

SUB-THEME 1

GROWTH AND DEVELOPMENT OF HONG KONG

Overview

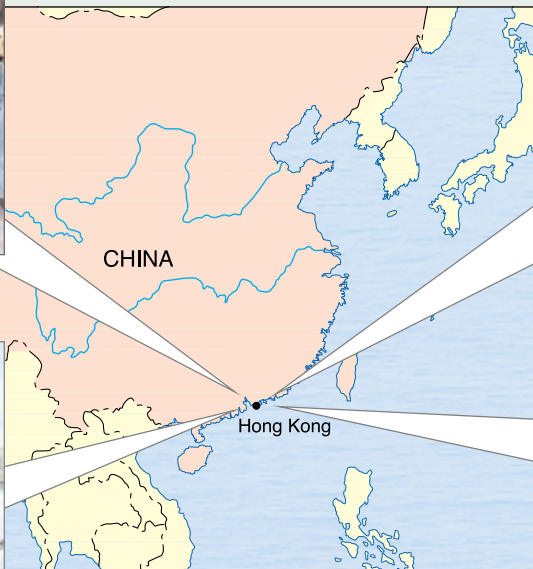
On 1 July 1997, the flag of the People's Republic of China and the flag of the Hong Kong Special Administrative Region (HKSAR 香港特別行政區) were hoisted. It marked the end of the British administration. It also signified the beginning of the 'One country, two systems' (一國兩制) policy. The HKSAR of the People's Republic of China was established.

A century ago, Hong Kong was only a harbour along the southern part of the coastal area of China. Now, Hong Kong is a famous international financial centre. In the eyes of the West, Hong Kong is the so-called 'Pearl of Orient' (東方之珠). Drastic changes have occurred in Hong Kong since Britain started its occupation in this tiny place after signing the Treaty of Nanjing (《南京條約》) in 1842. An initial governmental structure was set up and the governor had enormous power. Due to its favourable geographical position, located along the major trade routes of the world, Hong Kong developed into an entrepot.

After the outbreak of the Second World War, Hong Kong was occupied by the Japanese for three years and eight months. During this dark age, there were hardly any trading activities. In August 1945, Japan surrendered unconditionally. Britain resumed administration in Hong Kong.



The signing of the Nanjing Treaty, 1842



The occupation by Japan, 1941-45



The major economic development of Hong Kong before 1950 was entrepot trade



The surrender of Japan, 1945

Let's Get Started

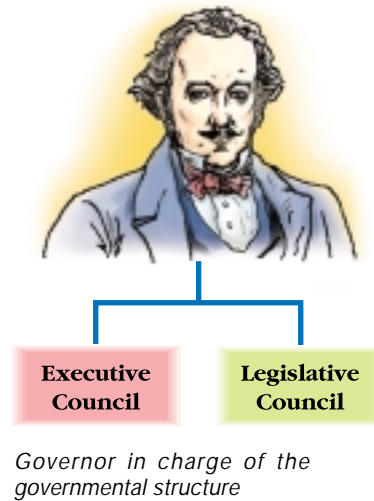
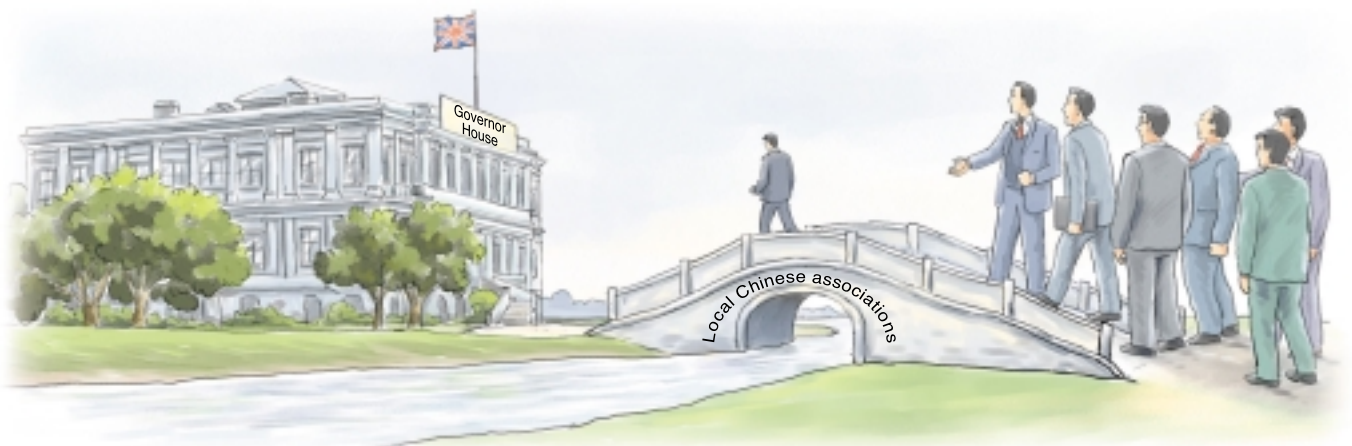
After the First Anglo-Chinese War, Hong Kong Island was ceded to Britain in 1842. It marked the beginning of the British administration in Hong Kong that remained for over 150 years. A governmental structure was initially set up. Within the structure, the governor was in charge and he firmly controlled the Executive and Legislative Councils.

In the early period of British administration, the members of the councils were mainly British officials appointed by the governor although the majority of the population was Chinese.

After the Second World War, changes took place in the governmental structure. The number of unofficial members increased in both the Executive and Legislative Councils. Electoral element was introduced to the Legislative Council since the early 1980s. It was a milestone in the development of a representative government.

The status of local Chinese had always been lower than that of the British. Although some local Chinese were appointed to participate in the government, they were only in the minority. It was after the Second World War that more Chinese were admitted to the Executive and Legislative Councils. However, the senior government posts were still assumed by the British. It was not until the 1990s that great changes took place. Besides, local Chinese associations like the Tung Wah Hospital (東華醫院) and Po Leung Kuk (保良局) acted as bridges between the government and local Chinese.

Local Chinese associations acting as bridges between the government and local Chinese



How did the British administer Hong Kong in the first half of the 20th century?

What was the status of local Chinese in the government and how were they treated in the early period of British administration?

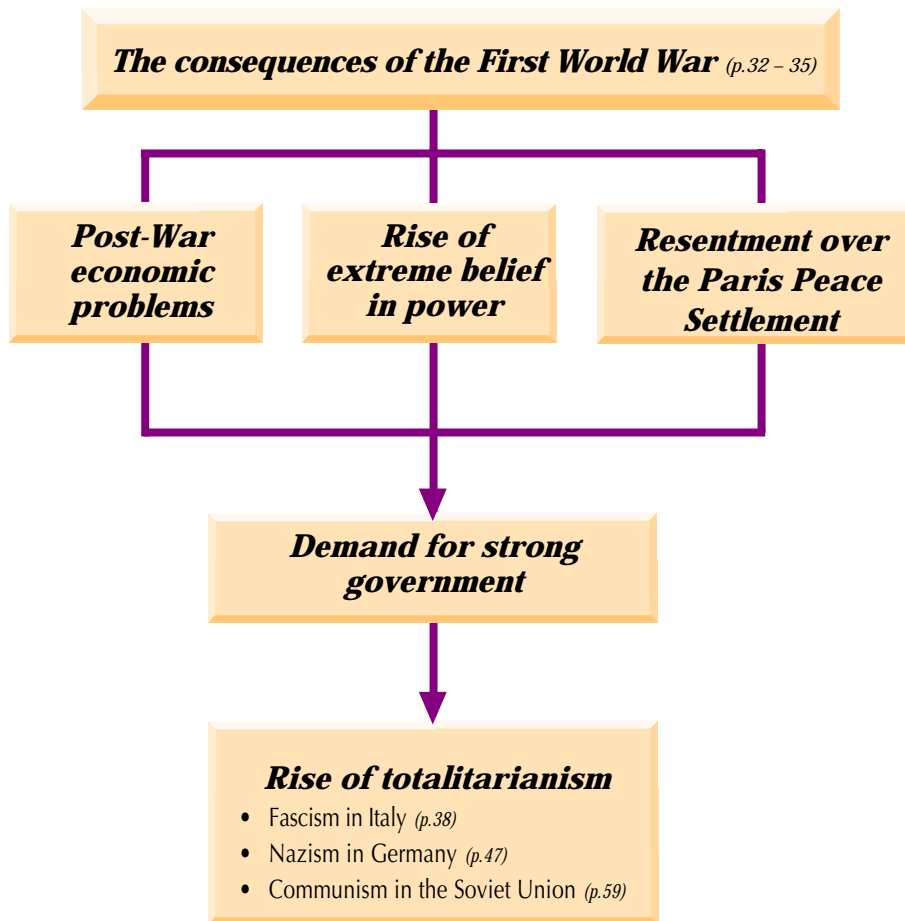
What administrative changes took place in Hong Kong after the Second World War?

How did local Chinese associations contribute politically?

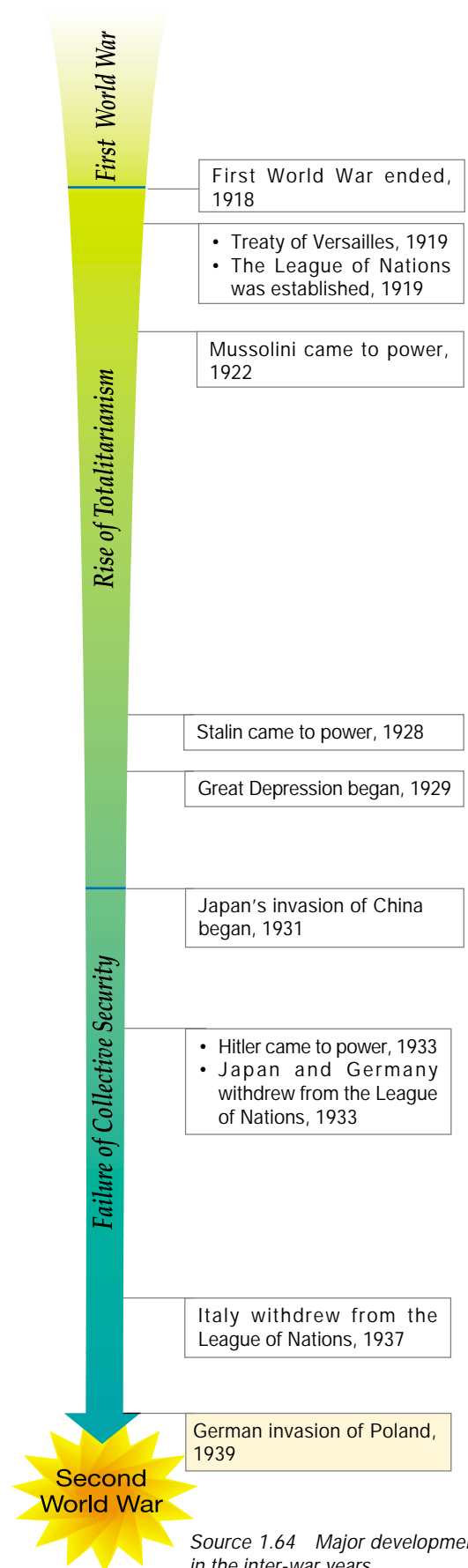
Causes of the Second World War

'This is not peace. It is an armistice for 20 years!' This remark was made by a French general who complained that the Versailles Settlement had not weakened Germany enough. Little did he know that his words would become true. The Paris Peace Settlement did not bring lasting peace to Europe. Instead, it created a number of problems. In 1939, another world war of even greater destruction broke out. The 20 years between 1919 and 1939 were known as the inter-war years.

The rise of totalitarian dictatorships in Italy and Germany in the 1920s and 30s also threatened peace in Europe. Although international attempts were made to keep peace in Europe, they all failed due to the lack of genuine cooperation among the powers. Thus, within 20 years after the First World War, the world was moving towards another disastrous war, the Second World War, which lasted until 1945.



Source 1.63 A concept map showing the rise of totalitarianism after the First World War



Source 1.64 Major developments in the inter-war years

Source 2.94

The result of British and French intervention

The Israelis would take the initiative and invade Egypt. Britain and France would then intervene This in turn would be such a humiliation that Nasser would be toppled³⁷ from his perch³⁸.

— An extract from the memoirs of a British Minister

The war was a complete disaster for Britain and France. For Israel, though she had to withdraw to her old boundaries the war was a military success. As Israel successfully passed through Sinai (the territory of Egypt) to the canal which was blocked by Egypt. Later, the UN peacekeeping force cleared the canal and kept peace at the Israel-Egypt border. Although defeated in the war, Nasser was more popular than ever with the Arabs. He was respected for standing up to the western powers and winning a diplomatic victory. On the other hand, the United States realized the importance of maintaining influence in the area and began supplying the Israelis with modern weapons. The Soviet Union also came to the same conclusion and began to supply weapons to the Arab states. Thus, **superpower rivalries** quickly grew in the area.

The Six-Day War, 1967

After the Suez Crisis in 1956, a UN force guarded the Israel-Egypt border. However, tension remained. The Israelis wanted to extend their country's boundaries to gain security. In 1967, they decided to strike first. They destroyed the air forces of Jordan, Syria and Egypt in six days. Israel now seized **Sinai** from Egypt, **West Bank** from Jordan and **Golan Heights** from Syria. Israel was now more secure. She was in a stronger position than ever before. She refused to withdraw from her newly acquired territories including the whole of the holy city, **Jerusalem**.

However, the Arabs were bitter. The newly conquered lands contained a million Arabs who were now ruled by Israel. The hope of these Palestinian Arabs for a state of their own seemed lost. The PLO now turned to committing more violent terrorist attacks on Israeli targets. The Palestinian problem remained despite the cease-fire³⁹.

Skill-based Task

Knowledge & Understanding Level 1

Read source 2.94. What was the result expected by Britain in the intervention?

Interpretation & Inference Level 2

Did the plan fulfill British and French governments' expectations?

Data Analysis

Israelis only took six days to win the war. They destroyed the Egyptian, Jordanian and Syrian air forces in surprise attacks. Israelis gained control of the air and victory was ensured.



Source 2.95 Israel after the Six Day War, 1967

Test Your Understanding

Part A: Data-based Questions

1. Study Sources A and B.

SOURCE A

The following is an interview with a Japanese child talking about the lessons in school.

I was fortunate in attending elementary school from before the First World War to the mid-1920s, the most liberal educational period until after 1945. The third-edition textbooks then in use had the most material on international cooperation. ... Nevertheless, we got a strong dose of militarism. The books were only slightly different from those of the earlier period. ... The book we used in the second grade had an inspiring lesson on loyalty.

SOURCE B

The following cartoon was drawn by a Japanese child in the 1930s.



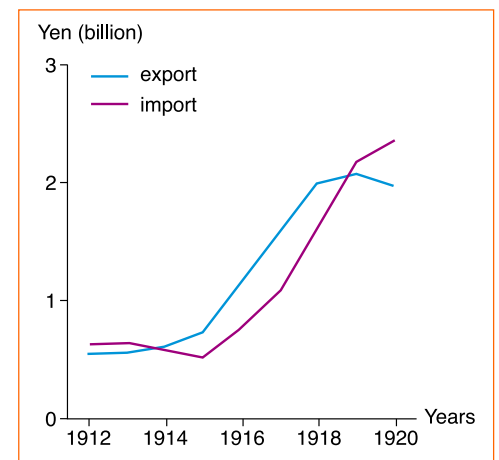
- According to Source A, what was the focus of education in Japanese schools? (2 marks)
- Refer to source B. Identify the country the man with four wings represent? Cite **one** clue from the Source to support your answer. (1 + 1 marks)
- Which countries is the man mentioned in (b) standing on? What actions were taken by him towards these countries in the 1930s? (4 marks)
- Do Sources A and B adequately reflect the reason for the rise of militarism in that country during the 1930s. Explain your answer with reference to the Sources, and using your own knowledge. (7 marks)

2. Study Source C.

- Refer to Source C. Describe Japan's economic development in the period between 1912 and 1920. (2 marks)
- Explain the reasons for the development mentioned in (a). (3 marks)
- What are the usefulness and limitations of Source C in explaining how Japan rose to world power status in the period between 1912 and 1920? Explain your answer with reference to the Source, and using your own knowledge. (6 marks)

SOURCE C

The following is a graph showing Japan's economic development from 1912 – 20.



Self-Evaluation

Level 1	Knowledge & Understanding	Source 1.12 (p.15)	Sources 1.31, 132 (p.22)	Source 1.76 (p.41)	Source 1.93 (p.49)
		Date :	Date :	Date :	Date :
		Mark :	Mark :	Mark :	Mark :
	Source 1.137 (p.68)	Source 1.144 (p.72)	Source 1.152 (p.76)	Source 1.162 (p.82)	
	Date :	Date :	Date :	Date :	
	Mark :	Mark :	Mark :	Mark :	
Level 2	Analysis	Source 1.12 (p.15)	Sources 1.36, 1.37 (p.24)	Source 1.128 (p.63)	Source 1.130 (p.64)
		Date :	Date :	Date :	Date :
		Mark :	Mark :	Mark :	Mark :
	Source 1.136 (p.68)	Source 1.138 (p.69)	Source 1.163 (p.82)	Empathy	Source 1.38 (p.25)
	Date :	Date :	Date :		Date :
	Mark :	Mark :	Mark :	Mark :	
	Source 1.84 (p.46)	Association	Source 1.144 (p.72)	Inference	Sources 1.32, 1.33 (p.22)
	Date :		Date :		Date :
	Mark :	Mark :	Mark :	Mark :	
	Source 1.61 (p.35)	Source 1.76 (p.41)	Source 1.124 (p.62)	Source 1.130 (p.64)	Source 1.136 (p.68)
	Date :	Date :	Date :	Date :	Date :
	Mark :	Mark :	Mark :	Mark :	Mark :
Source 1.163 (p.82)	Interpretation	Sources 1.36, 1.37 (p.24)	Source 1.47 (p.29)	Source 1.161 (p.35)	
Date :		Date :	Date :	Date :	
Mark :		Mark :	Mark :	Mark :	
Source 1.124 (p.62)	Source 1.128 (p.63)	Source 1.130 (p.64)	Source 1.138 (p.69)		
Date :	Date :	Date :	Date :		
Mark :	Mark :	Mark :	Mark :		
Making Comparisons	Source 1.38 (p.25)	Sources 1.47, 1.48 (p.29)	Sources 1.71, 1.72 (p.39)	Sources 1.93, 1.94 (p.49)	
Date :	Date :	Date :	Date :	Date :	
Mark :	Mark :	Mark :	Mark :	Mark :	
Sources 1.124, 1.125 (p.62)	Exploring Change & Continuity	Source 1.61 (p.35)			
Date :		Date :			
Mark :	Mark :	Mark :			
Level 3	Making Judgments	Source 1.38 (p.25)	Critical Thinking	Source 1.48 (p.29)	Source 1.84 (p.46)
		Date :		Date :	Date :
	Mark :	Mark :	Mark :	Mark :	
Source 1.152 (p.76)					
Date :					
Mark :					

Inspiring Task

Why did war break out in Europe in 1939?

- a. Read the following points about the causes of the Second World War. Tick the ones which you think are the main causes that contributed to the outbreak of the war. You may add points other than those listed below.

15. *Any other points?*

14. Britain and France were busy dealing with economic difficulties and failed to react to the rise of totalitarian dictatorships in Germany and Italy.

13. The failure of collective security.

12. The aggression of Hitler.

11. Appeasement: Britain and France did not take strong actions to stop Hitler's aggression.

10. The German invasion of Poland.

9. The failure of disarmament in the 1920s.

8. The Great Depression helped Hitler come to power.

1. Rearmament: countries rearmed in the late 1930s.

2. The failure of the League of Nations.

3. Japan's expansion in China.

4. The isolationist policy of the US seriously weakened the League of Nations.

5. The Paris Peace Settlement created bitter feelings and made some countries determined to get back what they had lost.

6. The Spanish Civil War drew Hitler and Mussolini closer together and allowed Hitler to test his new weapons.

7. The Nazi-Soviet Pact cleared the way for Hitler to invade Poland.

- b. Are there any connections between the causes listed above? If so, join them together using arrows. For example, point 2 and point 4 are related because the lack of US support made the League of Nations too weak to carry out its work effectively.

Summary

Colonization (p.262)
The West seized Southeast Asia for different purposes.

Decolonization (p.263)
During 1920s and 1930s, nationalism was taking shape in Southeast Asia. After the Second World War, the decolonization of Southeast Asia began.

Internal causes (pp.263 – 266)

Colonial exploitation (p.263) : Colonial exploitation created hardship in people’s lives and aroused general discontent.

The rise of a middle class (p.264) : Trade became important under colonial rule, it paved the way for the rise of the middle class. The middle class gradually became nationalist leaders in the pursuit of the anti-colonial cause.

Improvements in communications (p.265) : The development of telegraphs, roads, railways and outside networks for trade helped to spread political ideas.

The growth of nationalism (p.265) : Nationalist leaders made use of indigenous histories, traditional values and religion as a means of promoting nationalism for independence movements.

The failure of political reforms (p.266) : Political reforms introduced by the colonial powers failed to meet people’s demands for power sharing.

External causes (pp.267 – 272)

Nationalist movements in other countries (p.267) : Within intra-regional and international trade networks, the Southeast Asians learned from other Asian countries experiences, to pursue political cause.

The rise of Japan (p.267) : The rise of Japan was an Asian example of successful modernization. The Southeast Asians believed that Western superiority was no longer necessarily true.

Legacies of the two world wars (pp.267 – 268) : The spread of nationalism after the war and the gaining of administrative experience.

The spread of communism (p.268) : Communist ideas from Russia and China were sought out as the key to decolonization.

Japanese occupation (pp.268 – 271) : The myth of Western superiority had been broken. Resistant movements and anti-colonial causes took root during Japanese rule.

Major patterns of independence movements in Southeast Asian countries (pp.273 – 283)

Military confrontations: Indonesia (p.274) and Vietnam (p.275).

Political negotiations: Burma (pp.276 – 277), Malaya (pp.277 – 279), Singapore (pp.279 – 280), Brunei (p.280), Cambodia (p.281 – 282), and Laos (p.282).

Foreign interference: The Philippines (p.283).

Regional initiatives towards cooperation (pp.285 – 286)

- Formation of the Association of Southeast Asia in 1961 and the Great Malay Confederation in 1963 demonstrated agreement on the need for cooperation within the region.
- After the independence movements, the Southeast Asians became aware of their unique identity. They were conscious of the need to promote cooperation.

Political changes favoured the founding of the ASEAN (p.286)

- Softening of opposition from Indonesia and the Philippines towards the Federation of Malaysia created a better framework for cooperation.
- Singapore demanded a new framework for the regional balance of power.
- Southeast Asian countries called for regional initiatives to avoid conflicts within the region.

The establishment of the ASEAN (p.286)

The ASEAN was established on 8 August 1967, with 5 founding members of Indonesia, Malaysia, the Philippines, Singapore and Thailand.

The development of the ASEAN (pp.287 – 290)

- **Early development**
The ASEAN could only begin with less controversial issues, usually of an economic rather than political nature.
- **Further growth**
Under the threat of communism, the ASEAN’s members signed the Treaty of Amity and Cooperation in Southeast Asia. The admission of Vietnam in 1995 completed the transformation of the ASEAN. the ASEAN became a collective identity in Southeast Asia.



Most Southeast Asian countries were under Western colonization in the early 20th century



The Japanese occupation (1941 – 45) broke the myth of Western superiority



Since 1946, the Southeast Asian countries became independent one by one



After the independence, five countries cooperated to form the ASEAN, 1967