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新 中 國

THE NEW CHINA

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PREFACE

The cordial reception that schools in China gave to Graybill's "Modern China" indicated the great need for a book of this kind for civic instruction as well as the appropriateness of the general contents of the book. However, in order to make it of increasing usefulness to middle schools in the rapidly changing social, cultural, and political scenes of China, the publishers deemed it wise to have a revision of "Modern China." The result is the present edition, appearing under the title of "The New China."

The main considerations that entered into the making of "Modern China" were (1) that Chinese students have a very great enthusiasm for their republic and a very keen interest in their national affair; (2) that they feel a great need for more knowledge of how young people can really express their patriotism and how they can be of actual service to their nation, especially in this new era of national reconstruction; (3) that they are eager to discern the excellences in their own civilization as well as to study through pictures and descriptions those elements of Western life—schools, homes, cities, organizations, business enterprises, daily occupations, public services, progressive movements, new inventions, etc.—which, when judiciously selected and appropriated, will further the creation of a new civilization for the new China; and (4) that they enjoy learning English that is readable and usable.

In the revised edition, "The New China," we have retained the general character and arrangement of "Modern China," and have kept the same fourfold purpose of the book in mind. Chinese illustrations have been increased, and references to Western experience have been re-evaluated. [The book has been brought up to

date in regard to the new events, new tendencies, new points of emphasis, and new outlook, which have recently appeared in China. It still contains much about Western civilization, which is defended on the ground that it is in the best spirit of the modern world that new China learns from all sources, but the point of view in selection and presentation is Chinese.

Concerning the question of language we should recall that in Chinese middle schools, where the curriculum is already crowded, such a book may find a place as a reading-text in the English course when sometimes there is no other place for it; and, we may add, there is a similar book by the same authors in Chinese for students who are not learning English. Furthermore, it is believed that this book will stimulate the production of other books that will be of assistance in meeting the great need for civic instruction in China.

This book is a civics reader, a book to read and to talk about. It is not a complete and systematically arranged textbook in economics and sociology. If the students in a given school are to have in one of their upper classes a course in those subjects, this book will constitute a good preparation for it. If there is no such course, a reading-course of this kind is the least that the students should have in this most important part of their preparation for life in "changing China." The use of this book will lead to profitable class discussion and, it is hoped, to some useful activities. Thought-provoking questions and exercises have been added at the close of each chapter. In addition to these devices for teaching, experience has shown that the material itself naturally brings to mind an abundance of questions, useful topics for further discussion, and practical suggestions for class activity. Much time may be given to the study of interesting events in the biographies of men and women who could be only mentioned in this book.

The problem-solving method is usually advocated in social studies as well as in natural science. Although this

book is apparently only a "reader," it is so arranged that it may serve the up-to-date teacher who wishes to use the problem-solving method. He may build his course about some such set of problems as the following, using the text as a source of facts, a storehouse of ideas and ideals, a source for vocabulary, and a means of comparing and checking up. #

Problems corresponding roughly to the chapters:

I. To define "patriotism" and give reasons for our own patriotism.

II. To defend our pride in China.

III. To make sure that China is worth preserving.

IV. To discover the spirit and first steps of a preserver or builder of a nation.

V. To think out this hard question: Change or no change? Stand still or rush forward?

VI. To catch the spirit of modern times and go forward in it.

VII. To discover what success generally demands in carefulness and wisdom.

VIII. To put that idea of efficiency into terms of national conservation and development.

IX. To survey China's resources of labor and time and relate them to the problem of development.

X. To solve the problem of lack of capital to invest in this development of China.

XI. To examine into the nature of business, which is so large a part of all our activities.

XII. To find out what knowledge lies back of modern success.

XIII. To get down to the fundamental questions (1) What do the people really want? (2) What satisfaction does the modern world offer?

XIV. To learn how to secure the physical basis for service and happiness—health, strength, and energy.

XV. To see what we should do for the children, and to get an estimate of the place of education in the nation's new development.

XVI. To face the often recurring demand that law and order come first.

XVII. To get clear our relations to the central government: to appreciate its services, its importance, and its difficulties.

Whatever method is used, the teacher must be skillful in securing impassionate and intelligent discussion by students and eager to point out hopeful signs of advance and improvement as illustrations of the success of Chinese efforts along so many progressive lines.

The authors take pleasure in acknowledging that the original idea of this book as well as certain material was taken from Miss Grace A. Turkington's "My Country." They are also grateful to those who have furnished the illustrations used; to Chinese, British, and Americans who have given suggestions and material; and to the editorial staff of Ginn and Company for valuable assistance in the preparation of the manuscript.

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新 中 國

第一章 愛 國

一 愛 家 鄉

人人都愛自己家鄉。不管這個家鄉是大是小，是新是舊，他總是愛它的。這兒往往是他誕育生長的地方，也是他的父母多年居住的地方，並且在這兒的鄰近，又住着他的親戚朋友。從一方面說來，這地方較之其他地方，却也真有一點像是屬於他的。

在大西洋裏面，離開海岸很遠的地方，有一個小島，生活在這小島上，你當認為很苦吧。你是決不願意在那邊住一夜的吧。島上大部是石頭，生長的東西很是稀少，有時，整整的幾個星期，雲兒密佈，看不到陽光。樹木也沒有；所以人們就用粗石建築小屋，遮避風雨和烈日。他們不能積存穀米，因為有很多的老鼠會立刻把它們吃光。他們幾乎永遠以魚食為生。過往的船隻不多，所以島民難得看見外界的東西。偶然有一隻輪船經過時，他們便跳上自己的小船，向着輪船的所在地划了過去。他們祇想看看別的人民，想學學廣大世界裏一些事情，或者想找些一些吃的東西。他們生活中大部分時間所做的事情，照你看來，多是非常乏味的。

嘗有某國的政府知道了這島民的情形，那國就提議把他們移到別的地方去，並且幫助他們去獲得一種新的生活。然而，說來奇怪，竟沒有人願意離開那兒。原來這個荒涼的小島，已經是他們的家鄉了。

他們已經造起簡陋的小屋，已經愛上這艱苦的生活，且已愛上風雨和擊着石岸的波濤，所以他們願意一輩子住在島上。

二 愛家鄉的意義

人類差不多都有愛家鄉的觀念——對於某地方的一種熱烈喜愛——不管那地方是個島，是個城，或是一座山。他們很熱誠的願為家鄉服務，遇必要時，就是為家鄉作戰，也無所不願。那個小島的居民，不肯為了一個比較溫暖的地方，為了一個可得到更多食物、衣服、以及快樂的地方，而拋棄他們的家鄉，這就是他們熱愛家鄉的一種表示。

這些人民對於他們的小島，尚且如此熱愛，難道我們反而不應該更愛這偉大的中國嗎？人的愛國發源於愛家鄉。他愛他的小村、田園、鄉鎮、或城市。這是他自己的；這好像是他本身的一部分。

三 「回故鄉去」

中國人忠於他們的祖先的故鄉，也許較任何民族要厲害得多吧。下面的一段談話是在上海聽到的，但並不止一次，說不定有一千次呢。

『王先生，你從什麼地方來的？』（註一）

『我是從廣東南部來的。』（註二）

『你什麼時候離開那邊的？』

『已經四代以前了！』

雖然他的家庭早已離開廣東，並且他自己也沒有看見過廣東，他却仍舊當廣東是他的老家，認為應該愛敬、幫助、而且只要有機會，他就想要從速回去一趟呢。

若有人說這種對於故鄉的不滅的愛是件奇特的事，你可回答說，在中國這是很普通的，和愛敬父母一樣的普通——一般地普通，也一

般地自然。這種感情，也許就是由於愛父母愛家屬，愛朋友之心而發揚起來的。也許在中國因為太普通，反而引不起多大的注意，其實這正是愛國心的一個根源。由這愛家鄉的心，開始產生出那統全國的偉大力量。這種狹小範圍的愛本城愛本鄉的觀念，能保證中國有一個偉大的前途。

（註一）這句的意思是：『你是那裏人？』

（註二）這句的意思是：『我是廣東人。』

四 鄉村和國家

某舉世聞名的中國政治家新近說過：『我雖然現在是老了。有廣博的經驗，關心許多重大的事情，但我還是歡喜回到我兒童時代所住過的那個小村裏去。我愛和村中的老輩談天，重新和他們做朋友，聽取他們的見解，和他們一同領略他們所住的地方的情味。從他們那裏，我能得到些於我有益的事情。』

一定是這種忠於家鄉的觀念，助他成為一個國內外聞名的政治家吧？鄉村確是國家的一部分。國家是由這些小部分集合而成的。幫助鄉村，就是幫助國家。愛鄉村，也就應當使我們愛國家。我們說：『我自己的家』，我們應同樣忠心地說：『我自己的縣』，因此，我們也得說：『我自己的省』，而尤其要緊的是說：『我自己的國』。如果我的忠心和眷愛，只限於我的親友這個小範圍內，這種忠心和眷愛是多麼微小，而且要使我的縣和省變為我的親友更好的住所，其機會也就極為稀少！如果我們的眷愛和忠心，只限於自己的村、縣、或省，這種愛國心是多麼狹窄啊！而且想要使中國成為一個大國，其機會是少得很！讓我們飽滿地、堅強地把握住我們的小小的忠誠，同時對於集合許多家、村、城、縣、省而成的國家，養成同樣自然的、飽滿的、堅強的忠誠。