

A Study on *A Manual for Youth and Students*

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Abstract:

A Manual for Youth and Students is the first English textbook that uses Ningpo dialect to annotate the pronunciation of English words. Its compilation style follows the English Translation compiled in 1740, which lists all the lexical items according to the semantic cluster and uses Canton dialect to annotate the pronunciation of English vocabulary. In terms of content, it is composed of 3187 words which are divided into seventy-two sections, related to nature, interpersonal relationship, food, clothing, shelter, transportation, and law, etc. As regards the compiling features, it is a trilingual textbook which uses Chinese to annotate the pronunciation of English vocabulary and the Hindi to transcribe the pronunciation of Chinese vocabulary. Compared with English Translation compiled in 1748, the compilation quality of *A Manual for Youth and Students* is almost the same, but it truly reflects the whole scenario of the “Chinese Pidgin English” textbook at that time, exhibiting transformation of the “Canton English” textbook to the “Ningpo English” textbook.

Keywords:

Chinese Character Annotation, Cantonese English, Ningpo English, Semantic Cluster, English Textbook, Features of Compilation, The Annotations on English Conversation

1. Introduction

The English textbooks that use Cantonese dialect to annotate the pronunciation of English words have attracted academic interests of Chinese scholars as early as in the 1990s. The Professor Zhou Zhenhe recorded the full text of Red-Haired Barbarians' Talk and attempted to interpreter the original English words transcribing in Chinese characters, thereby restoring and displaying the appearance of English at that time to some extent in 1998, which friggged a series of related studies appeared, such as those by Zhou Zhenhe [1,2,3], Wu Yixiong [4], Zou Zhenhuan [5], Gu Weixing [6,7], Han Lina [8], Huang Xingtao [9], Mo Zaishu [10], Cui Chunhua [11], Sun Guangping [12], and Chen Jianlin [13]. These scholars published articles from different academic perspectives, conducting research on certain self-compiled English textbooks, providing the world with a window into understanding the Cantonese English textbooks.

Yet few scholars have ever focused on the research of the English textbooks that use Ningbo dialect to annotate the pronunciation of English words. This study tends to explore the first Ningbo dialect annotated English textbook named *A Manual for Youth and Students*, which is also entitled *Chinese Vocabulary and Dialogues Containing an Easy Introduction to the Chinese Language Ningpo Dialect*. It was compiled by P. Streenevassa Pillay and published in 1846. Its compilation was closely related to the background of the first Sino-British War in the 1840s, when China was forced to open five ports for trade. Ningbo, one of the opened foreign trade ports, played an increasingly important role in Sino-Western commerce exchange, with a trade transaction second only to Shanghai. To facilitate the commercial as well as cultural exchange and communication between nations, the book named *a Manual for Youth and Students* was compiled and is currently stored in the Zhenhai District Archives in Ningbo City, China.

2. P. Streenevassa Pillay and the Compilation of *A Manual for Youth and Students*

P. Streenevassa Pillay, whose dates of birth and death are unknown, was born in Paravilam near Madras, India. Between 1841 and 1846, he served as the chief accountant in the British military forces during their expedition to Zhoushan Archipelago and Ningbo city in China, where he worked as a cashier. According to the "Instructions for the establishment of an Education Committee in Bengal" issued by the British House of Commons on March 10, 1845, P. Streenevassa Pillay was nominated as a member of the Madras Education Committee, an institution established to promote education among the indigenous people of British India.

During his residence in Zhoushan Archipelago, P. Streenevassa Pillay persisted in learning Chinese characters and the Ningbo dialect. Commissioned by the British military, he compiled the *A Manual for Youth and Students*, a book intended for the British military [14]. In fact, when the British colonizers initially planned the Opium Wars, they aimed to seize Chinese territory, with Zhoushan Archipelago being their primary target. In October 1839, Lord Palmerston wrote to the British Superintendent of Trade in China, clearly stating that the British government had decided to use military force against China, with the expeditionary forces expected to arrive the following spring to occupy either the Zhoushan Archipelago or Xiamen as a base for operations. On November 14th, Palmerston wrote to the Admiralty in a confidential letter, saying, "If circumstances permit, this island should be permanently occupied." In July 1840 and October 1841, British forces captured Dinghai twice. After occupying the Zhoushan Archipelago under Ningbo Prefecture, the British established a military administration there, aiming for long-term rule. Clearly, the British invaders understood that to govern a foreign populace, education was the first step, thus they prepared in advance, appointing P. Streenevassa Pillay to compile the book entitled *A Manual for Youth and Students* so as to overcome language barriers. In 1846, after the Qing government paid all indemnities, the "Treaty for the Return of Zhoushan" was signed on April 4th, and by June, all British forces had withdrawn from Zhoushan, ending their five-and-a-half-year military occupation. The publication of the *A Manual for Youth and Students* in May 1846 coincided with the handover between China and Britain, with all foreigners leaving Zhoushan. Although the book's compilation was a planned act at the beginning of the British occupation, the UK later lost its impetus and need to learn the Ningbo dialect due to its inability to establish colonial rule over Zhoushan, rendering the book nearly forgotten.

Current historical records indicate that in 1882, Nicolas compiled *A Dictionary and Grammar Catalogue of World's Chief Languages and Dialects*, which included the *A Manual for Youth and Students*, providing a brief introduction to its structure and total numbers of pages. In 1897, the Bibliothèque Nationale (French National Library) exhibited manuscripts, prints, cards, and medals at the “Congress of Orientalists”, among which the *A Manual for Youth and Students* was featured. In 1907, the renowned French Sinologist Henri Cordier published *Bibliotheca Sinica*, which recorded this book and described it as “extremely rare”.

In July 2022, the Ningbo Municipal Archives and Zhenhai District Archives jointly compiled and published *Collection of Ningbo Dialect Literature: A Manual for Youth and Students and the Annotations on English Conversation* through Zhejiang Ancient Books Publishing House. This allowed witness of the complete work for the first time.

Although its Chinese title begins with the characters “Anglo-Chinese”, *A Manual for Youth and Students* is actually a trilingual textbook comparing English, Chinese, and Indian languages. “P. Streenevassa Pillay” is the pen name of the compiler. From the preface, one can learn that one of the purposes of compiling this book was to teach Ningbo residents English or Telugu, and for British and Indian (Telugu) individuals to learn Ningbo dialect, as “without mastery of language, trade cannot be facilitated”, emphasizing mutual teaching and learning. Thus, it stands as the earliest known trilingual textbook in “English, Chinese, and Indian languages.” *The Annotations on English Conversation* compiled by Ningbo merchant Feng Zefu and others in 1860 was once considered the earliest English textbook in the Jiangsu-Zhejiang region. The discovery of *A Manual for Youth and Students* pushes back the history of English textbook compilation in the region by at least 14 years.

3. The Compilation Style of *A Manual for Youth and Students*

A Manual for Youth and Students consists of a cover, title page, acknowledgments, English and Chinese prologues, and the main text, totaling 319 leaves (each leaf equivalent to two pages).

The cover features the Chinese title in the center, arranged from top to bottom, with the publication date on the left: “26th year of the era of Daoguang the emperor of the Great Qing Dynasty, May 1846,” and the engraving location on the right: “Engraved inside the Taibao Temple outside the South Gate of Dinghai Zhoushan, carved by Dongbi Studio of Ningbo Prefecture.” The title page displays the full English title: *A Manual For Youth and Students or Chinese Vocabulary and Dialogues Containing an Easy Introduction to the Chinese Language Ningpo Dialect*, below which are the surname of the compiler and the date of compilation. The acknowledgments section specifically thank James Jackson, a soldier from Madras, and Mr. Shong Shing, a local from Dinghai Zhoushan, noting that the book was bound by a person named Chew Haikoo.

The English preface spans four pages, written by P. Streenevassa Pillay, introducing the script used, source of content, purpose of compilation, intended audience, and the author’s life experiences.

The Chinese preface also occupies four pages, likewise penned by P. Streenevassa Pillay, detailing the background, purpose, content, and features of the textbook. It particularly emphasizes the benefits of mastering English, stating, “Only the wise would not miss their chance. If one can strive to learn English early, they can quickly

find success.” This reflects the views of early Chinese who had contact with foreigners.

The main text is divided into English and Chinese indexes, pronunciation guides for English letters and combinations, single character pronunciations, and categorized vocabulary. All English letters, letter combinations, and word pronunciations are annotated with corresponding Chinese characters for phonetic notation, to be read in Ningbo dialect. Although some pronunciations are peculiar, there is a degree of similarity to native English.

The English index, titled “Index to the Vocabulary”, spans five pages, and is divided into four columns from left to right: “No. of section”, “No. of words”, “subject”, and “page”. The layout follows Western reading habits from left to right. Each page begins with “Index (continued)” and an Arabic numeral page number.

The Chinese index is labeled “Universal Chinese-English Miscellaneous Character Index,” spanning one and a half pages, and is divided into eight columns. Apart from the title, each column is further divided into three squares listing the contents, totaling 72 categories. The layout adheres to ancient Chinese reading habits, arranging text from top to bottom and right to left, with page numbers marked in Chinese numerals.

The English letters and their pronunciations occupy one page, listed in alphabetical order, showing both uppercase and lowercase forms accompanied by Chinese phonetic characters; vowels “A E I O U Y” are highlighted at the end, noting that among these twenty-six letters, only these six are inherently vowels, while the rest follow phonetic rules. The last line of English letters reads, “These are the twenty-six letters of the Great Britain. Scholars must first familiarize themselves with these, then read English and Chinese characters together, so that their sounds may be distinguished and their method understood.” This marks the first emphasis on English letters, especially vowels, in phonetic Chinese textbooks for teaching English pronunciation. As an Indian scholar with rich experience in learning English, the author undoubtedly made this compilation style align with Western cognitive habits, offering positive reference value. Subsequent phonetic Chinese textbooks for English mostly adopted this style.

Following the English letter pronunciations are letter combinations, arranged by the number of the combined letters, ranging from two to six letter combinations, starting with monosyllables before progressing to disyllables, teaching English pronunciation from simple to complex. A total of 397 representative letter combinations are listed, each annotated with Chinese phonetic characters. This represents an innovation in English phonetic teaching.

The “Anglo-Chinese-Indian Vocabulary” is a major component of the book, categorized into 72 sections such as Astronomy, Human Affairs, Bodies, Psychology, Disabilities, etc., covering customs, politics, economy, culture, and more, indicating British colonizers’ effort to understand Zhoushan and its people.

In terms of layout, each page of the main text is divided into two columns, besides titles, each column has three squares, typically six squares per page, each square containing one entry composed of Chinese, Hindi, English, Chinese phonetic characters, and an entry code.

It is noteworthy that Chinese characters and their phonetic notations are written from top to bottom, while the writing styles of Hindi and English require a 90 degree rotation. This compilation method was also adopted in Tang Tingku’s *Chinese and*

English Instructor in 1862. Despite causing inconvenience for reading, the layout appears neater. Each entry at the bottom right corner indicates its number within the section, facilitating easy reference, which is an innovation. Moreover, the Hindi (Telugu script) in the entries transliterates Ningbo dialect words rather than translating Telugu meanings. Using Indian script for Ningbo dialect pronunciation made it convenient for Indians (Telugu speakers) to learn Ningbo dialect; and using Chinese characters to mark English pronunciation facilitated Chinese learning of English. However, for British learners, acquiring Chinese or Indian languages was less convenient. For Westerners, this approach was less convenient than later missionaries' use of Romanized Pinyin, which might account for why the book did not become popular.

From the Chinese table of contents, it can be seen that at the end of the “miscellaneous characters,” there are indications of “totaling 3,193 sentences, followed by Anglo-Chinese Questions and Answers”, suggesting the compiler originally planned to include some Chinese-English dialogues. However, this part is missing in the existing book of *A Manual For Youth and Students*. It is speculated that due to the book's thickness, printing might have been split into two parts. During the British forces' hasty withdrawal from Zhoushan Archipelago, one part might have been taken away by the author, while another part remained in Zhoushan. Therefore, this textbook only contains the “miscellaneous characters” section and lacks the appendix of “Chinese-English Q&A.”

4. The Contents of *A Manual For Youth and Students*

The contents of *A Manual For Youth and Students* are divided into 72 categories, with the names of each category along with the number of entries included (See table 1).

Table 1. The Names of Each Category along with the Number of Entries.

No.	Names of Categories	Number of Entries
1	Of the World	145
2	Of Mankind	31
3	Of External Parts of Human Body	102
4	Of Internal Parts of Human Body	50
5	Of the Blemishes of the Body	24
6	Of the Properties and the Actions of the Body	40
7	Of Degrees of Kindred	54
8	Of Marriage etc.	17
9	Of Love and Courtship	24
10	Of Conception	22
11	Of a School	89
12	Of the House	48
13	Of the Household Servants	17
14	Of the Materials for Buildings	159
15	Of the Kitchen Utensils	105
16	Of the Virtues	45
17	Of the Vices	85
18	Of Diseases of the Body	71
19	Of Ulcers etc.	21
20	Of Surgery	22
21	Of Sick Persons	12
22	Of Food	118
23	Of the Grocery	14

24	Of the Preserves	8
25	Of Confections	11
26	Of the Things Made Use of for clothing	28
27	Of Man's Apparel	56
28	Of Woman's Apparel	25
29	Of Ornaments	19
30	Of the Town and Its Parts	54
31	Of the Shop	32
32	Of the Church	34
33	Of the Things Relating to the Church	38
34	Of Trade	82
35	Of Accounts	33
36	Of the Mercantile Community	20
37	Of the Maritime Places	3
38	Of Fortifications	23
39	Of the Kingdom	99
40	Of the War Officers etc.	116
41	Of the Different Sorts of Ships	17
42	Of the things belonging to the Ships	36
43	Of the Courts of Justice	6
44	Of the Officers of Justice	26
45	Of the Actions at Law	22
46	Of the Crimes	11
47	Of the Criminals	15
48	Of the Legal Terms	36
49	Of the Arts and the Artists	53
50	Of the Handicraft or Manual Occupations	50
51	Of Tools	41
52	Of the Vehicles	24
53	Of the Treat	15
54	Of the Plays	22
55	Of Singing, music and musical Instruments	22
56	Of the Games	19
57	Of the Children's Playing Things etc.	29
58	Of the Journey Etc.	22
59	Of the Country	26
60	Of the Cultivation etc.	93
61	Of the Fruits	79
62	Of the Beasts	44
63	Of the Birds	29
64	Of the Insects etc.	66
65	Of the Fishes	17
66	Of the Metals etc.	18
67	Of the Precious Stones etc.	9
68	Of the Colours	15
69	Of the Coins	10
70	Of the Weights etc.	22
71	Of Time	35
72	Of the Months	262
Total Numbers of Entries		3187

As a matter of fact, the aforementioned category of “Disabilities of the Body” in the directory contains only 24 entries, six fewer than the 30 entries marked in the table of content Therefore, the total number of entries in *A Manual For Youth and Students* is 3187, not the 3193 claimed in the book.

Since it was a teaching aid planned by British colonizers, the purpose of compiling this book was to serve future colonial endeavors in Ningbo. Consequently, its content covers various aspects of the local politics, economy, culture, customs, and dietary habits, which significantly differs from other English textbooks compiled merely for trade communication purposes. Based on the entries collected across the above 72 categories, the content of this textbook can primarily be summarized into the following aspects.

4.1. Content Related to “Nature”

If one would like to settle and live in a alien place, it is essential for him or her to get to know the local astronomical phenomena, climate, mountains and rivers, natural resources, and other aspects related to the natural world. The author has included 796 entries related to “nature” under categories such as “astronomy, countryside, planting, fruit trees, wild animals, birds, insects, fish, solar terms, and lunar months.” Examples include “the sun, the moon, darkness, solar eclipse, lunar eclipse, bright stars, shooting star, west wind, north wind, ocean, strait, flood tide, village, fertile soil, paddy field, seedling, young shoots, fruit, tree, bamboo plantation, tiger, calf, crane, kite (eagle), peng bird (eagle), crab, prawns, honeycomb, fish scales, fish bones, autumnal equinox, vernal equinox, summer solstice, winter solstice, and full moon,” among others. Nature is an important part of human life, especially during the agricultural era, where these terms are closely related to people’s daily lives. Therefore, they were included in the teaching material as one of the important educational contents.

4.2. Content Related to “People”

In ancient China, besides the natural elements of “Heaven” and “Earth”, “people” were an essential component of society. Interactions between nations or ethnic groups could not occur without people themselves and all interactions among individuals and with society. Therefore, vocabulary related to “people” also became an important teaching content in this textbook. These terms are primarily categorized under sections such as “body parts, psychology, intentions, disabilities, diseases, sores and poisons, medicinal materials, illnesses, human affairs, production, benevolence, malevolence, relatives, marriage proposals, making friends, employing people, guests, military officers, brokers, official positions,” totaling 755 entries. Examples include “man, woman, bachelor, manhood, oneself, animated body, ear, head, parents, uncle, foster younger brother, dowry, barren woman, steward, barber, cook, cook’s mate, brotherhood, translator, interpreter, attorney, clerk, lord chief justice, etc.” This recognition of human body parts, life and death, consciousness and perception, as well as connections with other social members, constitutes an important part of social interaction and is a fundamental basis for understanding local culture.

4.3. Content Related to “Clothing, Food, Shelter, Transportation, and Daily Necessities”

Clothing, food, shelter, transportation, and daily necessities are the basic elements for sustaining life and are also fundamental aspects of cross-cultural communication. Therefore, they constitute a key focus of this textbook, with approximately 1500 entries in total.

Entries related to “clothing” are categorized under sections such as “hats and caps, men's clothing, women’s clothing, and jewelry,” totaling 128 entries. Examples

include “clothing, foreign cloth, silk, shroud, tight jacket, bonnet, night trail, ear ring, hand ring, gold ring” and so on.

Entries related to “diet” are categorized under sections such as “diet, tea and food, accompaniments to rice, cakes, and planting”, totaling 151 entries. Examples include “breakfast, dinner, supper, tiffin (morning snack), luncheon (evening snack), flour, dough, nutmeg, cinnamon bark, dainties (delicacies), eight treasure cake, apple pie, peaches, oranges, pomegranate” and more. When compiling this textbook, Ningbo area had not been open to the West for long, so the entries related to eating and drinking reflect the local dietary habits quite well.

“Shelter” refers to places where people live or work daily, and its importance is self-evident. Entries related to “shelter” are categorized under sections such as “study, houses, shops, temples, provincial governments, coastal defense offices, city walls, and countries”, totaling 282 entries. Examples include “city, town, county town, fortified town, side or row house, very pretty building, hospital ward, bedlam (psychiatric ward), almonry (home for the poor), bede house (almshouse), hotel, inn, shop, market, bazaar, fair, tannery (leather shop), metropolis (capital city), the seat of government (palace), and court (judicial office)” among others. These terms reflect the real living conditions of people at that time.

Entries related to “transportation” are closely associated with vehicles and are mainly categorized under sections such as “boats, items on boats, land vehicles, and walking”, totaling 90 entries. Examples include “ship, merchant man (merchant vessel),” man of war (warship), steamer (steamboat), brig (ferry), boat, bark (large boat), fishing boat, barge, carriage, palankeen (sedan chair), carrell (horse-drawn carriage), dooly (sedan chair), hookry (ox cart), car (vehicle), chariot (war chariot)” and more. These terms vividly depict the transportation conditions of the time.

Entries related to “daily necessity” cover a wide range of items including trade goods, construction materials, household items, study materials, and entertainment items. They are categorized under sections such as “business, accounts, gold and silver, treasures, colors, properties, numbers, books and records, construction materials, miscellaneous items for houses, kitchen utensils, temple vessels, toys and games, musical instruments, gambling tools, and children’s toys”, totaling 816 entries. Among them, there are 179 entries related to trade, such as “account book, current account book, daily journal, monthly return, journal (record book), promissory note, credit payment, and clearance (trade list)” among others. This indicates that specialized trade vocabulary does not occupy a large proportion in this textbook.

4.4. Content Related to “Law”

During the interactions between people, especially in cross-cultural exchanges, misunderstandings and conflicts are inevitable. Sometimes legal recourse is necessary to resolve issues. Therefore, this also forms part of the teaching content in *A Manual For Youth and Students*, mainly categorized under sections such as “litigation, non-litigation, verbal disputes, criminals and judgment”, with about 150 entries in total. Examples include “a court, a court of justice, supreme court, court of judicature, session, petty court, law, summons, civil law, plea, warrant, attachment, declaration of murder, offence, arson, prison, jail or gaol, and investigation term” among others. From the above terms, it can be seen that many Chinese and English legal terms have changed from modern language, and some are even no longer in use. Despite this, these contents reflect the simple legal views of people at that time.

Additionally, according to the Chinese table of contents of the textbook, the author originally planned to attach an “Anglo-Chinese Q&A” after the vocabulary. However, for unknown reasons, only the mixed characters were found in the book published by Zhejiang Ancient Books Publishing House within the “Ningbo Dialect Literature Collection,” without the part of “Anglo-Chinese Q&A”. It is unclear whether the author had not completed the editing at the time, or if the original manuscript was lost, leaving this unexplored.

5. The Compiling Characteristics of *A Manual For Youth and Students*

As a Chinese character phonetic English textbook compiled by P. Streenevassa Pillay, an Indian, this textbook exhibits distinct characteristics of its time.

5.1. *The First Trilingual Textbook of Ningbo Dialect, English, and Hindi*

For a long period, trade between China and Britain was mainly conducted at the Guangzhou port, leading to early Chinese English textbooks adopting the Cantonese dialect to mark English pronunciations, pioneering the compilation of Chinese character phonetic English textbooks. In the 1840s, following the opening of trade ports of Ningbo, Shanghai, and other places, there emerged a need for English textbooks phonetically marked with the Ningbo dialect. The most famous was “Chinese Pigeon English Rhymes Collection,” written by Mu Bingyuan, the first compradore of Ningbo, which became widely circulated at the time. Mu Bingyuan not only compiled Chinese Pigeon English rhymes but also recruited young men from Ningbo to teach them English and business practices. In 1860, led by Feng Zefu, Ningbo merchants invested significantly in compiling *Annotations on English Conversation*, using the Ningbo dialect to mark English pronunciations, which was once considered the earliest English textbook phonetically marked with the Ningbo dialect. The discovery of *A Manual For Youth and Students* advances the history of English textbook compilation in the Jiangsu-Zhejiang region to the year of 1846.

This textbook follows the traditional Chinese dictionary compilation style, categorizing Chinese vocabulary into 72 classes in a “semantic cluster” manner, encompassing a total of 3,187 words. These Chinese terms are then translated into English, phonetically marked with the Ningbo dialect for English pronunciation and with Hindi for Chinese pronunciation, making it a trilingual comparative textbook covering Chinese, English, and Hindi.

In terms of phonetic notation, it is divided into three parts: Firstly, the 26 English letters are marked with corresponding Ningbo dialect pronunciations. Secondly, letter combinations are marked with corresponding Ningbo dialect pronunciations, arranged from fewest to most letters with a total of 397 combinations. Thirdly, English vocabulary in 72 categories is marked with phonetic notations, totaling 3187 words.

By marking English letters, letter combinations, and words with Ningbo dialect phonetic notations, learners can easily master English pronunciation from simple to complex. At the same time, each Chinese word is marked with Hindi pronunciation to facilitate Indians learning Chinese. It is evident that whether Chinese people learn English or foreigners learn Chinese, effectively using their native language phonetic systems helps in mastering foreign language pronunciations. In fact, before the formal school education system was perfected, most English textbooks used Chinese characters to mark pronunciations.

5.2. The Earliest English Textbook Spreading Ningbo's Traditional Culture Abroad

During the compilation of *A Manual For Youth and Students* from 1841 to 1846, British colonizers had just forcibly opened the doors of Ningbo. The influence of the West on Ningbo in terms of politics, economy, culture, and customs was not significant, allowing the local traditional culture to be well preserved. P. Streenevassa Pillay translated Chinese traditional language and script into English and Hindi, greatly facilitating the spread of Chinese traditional culture abroad. For example, words such as “Bodhisattva, Buddha, jaw and dimple, adopted son, adopted daughter, engagement, wedding, ceremony, congratulate groom, friendship, production, study room, medicinal materials, diet, tea food, side dishes, cakes, temples, business, city walls, nation, official positions, planting, birds, beasts”, etc. are first used to translate a large number of vocabulary unique to Chinese traditional culture, which contributes to disseminating the traditional culture of Ningbo worldwide at that time.

6. Conclusions

In summary, compared to the early Cantonese-phonetic English textbooks, such as *English Translation and the Red-haired Barbarian's Talk*, *A Manual For Youth and Students* is very similar in terms of compilation style and teaching content. However, it changes the phonetic notation of English from Cantonese to Ningbo dialect, which helps the booming spread of English teaching from the Canton to northern trading ports like Ningbo and Shanghai. This has a significant impact on promoting Sino-Western trade and cultural exchange.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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