the sons—would help with the work in the fields, carry on the family name, and care for their parents in old age. By the beginning of the twentieth century, however, these attitudes had changed in some parts of Chinese society.

Some of the changes resulted from the new educational system. After the government abolished the civil service examinations in 1905, a Confucian education was no longer the key to a

successful career. New schools based on the Western model were set up. Especially in the cities, both public and private schools educated a new generation of Chinese, who began to have less respect for the past.

By 1915, educated youth had launched an intense attack on the old system and old values. The main focus of the attack was the Confucian concept of the family. Young people rejected the old family ideas of respect for elders, supremacy of men over women, and sacrifice of individual needs to the demands of the family.



Chinese youth in Western-style clothing

At the same time, however, China paid a heavy price for the new ways. Its local industry was largely destroyed. Also, many of the profits in the new economy went to foreign countries rather than back into the Chinese economy.

During the first quarter of the twentieth century, the pace of change in China quickened even more. After World War I, which temporarily drew foreign investment out of the country, Chinese businesspeople began to develop new ventures. **Shanghai, Wuhan, Tianjin, and Guangzhou** became major industrial and commercial centers with a growing middle class and an industrial working class.

 **Reading Check** **Evaluating** How did the arrival of Westerners affect China?

China's Changing Culture

In 1800, daily life for most Chinese was the same as it had been for centuries. Most were farmers, living in millions of villages in rice fields and on hillsides throughout the countryside. A farmer's life was governed by the harvest cycle, village custom, and family ritual. A few men were educated in the Confucian classics. Women remained in the home or in the

fields. All children were expected to obey their parents, and wives were expected to submit to their husbands.

A visitor to China 125 years later would have seen a different society, although it would still have been recognizably Chinese. The changes were most striking in the cities. Here the educated and wealthy had been visibly affected by the growing Western cultural presence. Confucian social ideals were declining rapidly in influence and those of Europe and North America were on the rise.

Nowhere in China was the struggle between old and new more visible than in the field of culture. Radical reformers wanted to eliminate traditional culture, condemning it as an instrument of oppression. They were interested in creating a new China that would be respected by the modern world.

The first changes in traditional culture came in the late nineteenth century. Intellectuals began to introduce Western books, paintings, music, and ideas to China. By the first quarter of the twentieth century, China was flooded by Western culture as intellectuals called for a new culture based on that of the modern West.

Western literature and art became popular in China, especially among the urban middle class.

A spirit of individualism emerged out of the revolt of the youth. Many urban youth now saw themselves as important in and for themselves. They no longer believed they had to sacrifice their wishes for the concerns of the larger family. They demanded the right to choose their own mates and their own careers.

Young Chinese also demanded that women have rights and opportunities equal to those enjoyed by men. They felt that women no longer should be subject to men.

The effect of the young people's revolt could be seen mainly in the cities. There, the tyranny of the old family system began to decline. Women sought education and jobs alongside men. Free choice in marriage became commonplace among affluent families in the cities. The teenage children of Westernized elites copied the

clothing and even the music of young people in Europe and America.

These changes generally did not reach the villages, where traditional attitudes and customs persisted. Marriages arranged by parents continued to be the rule rather than the exception. According to a survey taken in the 1930s, well over two-thirds of marriages were still arranged, even among urban couples. In one rural area, only 3 villagers out of 170 had even heard of the idea of "modern marriage," or a marriage in which people freely choose their marriage partners.

CONNECTING TO THE PAST

- 1. Contrasting** Contrast the traditional way of life with life after 1915 for young people in China.
- 2. Writing about History** How do the teenagers in China during the early twentieth century compare to the young people in the United States today? What common problems might both experience? Write a one-page essay explaining your ideas. Give specific examples to support your point of view.



Picturing History

Ba Jin (far right) is pictured with his four brothers and his stepmother. In his novel *Family*, Ba Jin shows readers how traditional patterns of family life prevailed in China's villages. **From the photo, what inferences can be made about Ba Jin's family?**

Traditional culture, however, remained popular with the more conservative elements of the population, especially in rural areas. Most creative artists followed foreign trends, while traditionalists held on to Chinese culture.

Literature in particular was influenced by foreign ideas. Western novels and short stories began to attract a larger audience. Although most Chinese novels written after World War I dealt with Chinese subjects, they reflected the Western tendency toward a realistic portrayal of society. Often, they dealt with the new Westernized middle class. Mao Dun's *Midnight*, for example, described the changing customs

of Shanghai's urban elites. Most of China's modern authors showed a clear contempt for the past.

Ba Jin, the author of numerous novels and short stories, was one of China's foremost writers at the turn of the century. Born in 1904, Ba Jin was well attuned to the rigors and expected obedience of Chinese family life. In his trilogy, *Family*, *Spring*, and *Autumn*, he describes the disintegration of traditional Confucian ways as the younger members of a large family attempt to break away from their elders.

✓ Reading Check **Describing** What effects did Western culture have on China?



You can prepare for the FCAT-assessed standards by completing the correlated item(s) below.

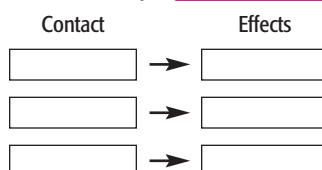
SECTION 2 ASSESSMENT

Checking for Understanding

- 1. Define** provincial, commodity.
- 2. Identify** Sun Yat-sen, Henry Pu Yi, General Yuan Shigai.
- 3. Locate** Shanghai, Wuhan.
- 4. Describe** the attitudes toward Western culture held by Chinese in rural and urban areas. Which of these two groups do you think benefited more from Western involvement in the Chinese economy and society?
- 5. List** the stages in Sun Yat-sen's three-stage process for reform. What principles did he hope to promote in China?

Critical Thinking

- 6. Analyze** Why did the reforms introduced by Empress Dowager Ci Xi and General Yuan Shigai fail to improve the way China was governed?
- 7. Cause and Effect** Create a diagram like the one below showing the changes resulting from European traders' contact with China in the mid-nineteenth century. **FCAT L.A.E.2.2.1**



Analyzing Visuals

- 8. Examine** the photograph of Sun Yat-sen's soldiers shown on page 692. What inferences can you draw about his army from looking at the photo? How important was this army in overthrowing the Qing dynasty?

Writing About History

- 9. Expository Writing** Research and compare the reasons why both the United States and China experienced civil war. Write an essay offering alternatives to war that might have solved the internal problems of one of the two nations.

SECTION 3

Rise of Modern Japan

Guide to Reading

Main Ideas

- Western intervention opened Japan, an island that had been isolated for 200 years, to trade.
- The interaction between Japan and Western nations gave birth to a modern industrial society.

Key Terms

concession, prefecture

People to Identify

Matthew Perry, Millard Fillmore, Mutsuhito, Ito Hirobumi

Places to Locate

Edo Bay, Kyoto, Edo, Port Arthur

Preview Questions

1. What effect did the Meiji Restoration have on Japan?
2. What steps did Japan take to become an imperialist nation?

Reading Strategy

Categorizing Information Create a table like the one below listing the promises contained in the Charter Oath of 1868 and the provisions of the Meiji constitution of 1890.

Charter Oath	Constitution

Preview of Events

1850	1860	1870	1880	1890	1900	1910
1853 Commodore Perry arrives in Japan	1871 Government seizes daimyo's lands to strengthen executive power	1874 Japan pursues imperialist policy	1889 Adoption of Meiji constitution	1905 Japan defeats Russia		

The following are the major Sunshine State Standards covered in this section.

SS.B.2.4.6:

Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

SS.A.2.4.8:

Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.

SS.A.1.4.4:

Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

SS.B.2.4.1:

Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.

Voices from the Past

In 1890, Japanese leaders issued a decree to be read to every schoolchild:

“You, our subjects, be filial to your parents, affectionate to your brothers and sisters, as husbands and wives be harmonious, as friends true; bear yourselves in modesty and moderation; extend your goodness to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the Constitution and observe the laws; should emergency arise, offer yourselves to the State; and thus guard and maintain the prosperity of our imperial throne.”

—*Sources of Japanese Tradition*, Ryusaku Tsunoda et al., eds., 1958

Obedience and the community were valued in Japan.

An End to Isolation

TURNING POINT

In this section, you will learn how the Treaty of Kanagawa brought Japan out of isolation and started its development into an imperialist nation.

By 1800, the Tokugawa shogunate had ruled the Japanese islands for two hundred years. It had driven out foreign traders and missionaries and isolated the country from virtually all contact with the outside world. The Tokugawa maintained formal relations only with Korea. Informal trading links with Dutch and Chinese merchants continued at Nagasaki. Foreign ships, which were beginning to prowl along the Japanese coast in increasing numbers, were driven away.

To the Western powers, the continued isolation of Japanese society was a challenge. Western nations were convinced that the expansion of trade on a global

basis would benefit all nations. They now began to approach Japan in the hope of opening it up to foreign economic interests.

The first foreign power to succeed with Japan was the United States. In the summer of 1853, an American fleet of four warships under Commodore **Matthew Perry** arrived in **Edo Bay** (now Tokyo Bay). They sought, as Perry said, “to bring a singular and isolated people into the family of civilized nations.”

Perry brought with him a letter from President **Millard Fillmore**. The U.S. president asked for better treatment of sailors shipwrecked on the Japanese islands. (Foreign sailors shipwrecked in Japan were treated as criminals and exhibited in public cages.) He also requested the opening of foreign relations between the United States and Japan.

About six months later, Perry, accompanied by an even larger fleet, returned to Japan for an answer. Shogunate officials had been discussing the issue. Some argued that contacts with the West would hurt Japan. Others pointed to the military superiority of the United States and recommended **concessions**, or political compromises. The question was ultimately decided by the guns of Commodore Perry’s ships.

Under military pressure, Japan agreed to the Treaty of Kanagawa. This treaty between Japan and the United States provided for the return of shipwrecked American sailors, the opening of two ports to Western traders, and the establishment of a U.S. consulate in Japan.

In 1858, U.S. consul Townsend Harris signed a more detailed treaty. It called for the opening of several new ports to U.S. trade and residence, as well as an exchange of ministers. Similar treaties were soon signed by Japan and several European nations.

 **Reading Check Identifying** What benefits did the Treaty of Kanagawa grant the United States?

Resistance to the New Order

The decision to open relations with the Western powers was highly unpopular in parts of Japan. Resistance was especially strong among the samurai warriors in two territories in the south, Satsuma and Choshu. Both had strong military traditions, and neither had been exposed to heavy Western military pressure. In 1863, the Sat-Cho alliance (from Satsuma-Choshu) forced the shogun to promise to end relations with the West.




Picturing History

This Japanese painting records Commodore Perry’s arrival in Edo Bay in July 1853. **What was the economic and political impact of Perry’s visits on Japan?**

The rebellious groups soon showed their own weakness, however. When Choshu troops fired on Western ships in the Strait of Shimonoseki, which leads into the Sea of Japan, the Westerners fired back and destroyed the Choshu fortifications.

The incident convinced the rebellious forces of the need to strengthen their military. They also became more determined not to give in to the West. As a result, Sat-Cho leaders urged the shogun to take a stronger position against the foreigners.

The Sat-Cho leaders demanded that the shogun resign and restore the power of the emperor. In January 1868, their armies attacked the shogun’s palace in **Kyoto** and proclaimed that the authority of the emperor had been restored. After a few weeks, the shogun’s forces collapsed, ending the shogunate system.

 **Reading Check Identifying** What events led to the collapse of the shogunate system in Japan?

The Meiji Restoration

The Sat-Cho leaders had genuinely mistrusted the West, but they soon realized that Japan must change to survive. The new leaders embarked on a policy of reform that transformed Japan into a modern industrial nation.

The symbol of the new era was the young emperor **Mut-suhito**. He called his reign the Meiji (MAY•jee), or “Enlightened Rule.” This period has thus become known as the Meiji Restoration.



Emperor Mutsuhito

Of course, the Meiji ruler was controlled by the Sat-Cho leaders, just as earlier emperors had been controlled by the shogunate. In recognition of the real source of political power, the capital was moved from Kyoto to **Edo** (now named Tokyo), the location of the new leaders. The imperial court was moved to the shogun’s palace in the center of the city.

Transformation of Japanese Politics Once in power, the new leaders moved first to abolish the old order and to strengthen power in their hands. To undercut the power of the daimyo—the local nobles—the new leaders stripped these great lords of the titles to their lands in 1871. As compensation, the lords were given government bonds and were named governors of the territories formerly under their control. The territories were now called **prefectures**.

The Meiji reformers set out to create a modern political system based on the Western model. In 1868, the new leaders signed a Charter Oath, in which they promised to create a new legislative assembly within the framework of continued imperial rule. Although senior positions in the new government were given to the daimyo, the key posts were held by modernizing leaders from the Sat-Cho group. The country was divided into 75 prefectures. (The number was reduced to 45 in 1889 and remains at that number today.)

During the next 20 years, the Meiji government undertook a careful study of Western political systems. A commission under **Ito Hirobumi** traveled to Great Britain, France, Germany, and the United States to study their governments.

As the process evolved, two main factions appeared, the Liberals and the Progressives. The Liberals wanted political reform based on the Western liberal democratic model, with supreme authority vested in the parliament as the representative of the people. The Progressives wanted power to be shared between the legislative and executive branches, with the executive branch having more control.

During the 1870s and 1880s, these factions fought for control. In the end, the Progressives won. The

Meiji constitution, adopted in 1889, was modeled after that of Imperial Germany. Most authority was given to the executive branch.

In theory, the emperor exercised all executive authority, but in practice he was a figurehead. Real executive authority rested in the hands of a prime minister and his cabinet of ministers. These ministers were handpicked by the Meiji leaders.

Under the new constitution, the upper house included royal appointments and elected nobles, while the lower house was elected. The two houses were to have equal legislative powers.

The final result was a political system that was democratic in form but authoritarian in practice. Although modern in external appearance, it was still traditional, because power remained in the hands of a ruling oligarchy (the Sat-Cho leaders). Although a new set of institutions and values had emerged, the system allowed the traditional ruling class to keep its influence and economic power.

Meiji Economics The Meiji leaders also set up a new system of land ownership. A land reform program made the traditional lands of the daimyo into the private property of the peasants. The daimyo, as mentioned, were compensated with government bonds.

The Meiji leaders levied a new land tax, which was set at an annual rate of 3 percent of the estimated value of the land. The new tax was an excellent source of revenue for the government. However, it was quite burdensome for the farmers.

Under the old system, farmers had paid a fixed percentage of their harvest to the landowners. In bad

FACT
FICTION
FOLKLORE

The Hitokiri Battousai

Rurouni Kenshin is the star of a Japanese animated film series. Kenshin is the Hitokiri Battousai—master assassin—of a regime. Kenshin is depicted with red hair and a scar on his left cheek. As part of the purely fictional storyline, Kenshin secures the victories that lead to the Meiji Restoration. Set during the era of the samurai, the stories are rumored to have some base in fact.

Meiji Restoration: Birth of Modern Japan

Politics



Economics



Social Structure



Changes and Events

- Imperial rule reestablished
- Capital moved to Edo
- Most power in executive branch (emperor, prime minister, cabinet)
- Daimyo's lands given to peasants
- Many farmers, unable to pay new land tax, forced into tenancy
- Industrialization encouraged
- New imperial army created
- Universal system of education developed
- Western practices adopted

Chart Skills

The Meiji government began reforms that transformed Japan's political, economic, and social structures.

1. Cause and Effect What changes noted on the chart most reflect the influence of Western ideas upon Japan? **FCAT L.A.E.2.2.1**

2. Making Generalizations How are the changes in the three areas of politics, economics, and social structure interrelated?

harvest years, they had owed little or nothing. Under the new system, the farmers had to pay the land tax every year, regardless of the quality of the harvest.

As a result, in bad years, many peasants were unable to pay their taxes. This forced them to sell their lands to wealthy neighbors and become tenant farmers who paid rent to the new owners. By the end of the nineteenth century, about 40 percent of all farmers were tenants.

With its budget needs met by the land tax, the government turned to the promotion of industry. The chief goal of the reformers was to create a "rich country and a strong state" to guarantee Japan's survival against the challenge of Western nations.

The Meiji government gave subsidies to needy industries, provided training and foreign advisers, improved transportation and communications, and started a new educational system that stressed applied science. In contrast to China, Japan was able to achieve results with little reliance on foreign money. By 1900, Japan's industrial sector was beginning to grow. Besides tea and silk, other key industries were weapons, shipbuilding, and sake (SAH•kee), or Japanese rice wine.

From the start, a unique feature of the Meiji model of industrial development was the close relationship between government and private business. The government encouraged the development of new industries by providing businesspeople with money and

privileges. Once an individual enterprise or industry was on its feet, it was turned over entirely to private ownership. Even then, however, the government continued to play some role in the industry's activities.

Building a Modern Social Structure The Meiji reformers also transformed other institutions. A key focus of their attention was the military. The reformers were well aware that Japan would need a modern military force to compete with the Western powers. Their motto was "Strengthen the Army."

A new imperial army based on compulsory military service was formed in 1871. All Japanese men now served for three years. The new army was well equipped with modern weapons.

Education also changed. The Meiji leaders realized the need for universal education, including instruction in modern technology. A new ministry of education, established in 1871, guided the changes.

After a few years of experimentation, the education ministry adopted the American model of elementary schools, secondary schools, and universities. It brought foreign specialists to Japan to teach in the new schools. In the meantime, it sent bright students to study abroad.

Much of the content of the new educational system was Western in inspiration. However, a great deal of emphasis was still placed on the virtues of loyalty to the family and community. Loyalty to the emperor was especially valued. Both teachers and students were required to bow before a portrait of the emperor each day.

Daily Life and Women's Rights Japanese society in the late Tokugawa Era, before the Meiji reforms, could be described by two words: *community* and *hierarchy*. The lives of all Japanese people were determined by their membership in a family, village, and social class. At the same time, Japanese society was highly hierarchical. Belonging to a particular social class determined a person's occupation and social relationships with others. Women were especially limited by the "three obediences": child to father, wife to husband, and widow to son. Whereas husbands could easily obtain a divorce, wives could not. Marriages were arranged, and the average marital age of females was sixteen years. Females did not share inheritance rights with males. Few received any education outside the family.

The Meiji Restoration had a marked effect on the traditional social system in Japan. Special privileges for the aristocracy were abolished. For the first time, women were allowed to seek an education. As the economy shifted from an agricultural to an industrial base, thousands of Japanese began to get new jobs and establish new social relationships.

Western fashions became the rage in elite circles. The ministers of the first Meiji government were known as the "dancing cabinet" because of their love for Western-style ballroom dancing. The game of baseball was imported from the United States.

Young people were increasingly influenced by Western culture and values. A new generation of modern boys and girls began to imitate the clothing styles, eating habits, hairstyles, and social practices of European and American young people.

The social changes brought about by the Meiji Restoration also had a less attractive side. Many commoners were ruthlessly exploited in the coal mines and textile mills. Workers labored up to 20 hours a day, often under conditions of incredible hardship. Coal miners employed on a small island in the harbor of Nagasaki worked in temperatures up to 130 degrees Fahrenheit (54 degrees C). When they tried to escape, they were shot.

Resistance to such conditions was not unknown. In many areas, villagers sought new political rights. In some cases, they demanded increased attention to human rights. A popular rights movement of the 1870s laid the groundwork for one of Japan's first political parties. It campaigned for a government that would reflect the will of the people.

Picturing History

For a recital at a music school in 1889, Japanese musicians played Western music and wore Western clothing. **In what other ways did Japanese culture change under the Meiji government?**



The transformation of Japan into a “modern society” did not detach the country entirely from its old values, however. Traditional values based on loyalty to the family and community were still taught in the new schools. Traditional values were also given a firm legal basis in the 1889 constitution, which limited the right to vote to men. The Civil Code of 1898 played down individual rights and placed women within the context of their family role.

✓ Reading Check Explaining How was Japan’s government structured under the Meiji constitution?

Joining the Imperialist Nations

We have seen that the Japanese modeled some of their domestic policies on Western practices. They also copied the imperialist Western approach to foreign affairs. Japan, after all, is small, lacking in resources, and densely populated. There is no natural room for expansion. To some Japanese, the lessons of history were clear. Western nations had amassed wealth and power not only because of their democratic, economic, and educational systems, but also because of their colonies. Colonies had provided the Western powers with sources of raw materials, inexpensive labor, and markets for their manufactured products. To compete, Japan would also have to expand.

Beginnings of Expansion The Japanese began their program of territorial expansion close to home. In 1874, Japan claimed control of the Ryukyu (ree•YOO•KYOO) Islands, which had long been subject to the Chinese Empire. Two years later, Japan’s navy forced the Koreans to open their ports to Japanese trade.

The Chinese had long controlled Korea and were concerned by Japan’s growing influence there. During the 1880s, Chinese-Japanese rivalry over Korea intensified. In 1894, the two nations went to war. Japanese ships destroyed the Chinese fleet and seized the Manchurian city of **Port Arthur**.

In the treaty that ended the war, the Manchu rulers of China recognized the independence of Korea. They also ceded (transferred) Taiwan and the Liaodong Peninsula, with its strategic naval base at Port Arthur, to Japan.

Shortly thereafter, the Japanese gave the Liaodong Peninsula back to China. In the early twentieth century, however, the Japanese returned to the offensive.

Rivalry with Russia over influence in Korea had led to increasingly strained relations between Japan and Russia. The Russians thought little of the Japanese and even welcomed the possibility of war. One

adviser to Nicholas II said, “We will only have to throw our caps at them and they will run away.”

War with Russia In 1904, Japan launched a surprise attack on the Russian naval base at Port Arthur, which Russia had taken from China in 1898. When Japanese forces moved into Manchuria and the Liaodong Peninsula, Russian troops proved to be no match for them. The Russian commander in chief said, “It is impossible not to admire the bravery and



Geography Skills

In the late nineteenth century, Japan transformed itself into an imperialist nation.

- 1. Interpreting Maps** Between 1870 and 1910, approximately how much land did Japan acquire through expansion?
- 2. Applying Geography Skills** What geographic factors might have influenced Japan’s expansion?



Picturing History

The Japanese surprise attack on Port Arthur in 1904 reflected the growing power of Japan and its navy. **What impact did the Japanese victory have on Russia? How did it affect relations between Japan and the United States?**

activity of the Japanese. The attack of the Japanese is a continuous succession of waves, and they never relax their efforts by day or by night.”

In the meantime, Russia had sent its Baltic fleet halfway around the world to East Asia, only to be defeated by the new Japanese navy off the coast of Japan. After their defeat, the Russians agreed to a humiliating peace in 1905. They gave the Liaodong Peninsula back to Japan, as well as the southern part of Sakhalin (SA•kuh•LEEN), an island north of Japan. The Japanese victory stunned the world. Japan had become one of the great powers.

U.S. Relations During the next few years, Japan consolidated its position in northeastern Asia. It established a sphere of influence in Korea. In 1905, the United States recognized Japan’s role in Korea in return for Japanese recognition of American authority in the Philippines. In 1910, Japan annexed Korea outright.

Mutual suspicion between the two countries was growing, however. The Japanese resented U.S. efforts to restrict immigration. Moreover, some Americans began to fear the rise of Japanese power in East Asia. In 1907, President Theodore Roosevelt made a “gentlemen’s agreement” with Japan that essentially stopped Japanese immigration to the United States.

 **Reading Check Explaining** Why did Japan turn itself into an imperialist power?

Culture in an Era of Transition

The wave of Western technology and ideas that entered Japan in the last half of the nineteenth century greatly altered the shape of traditional Japanese culture. Literature was especially affected. Dazzled by European literature, Japanese authors began translating and imitating the imported models.

The novel showed the greatest degree of change. People began to write novels that were patterned after the French tradition of realism. Naturalist Japanese authors tried to present existing social conditions and the realities of war as objectively as possible.

Other aspects of Japanese culture were also changed. The Japanese invited technicians, engineers, architects, and artists from Europe and the United States to teach their “modern” skills to eager Japanese students. The Japanese copied Western artistic techniques and styles. Huge buildings of steel and reinforced concrete, adorned with Greek columns, appeared in many Japanese cities.

A national reaction had begun by the end of the nineteenth century, however. Many Japanese artists



History through Art

The Lady Fujitsubo Watching Prince Genji Departing in the Moonlight by A. Hiroshige and U. Toyokuni, 1853

How does this print reflect the artist's interest in Japan's cultural past?

began to return to older techniques. In 1889, the Tokyo School of Fine Arts was established to promote traditional Japanese art. Japanese artists searched for a new but truly Japanese means of expression. Some artists tried to bring together native and foreign techniques. Others returned to past artistic traditions for inspiration.

Cultural exchange also went the other way. Japanese arts and crafts, porcelains, textiles, fans, folding screens, and woodblock prints became fashionable in Europe and North America. Japanese art influenced

Western painters. Japanese gardens, with their close attention to the positioning of rocks and falling water, became especially popular in the United States.



Reading Check

Describing

What effect did Japanese culture have on other nations?



You can prepare for the FCAT-assessed standards by completing the correlated item(s) below.

SECTION 3 ASSESSMENT

Checking for Understanding

- 1. Define** concession, prefecture.
- 2. Identify** Matthew Perry, Millard Fillmore, Mutsuhito, Ito Hirobumi.
- 3. Locate** Edo Bay, Kyoto, Edo, Port Arthur.
- 4. Explain** how the Japanese educational system promoted traditional values even as it adopted Western educational models.
- 5. List** the professionals that the Japanese invited from abroad to teach "modern" skills.

Critical Thinking

- 6. Explain** How did the Japanese land reform program create internal problems?
- 7. Cause and Effect** Create a diagram listing the results of Western influence on Japanese culture. **FCAT LA.E.2.2.1**



Analyzing Visuals

- 8. Examine** the photograph on page 700. What characteristics of modern Japan does it illustrate?

Writing About History

- 9. Persuasive Writing** Pretend that you wish to study abroad in China or Japan. Write a letter of application stating which country you would like to visit and why. State what you hope to learn while abroad, and how you would overcome or minimize the drawbacks of being a foreign student.

A Letter to the Emperor

WHEN U.S. COMMODORE MATTHEW C. Perry arrived in Tokyo Bay on his first visit to Japan in July 1853, he carried a letter from Millard Fillmore, the president of the United States. This excerpt is from Fillmore's letter.

“Millard Fillmore, President of the United States of America, To His Imperial Majesty, The Emperor of Japan. Great and Good Friend! . . .

I have directed Commodore Perry to assure your Imperial Majesty that I entertain the kindest feelings towards your Majesty's person and government; and that I have no other object in sending him to Japan, but to propose to your Imperial Majesty that the United States and Japan should live in friendship, and have [trade] with each other. . . . I have particularly charged Commodore Perry to abstain from any act, which could possibly disturb the peace of your Imperial Majesty's lands.

The United States of America reaches from ocean to ocean, and our territory of Oregon and state of California lie directly opposite to the dominions of your Imperial Majesty. Our steam-ships can go from California to Japan in eighteen days. Our great state of California produces about sixty millions of dollars in gold, every year, besides silver, quicksilver, precious stones, and many other valuable articles.

Japan is also a rich and fertile country, and produces many very valuable articles. . . . I am desirous that our two countries should trade with each other, for the benefit both of Japan and the United States.

We know that the ancient laws of your Imperial Majesty's government do not allow of foreign trade except with the Dutch. But as the state of the world changes, and new governments are formed, it seems to be wise from time to time to make new laws. . . . If your Imperial Majesty were so far to change the ancient laws, as to allow a free trade between the two countries, it would be extremely beneficial to both.



Millard
Fillmore



Japanese officials greet Commodore Perry.

Many of our ships pass every year from California to China; and great numbers of our people pursue the whale fishery near the shores of Japan. It sometimes happens in stormy weather that one of our ships is wrecked on your Imperial Majesty's shores. In all such cases we ask and expect that our unfortunate people should be treated with kindness, and that their property should be protected, till we can send a vessel and bring them away.

Your Good Friend,
Millard Fillmore”

—Letter from President Fillmore
to the Emperor of Japan

Analyzing Primary Sources

1. What did President Fillmore want from the Japanese?
2. Why can his letter be seen as a masterful combination of salesmanship, diplomacy, and firmness?
3. From the perspective of President Fillmore and others in the United States, the emperor's decision may have looked easy. Explain why this would not have been a simple decision for the emperor.

FCAT LA.A.2.4.2





You can prepare for the FCAT-assessed standards by completing the correlated item(s) below.

Using Key Terms

1. The daimyo governed _____ after the Meiji Restoration seized their lands.
2. Europeans who lived by their own laws while on Chinese soil practiced _____.
3. European traders established _____ in which they negotiated directly with Chinese warlords.
4. The presence of Commodore Perry's fleet pressured the Japanese to make _____.
5. The policy of _____ called for the Chinese people to adopt Western technology while retaining their Confucian values and institutions.
6. The Chinese government was forced to pay heavy _____ to the powers that crushed the Boxer Rebellion.
7. After 1905, Chinese legislative assemblies were formed at the _____ level.
8. When Westerners visited China in the mid-1800s, a market for _____ such as oil, copper, salt, tea, and porcelain already existed.

Reviewing Key Facts

9. **Economics** What items did the British import from China, and how did they pay for them?
10. **Government** List the terms of the Treaty of Nanjing.
11. **Culture** Explain the One Hundred Days of Reform and their outcome.

12. **Citizenship** Summarize the terms of Sun Yat-sen's reform program and tell whether or not they were implemented.
13. **Government** What was the role of the Revolutionary Alliance?
14. **Government** What opposing forces formed in China after the civil war?
15. **History** Who was the first foreign power to penetrate Japan?
16. **Economics** What were the terms of the Treaty of Kana-gawa?
17. **Citizenship** Which Japanese groups opposed Japanese relations with Western powers?
18. **Government** What was the Meiji Restoration?
19. **Economics** In what three ways did Westerners affect the Chinese economy during the mid-1800s?
20. **Economics** Identify the sequence of events that led to the Opium War of 1839 to 1842.
21. **History** In chronological order, list the territories and countries Japan took control of in its program of expansion.

Critical Thinking

22. **Summarizing** Summarize the effects of imperialism on nineteenth-century China.
23. **Analyzing** How effective was Japan's territorial expansion program?
24. **Identifying Options** Instead of importing opium to China, what else might the British have done to restore the balance of trade?

Chapter Summary

Imperialist powers advanced into China and Japan in the nineteenth century. China's government fell, but Japan's modernized and endured.

Movement

- British secure trade outlets at five coastal ports in China.
- Commodore Perry sails into Edo Bay.
- Japan invades Port Arthur, Manchuria.

Change

- Japan's Tokugawa shogunate and China's Qing dynasty collapse.
- Meiji reformers institute compulsory military service in Japan.
- United States initiates Open Door policy in China.

Reaction

- Tai Ping Rebellion breaks out in China.
- Sat-Cho leaders demand the resignation of Japan's shogun.
- Boxer Rebellion occurs in China.

Nationalism

- Meiji government reforms Japan.
- Japan adopts the Meiji constitution.
- Sun Yat-sen establishes the Republic of China.

Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 22–Self-Check Quiz** to prepare for the Chapter Test.

Writing About History

25. **Persuasive Writing** Imagine you are a court official living in China during the reign of Emperor Guang Xu. The emperor is planning his reform program and needs advice concerning how to help strengthen China. Write a letter to the emperor telling him how you think China should either change or stay the same. Choose two or three specific issues such as the educational system, the development of the military, or the structure of the government to discuss in your letter. **FCAT LA.B.1.4.2**

Analyzing Sources

Zhang Zhidong, a leading Chinese court official, argued:

“The doctrine of people’s rights will bring us not a single benefit but a hundred evils. Are we going to establish a parliament? Among the Chinese scholars and people there are still many today who are content to be vulgar and rustic. They are ignorant of the general situation in the world, they do not understand the basic system of the state.”

26. Does Zhang Zhidong think that the Chinese people are well informed?
27. How does Zhang Zhidong’s quote apply to China today?

Applying Technology Skills

28. **Using the Internet** Use the Internet to research the causes of revolution. Research specific examples, such as the American, French, and Russian Revolutions. Compare the causes of these revolutions to those of the 1911 revolution in China.

FCAT LA.A.2.4.4

Making Decisions

29. To build a “rich country and a strong state,” the Japanese government subsidized (provided funds for) its industries. Evaluate the reasons for Japan’s decision. The potential need for subsidy is not unique to Japan. Imagine that you are the president of a newly colonized island. Write a brief essay explaining how you would promote the growth of industry on your island.

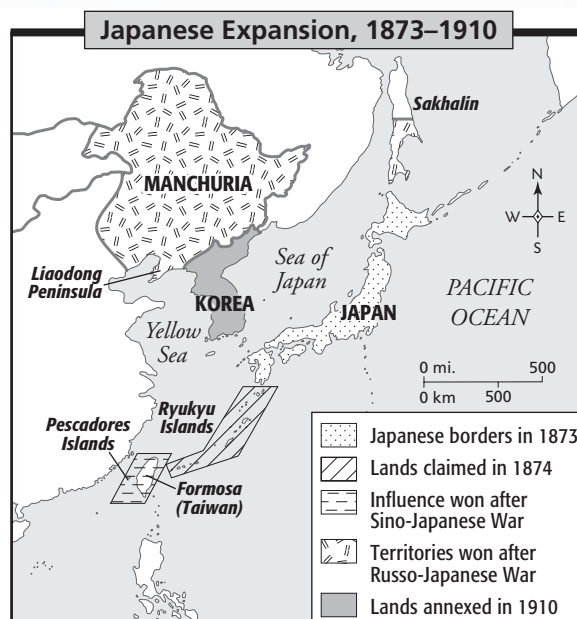
Analyzing Maps and Charts

Examine the chart of the Meiji Restoration shown on page 700 of your text. Then answer the following questions.

30. What impact did the Meiji Restoration have on the social structure of Japan?
31. How do you think the daimyo felt about the Meiji Restoration?
32. What effect did the Meiji Restoration have on industry?

Standardized Test Practice

Directions: Use the map *and* your knowledge of world history to answer the following question.



Which of the following resulted from Japanese expansion?

- F Japan was humiliated by its losses.
- G Japan became an important military force.
- H Russia and Japan competed for control of China.
- J China’s government was strengthened and reformed.

Test-Taking Tip: Any time you get a map, pay careful attention to the title and to the map legend. The legend gives information crucial to understanding the map. The information in the legend may also help you eliminate answer choices that are incorrect.

WORLD LITERATURE



Answering the correlated questions below will help you prepare for the **FCAT Reading** test.

from *Shooting an Elephant*

George Orwell



George Orwell was the pen name of English author Eric Arthur Blair, who was born in Motihari, India, on June 25, 1903. He lived for 46 years, and during that time, he wrote many influential essays, novels, and newspaper articles. His two most famous works are *1984* and *Animal Farm*, both of which are commentaries against totalitarianism. He served for several years as an assistant superintendent in the Indian Imperial Police but resigned due to his distaste of imperialism. In *Shooting an Elephant*, Orwell describes an incident that happened to him, and he satirizes the problems of colonial rule.

Read to Discover

Examine the ways in which George Orwell describes the relationship between the British colonial officer and the “natives.” Can you think of a modern parallel to this situation?

Reader's Dictionary

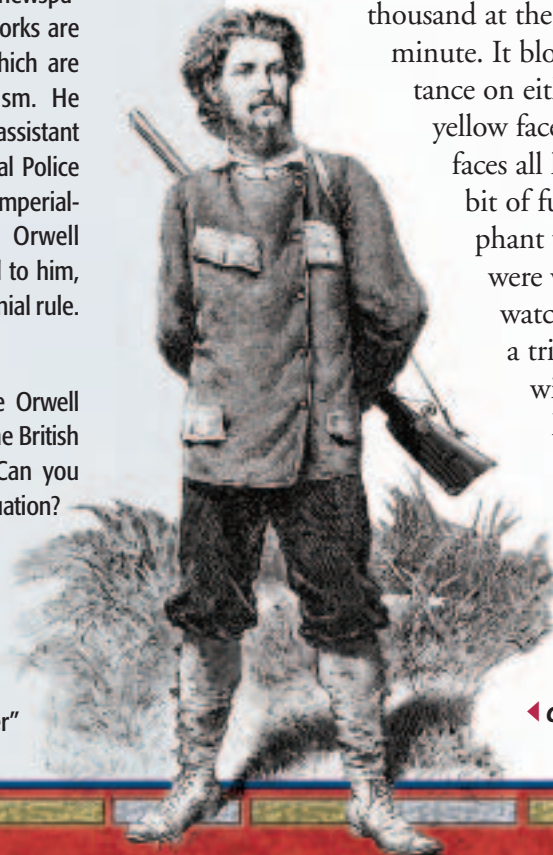
mahout: a keeper and driver of an elephant

dominion: rule, control

sahib: title meaning “sir” or “master”

I had halted on the road. As soon as I saw the elephant I knew with perfect certainty that I ought not to shoot him. It is a serious matter to shoot a working elephant—it is comparable to destroying a huge and costly piece of machinery—and obviously one ought not to do it if it can possibly be avoided. And at that distance, peacefully eating, the elephant looked no more dangerous than a cow. I thought then and I think now that his attack of “must” was already passing off; in which case he would merely wander harmlessly about until the mahout came back and caught him. Moreover, I did not in the least want to shoot him. I decided that I would watch him for a little while to make sure that he did not turn savage again, and then go home.

But at that moment I glanced round at the crowd that had followed me. It was an immense crowd, two thousand at the least and growing every minute. It blocked the road for a long distance on either side. I looked at the sea of yellow faces above the garish clothes—faces all happy and excited over this bit of fun, all certain that the elephant was going to be shot. They were watching me as they would watch a conjurer about to perform a trick. They did not like me, but with the magical rifle in my hands I was momentarily worth watching. And suddenly I realized that I should have to shoot the elephant after all. The people expected it



◀ Colonial hunter



▲ *Working elephants, 1890s*

of me and I had got to do it; I could feel their two thousand wills pressing me forward irresistibly. And it was at this moment, as I stood there with the rifle in my hands, that I first grasped the hollowness, the futility of the white man's dominion in the East. Here was I, the white man with his gun, standing in front of the unarmed native crowd—seemingly the leading actor of the piece; but in reality I was only an absurd puppet pushed to and fro by the will of those yellow faces behind. I perceived in this moment that when the white man turns tyrant it is his own freedom that he destroys. He becomes a sort of hollow, posing dummy, the conventionalized figure of a sahib. For it is the condition of his rule that he shall spend his life in trying to impress the “natives,” and so in every crisis he has got to do what the “natives” expect of him. He wears a mask, and his face grows to fit it. I had got to shoot the elephant. I had committed myself to doing it when I sent for the rifle. A sahib has got to act like a sahib; he has got to appear resolute, to know his own mind and do definite things. To come all that way, rifle in hand, with two thousand people marching at my heels, and then to trail feebly away, having done nothing—no, that was impossible. The crowd would laugh at me. And my whole life,

every white man's life in the East, was one long struggle not to be laughed at.

. . . But I did not want to shoot the elephant. . . . The sole thought in my mind was that if anything went wrong those two thousand Burmese would see me . . . trampled on, and reduced to a grinning corpse. And if that happened it was quite probable that some of them would laugh. That would never do.

Interpreting World Literature

1. What is the context of this story? Why is the narrator following an elephant? **FCAT LA.E.2.4.1**
2. Why does the narrator ultimately decide that he must shoot the elephant? **FCAT LA.E.2.4.1**
3. What does this story reveal about Orwell's attitudes about imperialism? How can you tell?
4. **CRITICAL THINKING** According to Orwell in this piece, who held the power in colonial India?

Applications Activity

Write a narrative account of an incident when you felt people were pushing you to act in opposition to your original intentions.