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Q.1. What was Phan Chu Trinh's objective for Vietnam? How were his ideas different from those of Phan Boi Chau?

SOLUTION

Phan Chu Trinh's objective for Vietnam was to make it a democratic republic, along the western ideals of liberty. He accused the French of not following their own national ideals, and demanded for the setting up of legal and educational institutions alongside the development of agriculture and industries.

Unlike Phan Boi Chau, Phan Chu Trinh was extremely opposed to the monarchy. Hence, their ideas had at their roots this fundamental difference.

Q.2. What was the role of women in the anti-imperial struggle in Vietnam? Compare this with the role of women in the nationalist struggle in India.

SOLUTION

Women played a crucial role in the anti-imperial struggle in Vietnam. Women who rebelled against social conventions were idealised and rebel women of the past were likewise celebrated. Trieu Au was a popular figure in nationalist tales. In the 1960s, women were represented as brave soldiers and workers. They assisted in nursing wounded soldiers, constructing underground tunnels and fighting the enemy. Interestingly, between 1965 and 1975, 70-80% of the youth working on the Ho Chi Minh trail were women. Compared to this very direct and active participation of Vietnamese women in the anti-imperial struggle, India women did not play a very dynamic role in the nationalist struggle of India against Great Britain. They followed Gandhian ideals of boycotting foreign goods and picketing liquor shops, but mainstream politics was controlled by men; although women like Sarojini Naidu, Kamla Nehru and Kasturba Gandhi were keenly involved.

Q.3. Explain the following:

In the seventeenth century merchants from towns in Europe began employing peasants and artisans within the villages.

SOLUTION

The trade and commerce guild controlled the market, raw materials, employees, and also production of goods in the towns. This created problems for merchants who wanted to increase production by employing more men. Therefore, they turned to peasants and artisans who lived in villages.

Q.4. Write a note on:

What was meant by the civilising mission of the colonisers.

SOLUTION

The European countries acquired colonies in the East Asian countries to exploit their natural resources. Like other European countries, the French also propagated that it was their mission to bring the benefits of civilization to backward people. They posed that they were driven by the idea of the civilizing mission. Like the British in India, the French claimed they were bringing modern civilization to Vietnam. They considered that it was their duty to bring modern ideas into their colonies even at the cost of destroying the local culture, beliefs, etc.

Q.5. Explain the following:

Women workers in Britain attacked the Spinning Jenny.

SOLUTION

Women workers in Britain attacked the Spinning Jenny because it speeded up the spinning process, and consequently, reduced labour demand. This caused a valid fear of unemployment among women working in the woollen industry. Till date, they had survived on hand spinning, but this was placed in peril by the new machine.

Q.6. Write a note on: Huynh Phu So.

SOLUTION

Huynh Phu So was the founder of a nationalist movement called Hoa Hao. He performed miracles and helped the poor. His criticism against useless expenditure had a wide appeal. He also opposed the sale of child brides, gambling and the use of alcohol and opium. The French tried to suppress the movement inspired by Huynh Phu So. They declared him mad, called him the Mad Bonze, and put him in a mental asylum. But the doctor, who had to prove him mad, became his follower. Finally, he was exiled to Laos and many of his followers were sent to concentration camps.

Q.7. At the end of the nineteenth century, 80 percent of the total workforce in Europe was employed in the technologically advanced industrial sector.

A True

B False

SOLUTION

At the end of the nineteenth century, less than 20 percent of the total workforce in Europe was employed in technologically advanced industrial sectors.

Q.8. Explain the following:

- a) Only one-third of the students in Vietnam would pass the school-leaving examinations.**
- b) The French began building canals and draining lands in the Mekong delta.**
- c) The government made the Saigon Native Girls School take back the students it had expelled.**
- d) Rats were most common in the modern, newly built areas of Hanoi.**

SOLUTION

(a) Only one-third of the students in Vietnam would pass the school-leaving examinations because the French colonial administration followed a deliberate policy of failing students in their final year examinations so that they could not qualify for better-paid jobs. Only the wealthy Vietnamese could afford enrolment in these expensive schools, and to add to that, very few would pass the school-leaving examinations.

(b) The French began building canals and draining lands in the Mekong delta for increased cultivation. This was done under a garb to "civilise" Vietnam on a European model, but it was actually an economic idea meant to increase rice production and subsequent export of rice to the international market.

(c) When the French principal of the Saigon Native Girls School expelled the students protesting another student's expulsion, there was widespread remonstrance. Considering the gravity of the situation, the government decided to control the intensity of the protests by providing an outlet-making the school take back the students.

(d) Rats were most common in the modern, newly built areas of Hanoi because the modern and apparently hygienic sewage system provided ideal breeding grounds for rodents apart from being a good transport system as well, for the rats. Sewage from the old city was drained out into the river or overflowed in the streets during heavy rains. The large sewers now became a protected breeding and living space for rats. Hanoi, despite its "modernity", became the chief cause of the plague in 1903.

Q.9. Describe the ideas behind the Tonkin Free School. To what extent was it a typical example of colonial ideas in Vietnam?

SOLUTION

Like other colonisers, the French also thought that they were on a civilising mission. Thus the Tonkin Free School was opened to give Western education. The school taught science, hygiene and French, other than the common subjects. For these three subjects the students had to attend evening classes and also pay separately. The students were not only made to attend these classes but they were asked to sport modern looks too. A typical example of this was that Vietnamese were asked to cut off their long hair and adopt a short hair cut which was absolutely against their culture.

Q.10. What was the role of religious groups in the development of anti-colonial feeling in Vietnam?