Seminar: Biographical History Revisited: Personalities, Engagement, and Leadership in Republican China

Seminar One:
The Chinese Biographical Database and Cohort Theory of Chinese Political Development

Seminar Two.
Wang Guangqi and the Electronic Frontier: A Multilinear, Multidimensional Online Project

Centre d'études sur la Chine moderne et contemporaine (CECMC)
Écoles des Hautes Études en Sciences Sociales
54, Blvd. Raspail 75006 Paris FRANCE
Seminar: Biographical History Revisited: 
Personalities, Engagement, and Leadership in Republican China

Overview: The Chinese Biographical Database and the 
Cohort Theory of Chinese Political Development

I. Principles, Features, and Sections

II. Uses of Biography

III. Cohort Theory and Chinese Political Party Development

IV. Conclusion
I. Principles, Features, and Sections

Principles: Interactive and moderated database

- Entry is open to collaborative endeavor.

- All new entries or missing variables must be supported by documentation.
I. Principles, Features, and Sections

Database Features

- GIS [Guobiao codes, Latitude and Longitude, Raster and Vector]
- Temporal Analysis [Date, Duration, Activity-based, Event-based]
- Chinese Entry [Big 5 CJK, Traditional Characters]
- 3,500 Biographies
- 32,250 Records
- >12 Tables
- >24 Searches
- >10 Reports
- New Entry Forms [General, Special, Missing Data, Variables]
- Accessible Information
- Interactive
I. Principles, Features, and Sections

Features: Tables and Records

Chinese Biographical Database
Records Entered: January-June 1998
First 6 months

<table>
<thead>
<tr>
<th>Table</th>
<th>Records</th>
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<td>Locator</td>
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Total Records 22,225
I. Principles, Features, and Sections

Web Site Sections: Introduction

Welcome to the Chinese Biographical Database

What is a Database?
Database Uses
Project Objectives
Software and Computer Resources Used to
Create the Database
Web Site Image Map
Documentation
Contributors and Sponsors of the Project
I. Principles, Features, and Sections

Web Site Sections: Searches

Biographical Figures, Birth Year, Career, Gender, and Origin Searches.
Includes a listing of all Biographies

Alternate names, Education, Family, and Youth Searches

Affiliations, Positions, Historical Events, and Locator Searches

Sources Searches
I. Principles, Features, and Sections

Web Site Sections: Reports

Basic Biographical Facts Report
Sources Report
Alternate Names Report
Education Report
Family Report
Youth Activities Report
Affiliations Report
Positions Report
Historical Events Report
Locator Report
I. Principles, Features, and Sections

Web Site Sections: New Biographical Entries

<table>
<thead>
<tr>
<th>Forms on this Page</th>
<th>Locator Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography</td>
<td>One of 13 Tables in Database</td>
</tr>
<tr>
<td>Career</td>
<td>BioID - Links with Biodata field</td>
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<tr>
<td>Sources</td>
<td>Place Name</td>
</tr>
<tr>
<td>Origin Details</td>
<td>Street Address</td>
</tr>
<tr>
<td>Alternate Names</td>
<td>City and Geocode</td>
</tr>
<tr>
<td>Family</td>
<td>Province or State and Geocode</td>
</tr>
<tr>
<td>Education</td>
<td>Country</td>
</tr>
<tr>
<td>Youth</td>
<td>Entry Date</td>
</tr>
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<td>Positions</td>
<td>Departure Date</td>
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<td>Historical Events</td>
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<td>Locator - Activity</td>
<td>Activity Type</td>
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<td>Graphics</td>
<td>Activity Impact</td>
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<td>Comments</td>
</tr>
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<td></td>
<td>Approved and Non-Approved</td>
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</table>
I. Principles, Features, and Sections

Web Site Sections: Help

- Computer Resources Used to Create Database
- Archive Edition/ Corrections
- How to View and Enter Chinese Characters
- Wade-Giles - Pin Yin Guide
- Web Site Image Map
- Drop Down Lists
- How to Enter Information into New Biography Forms
- New Biographies Entry Section
- Work in Progress
- Feedback Form
- Documentation
- Comment Guidelines
- Further Resources
I. Principles, Features, and Sections

Web Site Sections: Feedback

Please take a moment to give us some feedback on this Web site. With your comments we hope to make improvements.

I would rate the usefulness of this Web site as:
Very High  Satisfactory  Below Average  Not Useful

I would rate the navigation and ease of use of this Web site as:
 Very High  Satisfactory  Below Average  Not Useful

The Web site can be improved by the following ideas on the searches, reports, and new biographies:

I have the following comments and suggestions about this Web site:
I. Principles, Features, and Sections

Features: Sample Search Results

Group Searches
Results of Youth Activities
Kung H. H., YMCA
Qu Qiubai, YMCA
Yan Yangchu, , YMCA
Zhang Wanyou, YMCA
Zhou Erfu, YMCA

Results of Education - Excerpts
Beijing University, Post Secondary, Bao Huiseng
Beijing University, Post Secondary, Xu Deheng
Beijing University, Post Secondary, Chen Guyuan
Beijing University, Post Secondary, Tan Pingshan
Beijing University, Post Secondary, Gao Junyu
Beijing University, Post Secondary, Yu Xiusong
I. Principles, Features, and Sections

Features: Sample Report Results

Results of Biography - Career Sample Report:
ID Name: Sun Yat-sen
Surname: Sun  First Name: Yat-sen
Gender: Male  Birth Year: 1866  Death Year: 1925
Origin - Province: Guangdong  Origin - City: Cuiheng
Main Career: Revolutionary Leader  No. of Positions: 1-5 Positions

Comments: Sun Yat-sen, [Sun Zhongshan] known as the political leader of the Chinese revolution of 1911 and the first president after the Republic was proclaimed, is considered the founding father in China. Sun went to school overseas, living in Hawaii as a young boy and became a doctor. He practiced in Hong Kong in the 1890s and began his interest in Chinese politics, becoming the leader of the revolutionary forces. He founded several organizations, and obtained funding from overseas Chinese communities. The Tongmenghui, [Revolutionary Alliance] founded in 1905, was later the basis for the Guomindang [Chinese Nationalist Party]. After the Revolution of 1911 did not fulfill its promise, and the Second Revolution of 1913 failed, Sun began an alternate government in Guangdong and died of cancer in 1925 before he could resolve the problem of the warlords.
II. Uses of Biography

**Research Uses**
- Understanding individual and group trends (qualitative, quantitative)
- Longitudinal possibilities
- Temporal and spatial analysis
- Biographical sources (multidisciplinary, multilingual)
- Researcher contributions

**Pedagogical Uses**
- Interactive exercises
- Student research projects
- Dialogue on humanities and the role of biography
- Student contributions

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**Outreach Uses**

Date sent: Wed, 06 May 1998 08:23:10 -0400
Organization: East Coast Migrant Head Start Project
To: mlevine@portal.lcsv.edu
Subject: Chinese Kings
I am looking for information for my 10 year old daughter on Chinese Kings. Can you help?

Date sent: Thu, 26 Nov 1998 22:37:31 -0500
To: mlevine@lcsv.edu
Subject: Request for information
Hi, my name is Jerome and I am writing a project on Chiang Kai-Shek If you have the time could you please E-mail additional information to ... Thank you in advance
## II. Uses of Biography

<table>
<thead>
<tr>
<th>Provincial Origin</th>
<th>No. of People</th>
<th>Beijing Univ.</th>
<th>Qinghua Univ.</th>
<th>Fudan Univ.</th>
<th>Zhongshan Univ.</th>
<th>Sichuan Univ.</th>
</tr>
</thead>
<tbody>
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<td>Anhui</td>
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<td>22</td>
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<td></td>
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<tr>
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<td>Fujian</td>
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<td></td>
<td>28</td>
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<td></td>
<td>5</td>
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<td>Hebei</td>
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<td>Sichuan</td>
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<td>Zhejiang</td>
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II. Uses of Biography

Global Linkages

The CBD is registered with the TimeMap Project. It is configured for GIS and fuzzy dating.

Dataset title: Chinese Biographical Database maintained by Marilyn Levine
Dataset type: Website

Descriptive Metadata

- `dc.title`: Chinese Biographical Database
- `dc.creator.Person.Name`: Levine, Marilyn A.
- `dc.creator.Person.Affiliation`: mlevine@lcsc.edu
- `dc.creator.CorporateName`: Lewis-Clark State College, Idaho
- `dc.subject.specific`: China
- `dc.subject.specific`: Biographies
- `dc.description`: On-line database of biographies of ca.2500 Chinese individuals
- `dc.publisher`: Lewis-Clark State College
- `dc.publisher.address`: http://www.lcsc.edu/cbiouset/
- `dc.contributor.CorporateName`: TimeMap Project
- `dc.contributor.CorporateName.address`: acl@archaeology.usyd.edu.au
- `dc.date`: 1998
- `dc.type`: Dataset
- `dc.format`: TimeMap dataset
- `dc.relation.identifier`: China TimeMap Project, Univ. of Sydney, http://www.timemap.net/#chinamap
- `dc.coverage.x.min`: 69.125000
- `dc.coverage.x.max`: 140.752000
- `dc.coverage.y.min`: 18.171000
- `dc.coverage.y.max`: 53.402000
- `dc.coverage.t.early`: 0
- `dc.coverage.t.late`: 2050
- `dc.coverage.PlaceName`: China
- `dc.rights`: Copyright M. Levine, 1998. All rights reserved.
II. Uses of Biography

Social Science Exercise # 4 - History in Everyday Life: Meaning and Individual Fate

Page 1 - Explanation & Instructions
  Rationale
  General Goals of Exercise
  Step by Step Instructions
  Supplementary Aids
  Links/Navigation Bar

Page 2 - The Online Form
  Paragraph & Standard Responses
  Confirmation
  Access to Answers by Instructor
  Links/Navigation Bar

Page 3 - Student Work Highlights
  Excerpts from Student Work Posted
  Discussion on Highlights Assigned Links
II. Uses of Biography

Social Science Exercise # 4 - History in Everyday Life: Meaning and Individual Fate

Sample Excerpts of Grading (From Unit 9 on History)
Exercise #4 - History in Everyday Life: Meaning and Individual Fate

Student name, assignment grade, overall grade, append work

Section I: Overall Comments
You give a nice precis of Michael's background & sense of his own fate on Vietnam era,
I wonder if the dislocation of the national structure limited his life in terms of "establishment
living"? I would have been more interested in a bit more evidence from his life when you say
"The times, war, and his personal situation more than likely were causes that affected
the direction his life."

Section II: Specific Comments on Content & Critical Thinking

A. Scale of Grading = Needs Work (NW) Satisfactory (S) Above Average (AA), Superior Work (SW)
B. Link your criteria with the assignment itself.
   e.g., "Did the student give appropriate information on research subject?"

Section III. Style

A. Grammar: ___verb tense ___contractions ___language too informal
B. Spelling: MARC BLOCK = Marc Bloch

Examples of Student Work Evaluation (if submitted electronically)
III. Cohort Theory and Chinese Political Party Development

A historical generation is not defined by its chronological limits or its borders. It is not a zone of dates; nor is it an army of contemporaries making its way across a territory of time. It is more like a magnetic field at the center of which lies an experience or a series of experiences. . . . What is essential to the formation of a generational consciousness is some common frame of reference that provides a sense of rupture with the past and that will later distinguish the members of the generation from those who follow them in time.

-Robert Wohl, The Generation of 1914
III. Cohort Theory and Chinese Political Party Development

Ideology and the Impact of Individual and Cohort Identity
I can attempt to make the subject matter of identity more explicit only by approaching it from a variety of angles- biographic, pathographic, and theoretical; and by letting the term "identity" speak for itself in a number of connotations. At one time, then, it will appear to refer to a conscious sense of individual identity; at another to an unconscious striving for a continuity of personal character; at a third; as a criterion for the silent doings of ego synthesis; and, finally, as maintenance of an inner solidarity with a group's ideals and identity.

Erik Erickson, Identity and the Life Cycle
### III. Cohort Theory and Chinese Political Party Development

**Zeng Qi "Random Discussion" (1922)**

<table>
<thead>
<tr>
<th>Old Generation</th>
<th>New Generation</th>
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</thead>
<tbody>
<tr>
<td>Militarism</td>
<td>Peace</td>
</tr>
<tr>
<td>Capitalism</td>
<td>Socialism</td>
</tr>
<tr>
<td>Nationalism</td>
<td>Internationalism</td>
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<tr>
<td>Elitism</td>
<td>Universalism</td>
</tr>
<tr>
<td>Competition</td>
<td>Mutual Aid</td>
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<tr>
<td>Familialism</td>
<td>Individualism</td>
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<tr>
<td>Stagnant</td>
<td>Creativity</td>
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</tbody>
</table>
III. Cohort Theory and Chinese Political Party Development

FIGURE 1. Provincial Origins - Military Education.

Huangpu Military Academy

Baoding Military Academy

Total: 24

Total: 133

- Anhui
- Guangdong
- Guangxi
- Hubei
- Hunan
- Sichuan
- Shaanxi
- Zhejiang
### III. Cohort Theory and Chinese Political Party Development

#### TABLE 2. Affiliation and Education.

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>No. of People</th>
<th>Beijing Univ.</th>
<th>Qinghua Univ.</th>
<th>Fudan Univ.</th>
<th>Zhongshan Univ.</th>
<th>Sichuan Univ.</th>
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<td>Cadre Training School(s)</td>
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<td>73</td>
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<td>Democratic Parties</td>
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<td>16</td>
<td>6</td>
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<td>GMD-Leftist (1920's/30's)</td>
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<td>Russian Returned CCP Leaders</td>
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</table>
III. Cohort Theory and Chinese Political Party Development

FIGURE 2. Affiliation and Birth Year.
### III. Cohort Theory and Chinese Political Party Development

#### Chinese Political Parties in France During the Twenties

<table>
<thead>
<tr>
<th>Chinese Political Party</th>
<th>Formation</th>
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</thead>
<tbody>
<tr>
<td>Anarchist Party</td>
<td>1922</td>
</tr>
<tr>
<td>ECCO (Communist)</td>
<td>1922</td>
</tr>
<tr>
<td>SDP (Social Democrats)</td>
<td>1922</td>
</tr>
<tr>
<td>EGMD (Guomindang, Nationalists)</td>
<td>1923</td>
</tr>
<tr>
<td>QND (Chinese Youth Party)</td>
<td>1923</td>
</tr>
</tbody>
</table>
III. Cohort Theory and Chinese Political Party Development

CBD - Chinese Political Party Data

No. of Participants

Affiliation

Legend

ECCO
QND
YC
SDP
EGMD
GYS

293
267
254
71
41
21
III. Cohort Theory and Chinese Political Party Development

CBD: Place & Political Party Cohorts

Sino-French Institute Sample No.=51

Montargis College Sample No.=10
III. Cohort Theory and Chinese Political Party Development

CBD: Ideology and Political Party Cohorts

Zhou Enlai - 11/25/1923 Speech in Lyon - On factions

(A). The Free-thinking faction: This faction mostly composed of the youth after May Fourth, who stand in the most Leftist positions, who oppose formal parties, and object to politics, even to the point of rejecting all tools of revolution, but just prattling about revolution. Those on the slight right, although they cannot compare to those with Leftist tendencies, in opposing everything, they reject all political parties of the past... They negate everything. All they have is an idealized political party platform. Yet, they themselves do not experiment personally. Although some [of these] people do recognize the value of the Tongmenghui in history, they definitely do not recognize its important position in the people's revolution in the country during the current time period. They are unwilling to subordinate to other people (in reality if one receives the orders of others, due to a belief in an ideology, it does not mean being subordinate). Each of them sets upon an individual banner. It is really a case of in the aftermath of May Fourth, the new youth organizations "sprouting like bamboo after a spring rain," and thus multiplying...
IV. Conclusion

The study of Chinese biography in terms of cohort development and the formation of political parties, shows a change in personal mentalities and behavioral criteria of group formation. Traditional organizing principles of "place" gave way because of common experiences such as Reforms of the Qing, activities in the New Culture Movement, and modernizing influences. This can be demonstrated by group studies of educational institutions, affiliations, regional backgrounds, etc. It holds valid for subsets, such as the military academies, birth cohorts, and travel abroad cohorts. This would suggest that the more biographies and the more we collaborate on the data, the better we can understand other realms of historical developments as they were impacted by individuals and groups. We can develop a truly spatial and analytical life history genre.