

7784
File Copy

SS: 3059

JPRS: 4844

MAIN FILE

4 August 1961

SELECTIONS FROM KUANG-MING JIH-PAO

(Source Span: 17-24 April 1961)

Number 5

- Communist China -

MAIN FILE

19980127 196

This material, translated under U. S. Government auspices, is distributed for scholarly uses to repository libraries under a grant/subscription arrangement with the Joint Committee on Contemporary China of the American Council of Learned Societies and the Social Science Research Council. The contents of this material in no way represent the policies, views, or attitudes of the U. S. Government or the other parties to the arrangement. Queries regarding participation in this arrangement should be addressed to the Social Science Research Council, 230 Park Avenue, New York 17, New York.

U. S. JOINT PUBLICATIONS RESEARCH SERVICE
1636 CONNECTICUT AVENUE, N.W.
WASHINGTON 25, D. C.

DTIC QUALITY INSPECTED 3

F O R E W O R D

This publication was prepared under contract by the UNITED STATES JOINT PUBLICATIONS RESEARCH SERVICE, a federal government organization established to service the translation and research needs of the various government departments.

Subscribing Repositories

University of Arizona
Tucson, Arizona

Mathews Library
Arizona State University
Tempe, Arizona

Non-Western Program
Atlanta University Center
Atlanta 3, Georgia

University of British Columbia
Vancouver 8, Canada

State Paper Room
British Museum
London, W.C. 1, England

General Library
University of California
Berkeley 4, California

Center for Chinese Studies
University of California
Berkeley 4, California

Government Publications Room
University of California
Los Angeles 24, California

Serial Records Department
University of Chicago Library
Chicago 37, Illinois

The General Library
University of Cincinnati
Cincinnati, Ohio

Director, East Asian Institute
Columbia University
433 West 117th Street
New York 27, N. Y.

Librarian, East Asiatic Library
Columbia University
New York 27, New York

Wason Collection
Cornell University Library
Ithaca, New York

Council on Foreign Relations
58 East 68th Street
New York 21, New York

Baker Library
Dartmouth College
Hanover, New Hampshire

Denison University Library
Granville, Ohio

Duke University Library
Durham, North Carolina

Centre de Documentation: Chine
Ecole Pratique des Hautes Etudes
10 Rue Monsieur-le-Prince
Paris 6, France

Fletcher School of Law and Diplomacy
Tufts University
Medford, Massachusetts

Harvard College Library
Cambridge 38, Massachusetts

Center for East Asian Studies
Harvard University
16 Dunster Street
Cambridge 38, Massachusetts

Harvard-Yenching Institute
Cambridge 38, Massachusetts

University of Hawaii
Honolulu 14, Hawaii

The Hoover Institution
Stanford, California

University of Illinois Library
Urbana, Illinois

Indiana University Library
Bloomington, Indiana

Institut für Politische Wissenschaften Technische Hochschule
Vinzenstrasse, 22a
Aachen, Germany

Institute de Sociologie Solvay
Rue du Chatelain, 49
Brussels, Belgium

State University of Iowa Library
Iowa City, Iowa

Documents Librarian
University Library
Lawrence, Kansas

University of Kentucky Libraries
Lexington, Kentucky

Library Association of Portland
801 S.W. 10th Avenue
Portland 5, Oregon

Librarian, School of Oriental and African Studies
University of London
London, W.C. 1, England

Asia Library
University of Michigan
Ann Arbor, Michigan

University of Michigan Library
Ann Arbor, Michigan

Michigan State University Library
East Lansing, Michigan

Ohio State University Libraries
1858 Neil Avenue
Columbus 10, Ohio

University of Oregon Library
Eugene, Oregon

Pennsylvania Military College
Chester, Pennsylvania

Pennsylvania State University Library
University Park, Pennsylvania

University of Pittsburgh Library
Pittsburgh 13, Pennsylvania

Princeton University Library
Princeton, New Jersey

Purdue University Libraries
Lafayette, Indiana

Research Institute on the Sino-Soviet Bloc
P. O. Box 3521
Washington 7, D.C.

Institute of Asian Studies
St. John's University Graduate School
Jamaica 32, New York

University of San Francisco
San Francisco 17, California

Seton Hall University
University College
South Orange, New Jersey

McKissick Memorial Library
University of South Carolina
Columbia 1, South Carolina

University of Southern Calif. Library
Los Angeles 7, California

Morris Library
Southern Illinois University
Carbondale, Illinois

Serials and Documents
Joint University Libraries
Nashville 5, Tennessee

University of Texas Library
Austin 12, Texas

University of Vermont Library
Burlington, Vermont

Alderman Library
University of Virginia
Charlottesville, Virginia

Far Eastern Library
University of Washington
Seattle 5, Washington

General Library
University of Washington
Seattle 5, Washington

University of Western Australia
Nedlands, Australia

Yale University Library
New Haven, Connecticut

JPRS: 4844

CSO: 1800-S/5

SELECTIONS FROM KUANG-MING JIH-PAO

(Source Span: 17-24 April 1961)

Number 5

- Communist China -

Foreword

This serial report is comprised of translations of selected articles from the above-mentioned daily published in Peiping. The source span indicates only the earliest and latest issues processed for any given report and should not be construed as all-inclusive dates. Selections are full translations unless otherwise indicated.

CONTENTS

<u>Part</u>	<u>Page</u>
I. P O L I T I C A L	1
THE CENTRAL COMMITTEES OF THE VARIOUS DEMOCRATIC PARTIES HOLD DISCUSSION MEETINGS.....	1
EARNESTLY ACCEPT THE PARTY'S GUIDANCE; ACTIVELY PERFORM THE ADMINISTRATIVE LEADING WORKS WELL.....	3
THE SHANGHAI TEACHERS' COLLEGE MOBILIZES THE POSITIVE FACTORS OF THE MIDDLE-AGED AND OLD TEACHERS.....	6
SPEAKING ON "LET ONE HUNDRED SCHOOLS CONTEND".....	10
REMINISCENCES OF TSINGHUA UNIVERSITY.....	14
HOW LENIN MADE HIS INVESTIGATION AND STUDY WORK.....	24
II. S C I E N T I F I C.....	32
CAREFUL CONTROL OF PRECISION INSTRUMENTS.....	32

<u>Part</u>	<u>Page</u>
THE PEIPING MINING COLLEGE STRENGTHENS ITS CONTROL OVER PRECISION INSTRUMENTS.....	34
A BRIEF HISTORY OF THE UTILIZATION OF PHONETICS TO HELP LITERACY EDUCATION.....	36
IS WATER DRAINING NECESSARY IN THE IMPROVEMENT OF BRINY SOIL?.....	47
COORDINATING HERBALIST AND MEDICAL TREATMENT FOR BROKEN BONES.....	50
III. E C O N O M I C	51
THE GREAT SIGNIFICANCE OF EQUAL-VALUE EXCHANGE FOR OUR COUNTRY'S PRESENT SOCIALIST CONSTRUCTION.....	51
INSTRUCTION AND SCIENTIFIC RESEARCH COMBINE TO PLAY A PART IN THE CONSTRUCTION OF HYDRO-ELECTRIC STATIONS.	58
STUDENTS BUILD TWO DORMITORIES AND A CLASSROOM BUILDING.....	61
ORGANIZE THE PEOPLE'S ECONOMIC LIFE.....	62

I. POLITICAL

THE CENTRAL COMMITTEES OF THE VARIOUS DEMOCRATIC PARTIES HOLD DISCUSSION MEETINGS

[Following is the translation of an article in Kuang-ming Jih-pao, Peiping, 18 April 1961, page 3.]

After the Soviet Union successfully sent a spaceship carrying a man into space, the Central Committees of the various democratic parties in China held a number of discussion meetings to celebrate enthusiastically the Soviet's achievement and to express support to the peace appeal the Soviet Union has made to the people of the world.

At the discussion meeting held by the Central Committee of the Revolutionary Committee of the Kuomintang, the Deputy Chairmen Ts'ai T'ing-chien (5591 1694 6946), Chang Chih-chung (1728 3112 0022), Hsiung K'o-wu (3574 0344 2976), and the members of the Central Standing Committee, Chen Ch'i-yuan (7118 0366 3850), Liu Fei (0491 2431), Ch'ien Ch'ang-chao (6929 2490 3564), Chu Hsueh-fan (2612 1331 5400), Liu Wen-hui (0491 2429 3549), and Shao Li-tzu (6730 0500 1311) all discussed the historic and political meanings of the Soviet's great space achievements. They pointed out that this achievement of the Soviet people has again demonstrated the superiority of the socialist system and also proved the excellent situation where the easterly wind suppresses the westerly wind. At the same time, they have pointed out that the first space ship carrying a man into space is the Soviet's Union great contribution to humanity. It is a great victory in the sphere of science under Marxism-Leninism. This victory greatly strengthens the struggle of the people throughout the world to protect peace and to oppose imperialism.

At the discussion meeting held by the Central Committee of the China Association for Promoting Democracy, Deputy Chairmen Wang Shao-ao (3769 4801 9379), Yang Tung-shun (2799 2639 5573), and members of the Central Standing Committee, Lei Chieh-ch'ung (7191 3381 8774), Feng Pin-fu (7458 6333 4569), in their speeches, enthusiastically congratulated the Soviet Union on its success in sending a man into space. They recognized that this great achievement opened a new era for humanity to conquer the universe. This is an encouragement for the strengthening of the confidence of the people throughout the world to struggle for peace, for national independence, and democratic socialism.

At the discussion meeting held by the Central Committee of the China Peasants' and Workers' Democratic Party, its Chairman, Chi Fang, (1325 2055) presided over the meeting. At the meeting several persons spoke and these included Hsia Kang-nung (1115 1660 6593), Yen Hsin

min (0917 0207 3046), P'u Fu-chou (5543 6534 0719), etc. They stressed the fact that this epoch-making accomplishment has strongly proved the incomparable superiorities of the Soviet's scientific technology and of the socialist system. Only in the socialist front can there be such a possibility of attaining this great achievement in leading the world in the conquest over the universe.

At the discussion meeting held by the Central Committee of the China Chih-kung-tang, one of the members of its Central Standing Committee, Yen Hsi-shun (0917 1585 5573), summarized the events concerning the Soviet spaceship carrying a man into space. Its members of the Central Standing Committee, Huang Ting-ch'en (7806 7844 5256) and others spoke at the meeting, congratulating the Soviet Party, the Soviet Government, and the people of the Soviet Union upon their success in sending a spaceship carrying a man into space. They said this has fully proved that the socialist system is vastly superior to the capitalist system. They also believed that the socialist system would attain still greater achievements in the future.

In the study meeting of the Central Committee of the Chiu-san Society, everybody was greatly excited over the Soviet's victory in sending a spaceship carrying a man into space, and regarded it as a further manifestation of the easterly wind suppressing the westerly wind and that it is a great contribution to protect world peace.

At the joint discussion meeting held by the Headquarters of the Taiwan Democratic Self-Government League and the Peiping Party Branch, Hsu Meng-shan (1776 5492 1472), T'ien Fu-ta (3944 1381 6671), Ch'en Wen-pin (7118 2429 1755), and Ch'en Ping-ch'i (7118 3521 1015), etc., made speeches. They said that what man has dreamed for thousands of years has been realized now. It seems to be a miracle in the fairy tales. It has an important meaning in the protection of world peace. It encourages the people throughout the world to resist imperialist aggression, strive for permanent peace in the world, national liberation, and strengthens their confidence in the victory of democratic and socialist enterprises. Our compatriots in Taiwan, which is under the domination of the American imperialists, when they have heard of this news, will be equally pleased and encouraged as we are in the Fatherland.

EARNESTLY ACCEPT THE PARTY'S GUIDANCE; ACTIVELY PERFORM
THE ADMINISTRATIVE LEADING WORKS WELL

[Following is the translation of an interview by one of this newspaper's correspondents with Wang Ta-tzu (3769 1795 3320), President of the Peiping Scientific Research Institute of the Coal Industrial Ministry, in Kuang-ming Jih-pao, Peiping, 21 April 1961, page 2.]

During November of last year, the Coal Industrial Ministry organized a coal mining structural support investigation unit, visiting the various mining areas under the nine mining bureaus in the three provinces of Honan, Hopeh, and Shantung, to conduct investigations and studies. Its principal task is to penetrate into the mining areas, to understand and summarize the rich experiences created by the masses in the economy of support timber and the use of substitutions so as to enable the various mines to further economize and to substitute the use of timber, greatly reducing the consumption of support timber and guaranteeing the continuous leap forward in coal production.

The investigation unit was led by Wang Ta-tzu, the president of the Peiping Scientific Research Institute, under the Coal Industrial Ministry. In the two months of work, Wang Ta-tzu left a very good impression among the members of the working unit and among the workers of the various mines. Though Wang Ta-tzu was 65 years old, he responded to the Party's appeal to arouse a high tide to investigate and study, visited the various mining areas, penetrated into the first line of mining, and personally went into the mine shafts. At every mining bureau and mining district he did every type of work that was promoted by the Party Committee in that bureau or district.

This correspondent made a recent interview with Wang Ta-tzu. When we were discussing the results of his investigation work, he said that in this investigation, if there was any achievement in ideological understanding, it was principally a further understanding of the Party's leadership and mass line. They have deeply realized that, if they were to leave the Party and the masses, they could not accomplish anything. He stressed some understandings concerning the problem of accepting the Party's guidance.

He said, "Within the last several years, if I say that I have raised my ideological understanding in any way, it is the result of the Party's consideration and patient education. The Party has always had a deep interest in me and a confidence in me. Whenever the Party Committee

held a working conference in which the Party members participated, I also participated in them regularly. In regard to work arrangements, it was always carried out through administrative leadership arrangements. But as to how the over-all problem and the correct understanding may be treated and how to regard the so-called problem of a 'position with proper authority,' ideologically I have undergone a long and complicated journey.

"Before the Liberation I was responsible for the administrative leadership and the engineering technical works at the Huai-nan Coal Mine. After the Liberation, because I still had the old ideology and attitude, I had an erroneous understanding concerning my relationship with the Party. The ideology that 'in a position there must be authority' and the equally erroneous ideology that 'the Party cannot lead scientific technology' were much confused in my head. Through the anti-rightist movement, the rectification movement, through the learning at the Peiping Socialist Institute, and also through the 'fairy meetings' held by the Central Committee of the China Democratic League and a series of political ideological education and administrative practices, I gradually began to have a more all-out and correct understanding of these problems. I have realized that on the other phase of the problem 'where there is a position, there must be authority.'

"The Party teaches us that we must earnestly study Chairman Mao Tse-tung's writings and energetically reform our world outlook. This is completely correct. During the period of learning at the Socialist Institute, we had discussed the problem of 'where there is a position, there must be authority.' After having studied Chairman Mao's writings and participated in discussions, I was able to realize further that the 'position and authority problem' existing in my ideology in the past was just a reflection of the struggle between the capitalist ideology of reforming the objective world in accordance with my world outlook and the proletarian ideology of reforming the objective world in accordance with its world outlook. In the past my ideology stressed the importance of 'authority,' which meant to preserve the capitalist monopolistic power and to do whatever one wished. Basically, it was a fight for authority against the Party, hoping to preserve the various units under my control then to be 'my independent kingdom.' If we cannot completely eliminate the poisonous elements from our ideology, we cannot faithfully accept the Party's guidance."

As we discussed to this point, Wang Ta-tzu continued to say, "The Party's leadership is absolute. The relation between the Party organization and the administration is that between the leader and the led. Only under the Party's united guidance can the administrative leaders implement the Party's line, policies, and programs. Then they will not lose their direction but will perform their duties well. Especially the democratic people outside the Party have the authority only to implement the Party's programs and policies, have the authority only to fulfill their obligations to socialism, but they absolutely have no authority to be led by one individual nor to serve one individual."

"On the other hand, our leadership system is the implementation of the system of responsible executives, under the Party's guidance. This system not only preserves the Party's united leadership but also exerts the administrative leader's spirit of responsibility. The administrative leaders, especially the non-partisan administrative leaders, must learn to apply these principles, actively carry out their obligations, subjectively do their work well, and contribute constructive opinions to their work. In the past, sometimes I did not contribute as many opinions as I should. This reflected that my self-consciousness was not high enough and my spirit of responsibility was not strong enough and that the problem of accepting the Party's guidance was not solved in my ideology."

When we discussed the problem of whether the democratic people have any possibility of exerting their positive factors in the government, in the schools, and in enterprises, Wang Ta-tzu said, "In this investigation work I understand more fully that the Party's programs and policies are derived from the masses and they will go back to the masses. The masses' interests are the Party's interests. Accordingly, the Party's leading method is one that goes clear to the bottom. We are non-partisan administrative leaders. In the past some of us felt that there was nothing we could do in the government, so we did nothing at all. This was not the result of the policy which went clear to the bottom, but it was that we allowed ourselves to be left outside. We did not do our duties under the Party's guidance nor did we exert our subjective ability self-consciously. If we relied on the Party, listened to the Party's words, implemented its programs and policies, actively contributed our strength, and did our work well, then it would not be that there was nothing to do, but there would be too much work which we could not complete. The two months' investigation work and the routine work of the Institute have proved that there are no bounds to the leap forward of the revolutionary works."

THE SHANGHAI TEACHERS' COLLEGE MOBILIZES THE POSITIVE
FACTORS OF THE MIDDLE-AGED AND OLD TEACHERS

[Following is the translation of an article in Kuang-ming
Jih-pao, Peiping, 21 April 1961, page 2.]

The Party Committee of the Shanghai Teachers' College has firmly implemented the Party's policy of solidifying the intellectuals through an educational reform and has paid attention to mobilizing the positive factors of the middle-aged and old teachers so that they might better serve the socialist educational enterprise and gradually reform their capitalist world outlook. During the last several years, under the brilliance of the Party's intellectual policy, the political, ideological, and labor activities of the majority of the middle-aged and old teachers in this college have attained progress.

This college has more than 200 middle-aged and old teachers. Most of them have made requests to study Marxism-Leninism and Chairman Mao Tse-tung's writings. They have enthusiastically participated in the various types of political movements and energetically reformed their own capitalist world outlook. A portion of the teachers has actively followed the Party organization and applied to join the Party's membership. In activities, they have energetically fulfilled their tasks. Those middle-aged and old teachers who have been responsible for the leading activities in the college, the departments, the teaching and research units, mostly can subjectively plan their work, actively perform their teaching duties well, and help the teachers solve their overall problems. Those who are responsible for teaching duties, generally, can make earnest preparations for their class lessons, pay attention to the implementation of the Mao Tse-tung ideology, actively participate in the training of assistant teachers, give guidance to the teachers in training, compile teaching materials, and energetically transmit their knowledge to the next generation.

Recently many old teachers participated in the editing of the various items of the Chinese Dictionary and The History of the People's Struggle in Shanghai, the Collected Work of Modern Chinese Knowledge, and other reference materials. Many teachers participated in the prevailing academic debate. For instance, many old teachers in the History Department have joined in the discussions of such problems as "The Nature of the Peasants' War in China," "The Division of Chinese Ancient History into Various Periods," and the evaluation of historical figures such as Ts'ao Ts'ao, Wu Tse-tien, etc. The old teachers of the Educational Psychology Institute have joined in the discussion of such problems as "The Characteristics of Age among Children," and the "Principle of Strength," etc.

The number of middle-aged and old teachers constitutes more than 30% of the faculty members in the entire college. Generally they have longer teaching experiences, richer experiences, and knowledge. But,

because of their longer existence in the old society and their longer education under the old system, they have more old teaching ideas and academic views. Accordingly, to strengthen their solidarity, their education, and their reform, and to exert their functions energetically will have an active effect on the work of the college.

The Party Committee of the Shanghai Teachers' College, for the solidarity, the education, and the reform of its middle-aged and old teachers, has adopted the following principal methods.

First of all, the Party Committee together with the Personnel Department of the college arranges the work for the middle-aged and old teachers well. Based on the regulations of the educational plan and on their special training, the majority of the middle-aged and old teachers are to conduct classes. Some of them participate in the training of assistant teachers, give guidance to teachers in training, and compile teaching materials. Some of the middle-aged and old teachers assume college, departmental, and educational research institute administrative work.

In order to exert fully their active function in their work, the various levels of Party organizations have paid great attention to the correct handling of the relationship between the Party and the administration and that between the Party and the masses. Their opinions concerning education and administrative works are respected. Since the establishment of the college, the college has always insisted on the system of having the College Affairs Committee responsible to the Party Committee. In each semester, the College Affairs Committee holds three to four meetings. All important problems in the college such as the implementation of the Party's policies, the working plan for the semester, the summarization of the work, the college expenditures and its budget, its final estimates, the plan for capital construction, the appointment and dismissal of the responsible members of the various units, sections, and offices, etc., are solved by the Party Committee's adopting working principles, and also by the College Affairs Committee or its standing committee having thorough discussions and adopting resolutions. Each week every department holds a meeting between the secretary of the Party Branch and the non-partisan head of the department to discuss and implement the resolutions that have been adopted by the College Affairs Committee and to study and arrange departmental works.

Between the various levels of the Party organization and the responsible cadres, there is a clear division of labor. All administrative work is handled by the responsible administrative officers. In addition, the various levels of the Party organization regularly strengthen their relation with the individual middle-aged and old teachers, asking for their opinions concerning their work, encouraging them to exert their special abilities and to put great efforts in performing their educational work well.

Second, the College Party Committee is greatly interested in the progress of the middle-aged and old teachers and it helps them to overcome their shortcomings more rapidly.

In the political ideological aspect, the various levels of the Party organization have paid attention to giving them timely instructions concerning the Party's programs and policies and the other new measures, and

in giving them individual help. The Party organization has organized these teachers to study news reports and policies. The responsible comrades of the Party Committee regularly explain the existing situation to them, hold timely meetings and exchange whatever they have learned with them. In order to help them attain a training and rising in practical struggle, the Party Committee has organized them and let them join the various social and political activities. Within recent years the Party Committee has also organized these teachers to study Chairman Mao's writings, so that they will gradually understand Marxism-Leninism with which they will strengthen the reform of their world outlook.

In their professional activities, the various levels of Party organization also have great interest in their teachings, scientific research, and the rising of their academic level. The Party Committee and the responsible comrades of the Party Branch frequently penetrate the Educational Research Institute to help them summarize their teaching experiences and exchange the understandings in their teachings. In some departments they have arranged some of the middle-aged and old teachers together with the young teachers to penetrate the high schools to give lessons or to make investigations and studies so that they will raise their level through practical activities. In order to implement the policy of "let 100 flowers bloom and let 100 schools of thought contend," the Party Committee encourages them to participate actively in the academic discussions that are held in the college.

The various levels of the Party organization pay special attention to the progress attained by the middle-aged and old teachers and affirm their achievements on time. The Party Committee frequently assists the teachers in summarizing their progressive experiences which are expanded among all the teachers so that their progress will be consolidated and exerted in time. As for the various problems that are still existing among the teachers, the Party also uses the "soft breeze and gentle rain" method to instruct them in a self-conscious reform and patiently educates them with careful assistance.

At the same time, the school also pays attention to the implementation of the principle of coordinating labor and leisure to make good arrangement for their living standards and to help them in many respects in solving their material cultural living problems. As for the old and weak teachers, besides giving them proper consideration in their work, they are especially given spiritual consolations.

Third, the College Party Committee pays frequent attention to the handling of the relations between the old and young teachers and between the teachers and the students in order to promote their solidarity and cooperation and to render mutual encouragement in teaching and learning. The various levels of the Party organization often educate the young teachers, requiring them in their daily work to respect the opinions of the old teachers, to look after their daily life, and to learn the scientific and cultural knowledge from these old teachers and subjectively promote the solidarity between young and old teachers. At the same time, the Party Committee strengthens their education over the old teachers, requiring them to

pay attention and to train the younger generation, unreservedly transmitting their own knowledge to the younger people, learning the young people's energetic attitude, their active demands for progress, their superior quality, and their communist attitude of dare to think and dare to act. In addition, the Party Committee regularly educates the students to respect the teachers and love the students.

In the solidifying, educating, and reforming activities among the intellectuals, the Party Committee stresses the importance of exerting the functions of the democratic parties, sets the date for a joint meeting of the responsible leaders of the democratic parties, reporting to them the college's activities within the recent period, requesting them to understand and reflect regularly the opinions and needs of their members and their related intellectuals concerning the works of the college, with the hope that they will have an active effect on the promotion of their members' teaching, scientific research, and academic discussion activities. The Party Committee has also called the members of the democratic parties together to participate in a "service and reform" experience exchange meeting to discuss their understanding concerning the strengthening of their self-reform on their road to progress.

SPEAKING ON "LET ONE HUNDRED SCHOOLS CONTEND"

4. Following is the translation of an article by Liu Ta-chieh (0491 1129 2638) in Kuang-ming Jih-pao, Peiping, 23 April 1961, page 4.

"Let 100 flowers bloom and 100 schools contend" is the Party's firm policy and is the correct road for the development of scientific enterprise and the raising of the academic level. Within the last several years, under the guidance of the policy of "let 100 flowers bloom and 100 schools contend," China's scientific research and academic discussion have attained great progress and academic quality has achieved an obvious rising. Under the common direction of serving socialism, the discussion of various academic problems has attained a uniform or relatively uniform viewpoint and has arrived at a conclusion that is close to or relatively close to the truth. This is the honorable task of each and every scientific research worker. In the free discussion of the various academic problems, on the one hand, it actuates the academic atmosphere, coordinating the universalization and the rising of scientific research, gradually promoting the advancement of scientific enterprise and striving for more and bigger research achievements. At the same time, in training a new force and in training young research workers, it will have a great effect. There are countless facts within the last several years, which have strongly proved this point.

In "let 100 schools contend" we must first insist on the leading ideology of Marxism. The task of science is to seek the truth. To stand firmly on the Marxist standpoint and to apply the method with the Marxist viewpoint is the most important ideological weapon in understanding the objective truth. If we do not insist on this leading ideology, we will follow the road of spiritualism and metaphysics. Then, not only will our scientific research be in vain and be unable to solve any material problem, but we will also commit an error in direction. Seeking truth is not an easy matter, but it follows a winding path. The theoretical level of our Marxist-Leninist ideology may be high or low and our ability to apply the new viewpoint method is different. At the same time, because the materials in our possession are different and the angle of our observation is not the same, there is often a different way of looking at an academic problem.

Accordingly, when we are under similar Marxist-Leninist ideological guidance for scientific research, there often arises a dispute between different views. Such a situation is not uncommon. When did feudal

society arise in China? When did capitalism begin in China? The historians used the Marxist-Leninist historic viewpoint to study these problems, but they came to different conclusions. What are the literary values of such ancient writers as T'ao Yuan-ming, Wang Wei, Han Yu, Su Shih? Historians of literature used the class viewpoint to analyze them, yet their views are not uniform.

After everybody's discussion, the nature of the problem becomes clarified, the materials become more all-out, and after repeated penetration, the problem can be solved. Through free debate and free discussion, the various academic problems can raise their Marxist-Leninist academic level and can render the complicated problems from a situation with more differences to one with less differences, and from having numerous views to having relatively uniform views. It is here that the policy of "let 100 schools contend" manifests its important function and meaning in the promotion of scientific development and the raising of the academic level.

Then, it can be seen that the scope of "let 100 schools contend" is very broad. It not only includes the debate between Marxist-Leninist ideology and the non-Marxist-Leninist ideology, but it also includes the academic discussions within the Marxist-Leninist ideological front. If, in scientific research, we insist on the leading ideology of Marxism-Leninism, there will be only one school speaking, while the other 100 schools cannot contend. Such an idea would be too simple and will be extremely erroneous.

Scientific research is hard work. Writing books and creating theories is not an easy matter. When we write an article, even though we have done our best subjectively, because our level is not high enough, we cannot guarantee that we have not made various types of errors. But we cannot stop just because we are afraid of making errors, nor should we stop writing just because we are afraid of being criticized by others. Such worries are harmful to the policy of "let 100 schools contend." Because our level isn't high enough, we must strengthen our theoretical learning and at the same time, through practical discussion, we must train ourselves and raise ourselves. The editorial in the fifth issue of the Hung-ch'i magazine has said well, "Scientific work is not merely the repetition of what our predecessors have achieved. But the important fact is that, on the basis of our predecessors' achievements, we should, through independent work, solve those problems that our predecessors have not yet entered or have not completely conquered.

In the process of solving new problems and conquering new spheres, it is inevitable that we have to go through difficult and winding roads and that there are bound to be errors. If we were afraid of errors, we would not dare to handle new problems and enter new spheres. Then, there would be no hope that we could achieve creative scientific works." (In academic research insist on "let 100 flowers bloom and 100 schools contend" policy.) This passage has an instructive meaning and encouraging effect on the scientific research workers. Today, when we are working for academic research, we must have a farsighted ambition to develop socialist scientific research enterprises and to seek the truth. We must have the

political enthusiasm to serve socialism. Once we have this ideological basis, we will have no worries, overcome various difficulties, boldly stride forward and energetically march ahead to contribute our strength in the sphere of science.

In establishing a good learning atmosphere and implementing the policy of "let 100 schools contend," there exists a mutual encouraging and cause and effect relationship between the two. The coordination between the revolutionary spirit and the scientific analysis, and the unified spirit of courageous thinking and factual reasoning constitute the basic principle of the Marxist-Leninist learning attitude. Academic discussion must be strict and earnest and should not be afraid of hardships. What we say must be true and factual. If what we say is not true, then we cannot persuade the others nor can we solve any problems. If what we say is not factual, then what we say will be empty talk.

Consequently, we must earnestly learn the Marxist-Leninist theories and fully hold fast to materials. Neither of the two can be omitted. Theories serve as our guide. In academic discussion our attitude must be modest. When we discover our errors, we must rectify them immediately and continue to march forward. At the same time, we must have the courage to hold our own views. Once we retreat when we are confronted by an opponent, our debate cannot be penetrating. Our timely rectification of errors and our insistence on our own views must be unified dialectically. A simple and crude attitude and a feeling of indecision will be harmful to academic discussions. We must have criticisms and we must also have counter-criticism. Only through mutual criticism and mutual learning in repeated debate can the academic problems be gradually solved and can the academic level be constantly raised.

In order to establish a good learning atmosphere, we cannot just rely on empty talk but we must be working seriously, nor should we just demand that of the others but we should be more seriously demanding of ourselves. "It takes ten years to grow a tree, but it takes 100 years to train man." A good learning atmosphere directly affects the development of scientific enterprises and the training of man. In China's past history, several learning movements have occurred such as the Han School, the Li School, and the P'u School. In the feudal society each school had its own characteristics, achievements, and influences.

Today the era is completely different. All work must serve proletarian political affairs. Studies in philosophy and social sciences must, in the sphere of ideas, establish and develop new socialist ideological systems. Accordingly, we must struggle for the establishment of a good learning atmosphere for Marxism-Leninism.

In the academic discussions within the last several years, I have received a profound education and have acquired much knowledge. In the discussion of various literary problems, it has given me much assistance, while the other discussions, such as philosophy, history, economics, etc., have also expanded my knowledge. I have fully realized the correctness, the importance, and the active social meaning of the policy of "let 100 flowers bloom and 100 schools contend," and its effect on the develop-

ment of scientific enterprises.

Under the encouragement of the three red flags, under the guidance of the policy of "let 100 flowers bloom and let 100 schools contend," and under the encouragement of the domestic and international situations, the people in the academic world have manifested lively activities. Within the last several years they have attained great achievements. But we cannot be satisfied as such. We must arouse higher morale and march forward bravely so that we will contribute our strength to scientific research and strive for greater achievements.

REMINISCENCES OF TSINGHUA UNIVERSITY

[Following is the translation of an article by Wu Han (0702 2553), Vice-Chairman of the China Democratic League, member of the National People's Council, and Vice-Chairman of the Peiping Second Municipal Committee, in Kuang-ming Jih-pao, Peiping, 23 April 1961, page 2. This is the first section of the article; the second section is published in the 24 April issue of the same paper, page 2.]

I. Room Number 12 in the Old West Wing

After the Japanese surrender in 1945, the original group of people belonging to Tsinghua University, who were then under the name of the United Southwest University in Kunming, were greatly excited and had many discussions. Among the most discussed topic was the recovery of old things, and each person had the desire to live again in the old residence where he had lived before the war. Some people made this plan while other people made other plans. But, at any rate, to live again in the same old residence where they had lived before the war was a matter within reason.

Though Tsinghua University was a capitalist school, originally it had very strong feudalistic tendencies. Among the professors there was a very strong class distinction which could not be surpassed. The highest leading organism in the school was the University Senate. No matter what transformation had occurred, the controlling power was always in the hands of a few old professors who had the longest history with the school. The assignment of residence was also done under this principle. The longer a professor was in the university and the higher his position, the better would his residence be, while if the professor's position was lower, he had to live in an inferior house.

As for me, I became a professor after 1937. My history with the university was short. And I was not attached to any old professor. The important fact was that I entertained different political views so I was discriminated against by the others. Thus, I did not have any old residence to recover. Whether I would be assigned a new residence was still a doubtful problem. Accordingly, no matter how excitedly the other people carried on their discussion, there was no opportunity for me to express my views.

After much trouble we finally returned to Peiping. By that time Tsinghua University had been consecutively destroyed by the Japanese, and by the Kuomintang bandits, so it had to undergo all-out repairs. After

living in the city for a while, I was finally able to move back to the campus where I was assigned to Room Number 12 in the old West Wing.

This room was very old. It has a large court, facing the woods. The room has a wooden floor with which I was very delighted. Though some people said that it was a room for a fourth-class professor, to me, no matter what class it was, as long as there was a room to live in it was quite satisfactory.

It was in this room that I spent over two years of a miserable life.

No matter how gloomy the world outside was, within the walls of this room there was always laughter, enthusiastic debates, and countless meetings held by members of the Democratic Youth League, members of the Democratic Alliance, and sometimes the comrades of the underground Party. Besides the students of Tsinghua University, there were students from Yenching and Peiping Universities who also came regularly. Some evenings, when there were too many people, and when they could not all sit inside the room, they would sit in the court. When there were not enough chairs, the young people would sit on the floor. They talked about this or that problem but mostly about the various problems concerning the struggle at the time. Sometimes they held a discussion meeting to which they invited many progressive professors from various colleges to give speeches (of course, there were some middle-of-the-road professors). The principal topic of these meetings was naturally concerned with the then existing situation.

In order to expand their influence, the Christian Youth Endeavor Organization of Yenching University (a religious organization) also came over to this old room where they took part in the discussions. Once the discussion began, it lasted into the middle of the night, and not a single word was said about Christianity, but all about politics.

During these two years, the manifesto or the declaration and the telegrams for many a movement had their origin in this old room. After the draft was decided upon and based on the existing conditions, a division of labor was made and each person went out to solicit signatures among his friends.

This old room had witnessed more than two years of enthusiastic, vigorous, and exciting life. After having left school for ten years, up until today, every time I pass Tsinghua University I want to go back to have a look at this old room.

II. The Struggle in the University Senate

The University Senate was composed of the old professors and those who were related to them, but the young professors had no voice in it.

One time, when the University Senate was about to hold an election, four or five of us planned to try to elect one of us into the Senate. At that time we were all about 40 years old. In the eyes of the old professors we were only youngsters, who could not mingle among them.

Our strategy was that as soon as the old professors nominated one

of them, we would immediately follow with one of our own nominees, so in the long run we hoped that one of our nominees would get elected. As a matter of fact, the members of the University Senate were elected by the professors. Each one of us had the right to nominate, so we made use of this right to start our struggle.

At every election in the past, nominating was done quietly. All the nominations were made by the old professors, while the young professors never made any. But this time the situation was different. Just after one old professor had nominated another old professor as a nominee, we young professors immediately nominated one of us as a nominee, closely following the other one. Thus, the situation became tense. The old professors figured that the young professors had revolted, and they became alert immediately. They began to control the meeting and made one nomination after another. As the chairman wrote the names of their nominees, he would not write those of our nominees. By this time the University President, Mei I-chi, who was then the chairman of the meeting, declared that the nominations were closed and the election was to follow immediately.

The vote was taken by the show of hands, voting on one nominee after another. Mei I-chi was too experienced in this kind of matter, so he utilized his authority as chairman. He first wrote the names of the old professors on the blackboard and then wrote those of the young professors. Among the professors most of them were middle-aged. Even though the few of us did not vote for the old professors, they were still in the majority; as a result, none of us was elected. We were defeated.

We got one lesson from this defeat. It taught us that we could not make our voices heard through the means of an election. If we wanted to express our views on major problems, we had to adopt other methods. That is, we had to use our own methods to rely on the youth and to rely on the masses.

The old professors saw that the young professors were in revolt, and they also knew that I was the most dangerous one. Well, they decided to hand me a complete defeat. At Tsinghua University there were several dozens of committees. They would not allow my name to appear on any of them. They would not let me join even the Chinese History Committee. Since I was not allowed to participate in their committees, I joined our own committees which had more young people in them every day. There were middle-aged people and even old people coming in greater numbers. Thus, we had grown stronger.

III. The Story of A Radio

At that time, news from the liberated district was censored. The Kuomintang-operated Central News Agency is a lie-producing agency. When the Military Adjustment Agency was in existence we could regularly obtain such news from the Party office.

Suddenly, this office was forced to move out. Comrades Yeh Chien-ying (5509 0494 5391) and Hsu Ping (1776 0393) invited us to a farewell dinner. I asked Comrade Hsu Ping if he could leave us with something.

Comrade Hsu Ping asked, "What do you wish?" I told him we wanted a radio.

The radio had great use. Every evening we had a special man to receive the broadcast from the liberated district. The next day we would send the news to the various points inside and outside the city of Peiping. In this manner our eyes became alerted and our ears became active, and our brains became clear.

At that time, the use of radio was not common and not every family had one. Especially with us poor professors, when we suddenly had a radio and when we had to erect an antenna on the roof, it soon attracted the attention of the other people. After a few days someone came and gave us a warning. He said that there was news from the city saying that we were receiving news reports from the liberated district and doing propaganda work for the Communist Party. We moved the radio immediately and set it up in another place. After a few days there was another warning, so we had to move the radio again. In such a manner we had moved the radio countless times, but the receiving and distribution of news continued.

After the Liberation they returned the radio to me. Up until today I still keep the radio at the Peiping Municipal Committee of the Democratic Alliance. I have often told my comrades at the Democratic Alliance that though the radio may be old-fashioned, during the days prior to the Liberation it was a very useful instrument.

Of course, besides the radio we had established regular contact with the comrades of the underground Party and received its orders. Sometimes the Party gave us some money. We made use of this limited amount of money to help some young friends to go to the liberated district. On Professor Chang Hsi-jo's (1728 1153 5387) 60th birthday, we bought him a leather cap and a pair of leather gloves with the money as a gift.

IV. Old Chang Hsi-jo

I met Professor Chang Hsi-jo when we were in Kunming. Comrade Wen I-to (5113 0001 1122) and I often visited him. In many movements against Chiang Kai-shek and opposition to civil war, we often met together, but our contacts were not very intimate.

After Comrade Wen I-to was killed, we saw each other more frequently. He was living in the new South Wing of Tsinghua University, and although it was quite a distance to the old West Wing, he came to my house very often. Sometimes he visited me several times a week. When the struggle against the Kuomintang was most urgent, he would even come during the evenings and we discussed late into the night.

He was an old timer in Tsinghua University and was one of the old professors. He was an authority among the old professors and the students. In those two years we often exchanged ideas, discussed problems, and fought together. Sometimes we drafted and revised documents together. He always had his name on every manifesto, declaration, and telegram. Through his influence many old and middle-aged professors gradually joined our ranks and our strength was increased.

I am a quick-tempered man, but old Chang Hsi-jo was a well-seasoned person. He would think every problem over thoroughly. We cooperated well and our opinions were always uniform in great problems; we never had any dispute.

On the contrary, we sometimes had arguments between us and the young comrades. For instance, at the end of May 1948, it was originally decided that all the universities in the city of Peiping were to carry out a strike and a great demonstration on 2 June. The young comrades were determined, but I did not agree and they could not be persuaded. One evening old Chang Hsi-jo also came. We had a serious discussion with the young comrades; each side listed its reasons and we talked till the middle of the night. We finally attained a uniform viewpoint and the 2 June demonstration was cancelled. Again, in the dispute between the Democratic Youth League and the New Year's Eve Society, the old man often participated in their discussion and criticized the New Year's Eve Society.

Because of his participation in our activities, his position with the old professors was affected. According to Tsinghua University regulations, after teaching for five years a professor could have one year's leave to travel to a foreign country. In the summer of 1948 both Professor Chang and I had taught six years. On my part, I had planned to utilize the summer vacation to make a visit to the liberated district, but I knew that if I applied the university authorities would not approve it and the Nationalist Government would not give me the passport. Then, why should I go to all the trouble? On the part of old Chang Hsi-jo, because his health was not so good his old friends advised him to take a rest. But, complete unexpectedly, the university authorities would not approve it. He was dismissed by the ruling clique.

[Following is the translation of the second section of an article by Wu Han in Kuang-ming Jih-pao, Peiping, 24 April 1961, page 2.]

V. Going towards the Liberated Areas

After Shi-chia-chuang was liberated, the liberated areas were in need of a great number of young intellectuals to be trained into cadres to take over the various cities. The Party assigned us the task of sending young people to the liberated areas.

At that time, not only the young people from the various cities in the north but also in the south came to Peiping, hoping to be able to go to the liberated areas to see the light and the sun. We sent one batch after another of young people to the liberated areas. Among them, some I had met directly, while others were through indirect connections. Only if they were introduced by reliable people did we make all the arrangements for them so that they could get through the blockade. Since letters of introduction could not be used, we had to think out many other methods. One of the methods was the use of worthless Nationalist legal tender that was brought out from the liberated areas as a token of proof. Only if the

number on the currency these young people carried into the liberated areas was correct would they be well treated on the way. For a certain period of time I always kept some of this currency in my pocket.

When certain individual comrades met personal danger, it was also through our assistance that he would safely return to the liberated areas.

Between June and July 1947 a man in uniform suddenly appeared. He was called by the name of Ch'en Jung-sheng (7118 5816 3932). A comrade of the Democratic Alliance brought him to us saying that not long ago, at a press conference, someone said that Sun Lien-chung (1327 6647 0112) was about to rebel. Foreign correspondents sent the report home and it was published. Chiang Kai-shek made an investigation. Chen Jung-sheng was the interpreter at the press conference so he had to escape immediately. After we had checked the situation, his wife arrived the next day. After we had studied the problem it was decided that through the contact of the underground Party, he would be sent to the liberated areas. After many years it was discovered that Ch'en Jung-sheng actually schemed to help Sun Lien-chung in a revolt and he did send a telegram to the Central Committee of the Communist Party. As soon as he saw the report published in the newspapers he saw his danger and fled. He came to me.

Not long after, about the time of the Autumn Moon Festival. Lieutenant-General Wang Yeh-ch'iu (3769 0396 4423), a counsellor in Sun Lien-chung's headquarters, came, gave me a sack of flour, talked for a while, and left.

Unexpectedly, early the next morning Comrade Wang Yeh-ch'iu came, in spite of the heavy rain. He told me that Yu Hsin-ching (0151 1800 3237) was arrested. As he was going back to his office he saw Yu Hsin-ching's dormitory surrounded by military personnel. A servant told him that the trouble had just started, so he escaped through the back door and came to Tsinghua University directly, but fortunately he did not leave any trace behind him. Immediately I notified the comrades in the city to come for a discussion. Then it was decided that Wang Yeh-ch'iu was to leave by the East Gate Station and go to the liberated areas via Tientsin. That night the four or five of them slept on the floor. Early the next morning Wang Yeh-ch'iu took off his uniform and put on my old blue gown with a worn-out hat and a pair of dark glasses. Because he was a tall man my gown only reached his knees. But there was nothing else for him. However, he was successful in evading the eyes of the law.

Originally Yu Hsin-ching was Sun Lien-chung's chief counsellor. He often invited some progressive professors for discussion meetings in which the general situation and various problems were discussed. They hoped to influence the warlord to rise in revolt. Not very long ago the telegram sent out by Ch'en Jung-sheng was written by him. Its contents were: "Sun is determined to cooperate. Please send some responsible official to come for negotiation." Before this they came to us very often, hoping that through our contact they would be able to get some responsible official to come to Peiping to make plans. After the secret radio was discovered, Sun Lien-chung disavowed the whole affair, so Yu Hsin-ching was arrested.

Here I should go back for further explanation. Some time before Yu Hsin-ching's arrest, the Party organization told me to inform the several comrades who were working in Sun Lien-chung's headquarters to get out immediately. According to facts discovered afterwards, this notice did not reach them, but it was not known why they did not leave. As a result, five comrades were arrested and sent to Nanking. On 17 September 1948 they were killed. Their names were Hsieh Shih-yen (6200 1102 3508), Ting Hsing (0002 5887), Chu Chien-kuo (2612 1696 0948), Shih Shun (4258 3545), and Chao Lien-chang (6392 6647 3864). The spirit of these martyrs lives forever!

I never dreamed that Yu Hsin-ching's arrest would be related to me. About two months after his arrest one day the President of the Tsinghua University, Mei I-chi, suddenly called me to his office for an interview. Several persons from the College of Arts were present. They asked me a series of questions, as in an inquisition, with Mei as the chief inquisitor. He asked, "What is the relationship between you and Yu Hsin-ching?" I replied, "Friends." Again he asked, "With Wang Yeh-ch'iu?" The answer was, "Friends." Mei followed with the question, "Wang Yeh-ch'iu is a communist. How could you let him go back to the liberated areas?" I said, "Who said so?" Mei said, "Yu Hsin-ching said it himself." I said, "That is strange. Please tell me, was Yu Hsin-ching arrested first or did Wang Yeh-ch'iu escape first?" Mei said, "Yu was first arrested and Wang escaped later." I said, "That is really strange. There is no such a truth in the world. You must imagine Yu Hsin-ching was arrested first and Wang Yeh-ch'iu escaped later. While Yu Hsin-ching was already in jail, how could he know that it was I who allowed Wang Yeh-ch'iu to escape? Again, Wang Yeh-ch'iu is a communist, while I am a member of the Democratic Alliance. When a communist wants to return to the liberated areas, how can he come to me for assistance? Can you see any reason in this?" With this question Mei I-chi had nothing to refute me. He only said, "This cannot be false. It has been told to me by Wu Chu-jen (0702 6999 0086), the chairman of the Municipal Kuomintang Committee, and he has all the information." I said, "That is very good. Please let me see the information." Mei said, "I will ask him for the information. But you must be careful. Don't go into the city. If you go you may be arrested and there can be no rescue. Inside the university we can take care of you." Thus the inquisition was over. Since then, he never let me see the information.

Afterwards, when I read Comrade Yu Hsin-ching's report, "In Chiang Kai-shek's Jail," I saw this statement: "In the last several days they asked me about my relation with Wu Han (a professor in Tsinghua University) and how he helped Ch'en Jung-sheng to escape." (Page 44). It was then that I understood that Mei I-chi's questions did have some background. But I did not know how they took Ch'en Jung-sheng for Wang Yeh-ch'iu, for which I was able to refute them. Afterwards, I thought the matter over. It was Ch'en Jung-sheng who lived in my house for four or five days, his wife and the guards coming and going, and Ch'en himself was a careless person. The comrade of the underground Party who accompanied

him along the journey said that it really worried him to death because when Ch'en was on the bus he said many things he should not have said. Judging from the whole matter, it was possible that Ch'en Jung-sheng himself had told the whole story, which led me into an unnecessary inquisition.

The Party had the greatest care for me. When the Party office moved out, Comrade Hsu Ping advised me to leave, too. But I thought the time was not ripe, so I did not leave. After the occurrence of the Yu Hsin-ching case, Comrade Lo Pien (5012 6703) and Comrade Liu Jen (0491 0038) sent me a telegram and travelling expenses for me to leave. But I still believed that I could do something more and did not leave. Until the great movement of arrests after 15 August 1948, searches were conducted in Tsinghua University. The comrades warned me that my name was on the blacklist held by the Communist Suppression Headquarters and that I must leave at once. It was then that I determined to leave Tsinghua University and to return to the wide free world.

VI. Li Ma (2621 1265)

During that period I had a housemaid, Li Ma, who should be mentioned here. She was from Yang-chou and married to a resident of Peiping. After the victory over the Japanese, she returned to Peiping from Chungking via the liberated areas. She often talked about the conditions in the liberated areas, especially about the children's guards and about their inspections. She said that these children were so small, but they not only could recognize the roads but they were also very able, and none of the Kuomintang secret agents could escape their inspection. She also said that the Kuomintang secret agents had a type of small gun which resembled a fountain pen, but these children could discern them right away. Really, these children were wonderful.

She loved to talk about the liberated areas. When we were talking she enthusiastically listened at the side, and sometimes interrupted to say a few words.

She was an able maid and good at cooking and also could make a number of good pastries. At that time there was a large quantity of Japanese liquor in the Tsinghua University warehouse. The liquor resembled Chinese yellow wine, five chin a bottle. The price was very low. I bought 100 bottles. When we had guests we generally had a few drinks. When guests arrived Li Ma would cook a few dishes and make some pastries. Everybody was pleased.

In order to camouflage our activities, we often played mah-jong. While we played we discussed our problems. Sometimes some comrades did not know how to play the game, and Li Ma would coach them. Sometimes when we were out, and if friends would come from afar, she would know how to receive them. She would ask the guest to stay while she would go out to look for us to come home.

I remember one time, I asked Comrade Chang Hsueh-yen (1723 7185 1434) to come to make a report of the conditions in the liberated areas

(he died after the Liberation). Many young people listened to the report eagerly and Li Ma was very much excited.

When Ch'en Jung-sheng and Wang Yeh-ch'iu arrived they wore uniforms, and when they left they were in civilian clothes. Li Ma saw all this, but she never said a word outside. She was on our side. Afterwards, because of family affairs she left us. Up until today, we still are grateful to her and think kindly of her. She could distinguish like and dislike, manifesting her proletarian affections. We wish her happiness.

VII. I Also Left

After the great movement of arrests on 15 August, the situation was very tense. One day the Kuomintang Army surrounded Tsinghua University and made searches and arrests. I burned all my secret papers and sat on the platform in front of my door waiting for their arrival. I waited for a day; they did not come, so I left.

It was learned that on every road leading to the liberated areas the Kuomintang Army had established road blocks and searched every passer-by with photographs. Some of the students were arrested. I had to take a round-about road by going through Shanghai.

Through a friend's help I boarded an airplane to Shanghai. I originally planned to go from Shanghai to Hong Kong. From there, together with some friends, I would go to the liberated areas. But as I arrived in Shanghai the newspapers of that day had a news item saying that all airplane tickets sold would only be sold on the basis of a photograph. This road to freedom was closed. I stayed in Shanghai for more than a month. Comrades in Peiping wrote me a letter saying that arrangements were made for me. I boarded an airplane and returned to Peiping, and on the same day I left for Tientsin. After two days the communications comrade came. We made the necessary disguise and went to the liberated areas successfully.

On the journey at every stop we met group after group of students from either Tsinghua University or from the United Southwest University. On the journey we discussed the matter of writing a letter to Mei I-chi with all of us signing it. In that letter were the following facts:

1. Congratulations on his 60th birthday; 2. Telling him that after the arrival of the warm spring and the blooming of flowers we would return.
3. Demanding that he protect the University, warning him not to leave, and all the personnel, books, and equipment must be intact. Afterwards, it was found out that this letter did reach him. But he left and followed the Kuomintang to Taiwan. Mei I-chi insisted on his reactionary position and he was willing to be buried with the Kuomintang. This was determined by his class ideology.

There was one point in our letter that was not accurate. We said we would return after the arrival of the warm spring and the blooming of the flowers, but Peiping was liberated long before this, and it fell to the hands of the people. In addition, only one person left Tsinghua

University and that was Mei I-chi. Under the Party's guidance, a school protection committee was organized. Through the efforts of the staff of the entire school, all the personnel, books, and equipment were intact and were transferred to the people. This school has now become the people's Tsinghua University.

In a university where there were several thousand teachers and students, only the president left. This is a strong proof of the truth, "In order to meet the needs of aggression, imperialism has created several million new intellectuals who are different from the old intellectuals or the literati. As for these people, imperialism and its running dog, the Chinese reactionary government, can control a part of them. Later, they can control only a very few of them, such as Hu Shih (5170 6684), Fu Ssu-nien (0265 2448 1628), and Ch'ien Mu (6929 4476), while they could not control the others who went to the other direction." (Selected Works of Mao Tse-tung, Vol. 4, page 1489.)

It must also be pointed out that during these two years there were a number of us working together. In the democratic revolutionary stage, all of us had cooperated well. But after the Liberation we had to face the socialist revolution. Most of these people have participated in the revolution and some have honorably joined the Communist Party, but a few did not participate in the revolution; a few individuals have even become reactionaries. It is very important to point out that to reform capitalist intellectuals into proletarian intellectuals, one must participate in the constant revolution and reform, forever listen to the Party's words in order to exert one's own functions, and become a useful person to the State and to the people. If he does not do this, he cannot be reformed.

As for the individual rightist elements, they think that before the Liberation they had participated in certain activities so they are proud of their achievements, carrying a heavy burden, and they are dissatisfied with the new society and with many other things. They do not understand that the very little they had done, as compared with the Liberation War, does not mean anything at all. Furthermore, this little bit of work was done under the Party's guidance with many young people actively participating; then, what function did his work have? They do not understand that they have stressed too much of their own importance and dissatisfaction with the Party. As a result, they became reactionaries. This lesson is worthy of our remembering.

HOW LENIN MADE HIS INVESTIGATION AND STUDY WORK

[Following is the translation of an article by Hung Yen-lin (3163 1750 2651) published in two consecutive sections, in two issues of Kuang-ming Jih-pao, Peiping, 22 April 1961, page 3, and 23 April 1961, page 3.]

Among the proletariat, the most important characteristic of the several revolutionary tutors was their coordination between science and the revolution. They were the greatest revolutionaries and they were also the greatest scientists. In the practical activities of the revolution and in the theoretical aspect, they stressed the importance of investigation and study. They advocated that everything must start from reality. It was just because of this that they could make great contributions to the international labor movement.

Lenin's life was that of a great proletarian revolutionist. It was the process of a militant struggle against imperialism, the various types of reactionaries, and the opportunists. And Leninism was developed from this struggle against imperialism and opportunism. Leninism was resurrected in the revolutionary spirit of the Marxism which was castigated by the revisionists of the Second Internationale and also, under the new historic conditions, it further developed the revolutionary content of Marxism.

From the very beginning of his revolutionary activities, Lenin used the Marxist theories as a guide of all his actions. He demanded that "any outline must be an accurate formula of actual procedure." He opposed the subjective "sociologists" and the national superiority advocates who did not check Russian history nor the existing conditions. Stressing the importance of Russian history and the existing social and economic conditions in Russia, Lenin conducted careful and systematic studies. In his book, What Is 'The People's Friend' and How to Attack the Social Democrats, Lenin pointed out that the Russian Marxists believed that whether their viewpoint agreed with the actual history and the existing social and economic conditions in Russia constituted the standard of judging whether their viewpoint was correct or not. Under the existing historic conditions of his time, Lenin was able to coordinate revolution and the great practice of construction. It was due to his careful and systematic investigation and study of the international and domestic conditions surrounding the Russian labor movement. This, undoubtedly, had a very great meaning in the great achievement that he had creatively developed Marxism.

Lenin not only paid great attention to investigation and study himself, but he also told the Russian revolutionary intellectuals in his time to direct their theoretical studies toward "an over-all study of all the forms confronting the Russian economy, study the relation among these forms and the trend of their developments. This theoretical work must expose all political history, legal characteristics, and old theoretical prejudices that have concealed the opposition." This theoretical work must expose the internal contradiction that existed in the Russian social and economic systems at that time, pointing out how the workers were being exploited and the inevitability of the workers' being exploited under these systems, thereby "the process of economic development will point out a road by which the escape from this system can be made." (What Is the 'People's Friend' and How to Attack the Social Democrats).

To read books and publications with a plan and to accumulate materials systematically was one of Lenin's best habits. He often said to people, "There is no benefit in reading without a plan." When he began to study Marx's writings, he earnestly began to learn the German language. From that time on, whenever he read any writings by foreign authors, he would always read the original in the foreign language and wouldn't read the translation. Marx made careful studies of modern history and gathered materials for his uses. Therefore, when Engels commented on Marx, he said that Marx "would not be astonished if any untoward events happened." (The Coup d'Etat of Napoleon III, page 12.)

In this respect, Lenin was the same as Marx, whatever important books or essays he read. He always made careful notes and outlines. When he read a certain book, he did not just read the contents of the book, but he would also investigate the sources of its information and he would study how the author came to his conclusions on the basis of those materials. When there were any new developments in the struggle, he would do just what he had said -- he would "consult with Marx." He would refresh himself with the study of Marx's original writings. He not only accumulated materials during ordinary times, but when he was doing important writing he also researched new materials and learned new information. Before he wrote the book, Materialism and Experience Criticism, he was thoroughly versed in natural sciences, especially the knowledge of physics, and he also studied many famous philosophical works of ancient and modern times. When he wrote the two books, The Development of Russian Capitalism and Imperialism Is the Highest Stage of Capitalism, the extent of his research for materials was amazing.

Lenin's purpose in writing the book, The Development of Russian Capitalism, was to use accurate and indisputable facts to refute the erroneous notion entertained by the national superiority advocates, who said Marxism was not suitable for Russia. Lenin intended "to provide the readers with an analysis of the Russian economy prior to the revolution." (Preface to the second edition of the book). When he was writing this book, he not only utilized the Russian materials but also made research on the laws of agricultural development in the other capitalist countries.

He even investigated the agricultural industry of such countries as Germany, France, the United States, Belgium, and other countries. He personally made the maps and diagrams. He made various statistics and calculated the percentages. He obtained a great amount of rich materials from the libraries in Petersburg. After he was exiled to Siberia, he often wrote to his friends to gather the materials he wanted from various books and publications. He also investigated more than 500 documents.

In this outstanding writing, through his rich economic investigation materials and his revised official statistics, he explained the entire process of the development of capitalism in Russia, demonstrated the relationship between social developments and economic conditions in Russia, and proved the economic position and historic function of the working class. At the same time, he pointed out that in the development of capitalism, the peasants were divided and he also proved that under the conditions existent then, the peasants had a duality of functions. On the one hand, under the unprecedented poverty conditions of the peasants, the remnants of the slave economy and the various types of remnants of the serf system, the peasants had a very deep revolutionary spirit. On the other hand, among the peasants themselves there were internal struggles within their own class, the prevailing petit bourgeoisie and the existing conflict between the landlords and the proletariat.

Accordingly, in his conclusion, Lenin said that on this kind of economic basis, the Russian revolution naturally was a capitalistic democratic revolution, and the proletariat should strive for the leadership of this revolution. Based on this Marxist conclusion, Lenin estimated the future of the revolution and refuted the erroneous theory of the rightist Social Democrats who allowed the leadership of the revolution to fall into the hands of the capitalist class. Thus, he led the Bolsheviks in a struggle to strive for a proletarian victory.

In his book, the Development of Russian Capitalism, Lenin clearly specified his own task in investigation and study, plainly set out the principal problems in the objective development of events, and on the basis of the profound Marxist analysis, outlined the correct answers. Consequently, the profound study of Russian capitalism made by Lenin was made on actual conditions "from which proper laws, but not assumptions, were derived and to be used as guides for our actions."

When Lenin began to write his book, Imperialism Is the Highest Stage of Capitalism, he had already accumulated and studied detailed materials concerning the laws of capitalist development for 23 years. During the First World War, when the revolutionary activities were most urgent, Lenin utilized half a year's time in a Swiss library to study all the available materials concerning the problem of imperialism. For this purpose he moved from Bern to Zurich and from there to Geneva. When he began his writing in 1916, he again gathered together all his previous notes, quotations, outlines, and catalogues, and studied all the materials again. Then he made a further study of all the new books and publications. In his book, Notes Concerning Imperialism, he commented on 148 reference books and 232 essays written by a number of authors in differ-

ent languages in a critical way and he also made many excerpts. Based on his systematic study of the economic and political conditions of the various countries in the world, he made various diagrams that had great political meaning and that can be readily understood by all.

In Imperialism Is the Highest Stage of Capitalism, Lenin used the most systematic and the richest practical materials to prove his views concerning the various problems such as the concentration and monopoly of production, the new functions of banks, the financial capitalism and plutocracy, the export of capital, the capitalists monopolizing an alliance to divide the world economically, the partition of the territories of the world by the strong powers and their struggle for the new partition of the world. All these led the readers to reach a definition of imperialism. In analyzing each stage, the explanation of the theory became more over-all by the introduction of new materials, and the theory became stronger and more persuasive. Every statistical figure and every fact he cited were taken from systematic material. So all his discussions were done in a strict and objective manner. Just because of this, from the rebel "K'ao-tz'u-ch'i" to the recent revisionists such as "Ssu-te-lach'e," though they tried to refute Lenin's views with erroneous ideas, all their efforts were in vain.

[Following is the translation of the second section in
Kuang-ming Jih-pao, Peiping, 23 April 1961, page 3.]

We must realize that through the investigation and study of the practical experiences of the proletarian and the laboring people's revolutionary struggle to manifest the creative spirit of the revolutionary masses was one of the most important characteristics in Lenin's coordination between the revolution and science. Lenin carefully observed the Soviet thoroughly, which was created by the Russian proletariat and the laboring people in the flames of their revolution and he affirmed that the Soviet was a new and a more ripened, more complete form of proletarian dictatorship. He also believed that the Soviet was the second step attained on the path which was created by the Paris Commune, which possessed an all-world historic meaning. When the workers willingly organized the communist obligation to contribute voluntary work on Saturdays, Lenin made a penetrating investigation and regarded it as the "actual beginning of communism." For this he wrote his famous essay, "A Great Achievement," in which he greatly praised the communist laboring attitude of the masses.

After the victory of the October Revolution, Lenin especially stressed the importance of investigation and statistical work. He also put great effort into this work. Many times Lenin pointed out the meaning calculation and supervision had with regard to the Soviet's construction in national economy. Lenin said that the statistics and supervision were the principal factors by which the first stage of the communist society could be well arranged so that all its actions would be correct. In many of his speeches and essays, Lenin repeatedly vouched that the calculation

work and supervising work would be fulfilled. On 17 November 1917, at the All-Russia Central Committee Meeting, Lenin said, "No product nor one chin of grain should be excluded from calculation because the first thing in socialism is calculation." (The Seventh All-Nation Delegates' Meeting of the Russian Socialist Democratic Labor Party (Bolsheviks)). Lenin also pointed out that calculation and supervision were "the real and principal paths to socialism" (Lenin's Complete Works, Third Edition, Vol. 23, page 39), and were "the substances of socialist reforms" (Lenin's Complete Works, Third Edition, Vol. 22, page 163.)

Based on Lenin's instructions, in August 1920 the Soviet Union coordinated the agricultural investigation and the simplified industrial investigation with the promotion of the first Soviet census. Lenin stressed the great meaning of this investigation in connection with national economy, so he requested that every local agency must adopt all necessary means to guarantee the success of this investigation. In May 1920 in a telegram that he sent to the various hsien executive committees, the Moscow Municipal Executive Committee, the Leningrad Municipal Executive Committee, the hsien revolutionary committees, and the Siberia Revolutionary Committee, Lenin said, "The investigation materials will have the first grade and leading meaning in the socialist construction of the Soviet Republics. Any person, no matter what duty he may have, if he does not give his fullest and firmest support to this investigation that has the principal meaning in the construction of the Soviet Republics, will be severely punished by the revolutionary courts."

Lenin personally drafted "an order from the Labor Defense Council to the local Soviet agencies." This order mostly concerned the problem of how to organize and concentrate all the materials and how to make a report. Lenin especially pointed out that in making reports, they must be on time, correct, and reliable. He said, "When a report is being compiled, it must be as simple as possible and be coordinated with correct answers to the questions raised." He requested that the person who compiled the report or was responsible for it must sign his name on the report. He explained, "Every report or every answer to a problem, if it was not made by one person, the person who wrote the report must sign it; if the writer was the responsible person, he must also signify his position. The writer and all the members of the local economic council should be responsible for the report. The duty of the local economic council is to supply correct, timely, and factual reports." (An order from the Labor Defense Council to the local Soviet agencies.)

The gathering of investigation materials must be closely related to the improvement of actual work. In order to cherish this aim, the materials must be systematically adjusted and analyzed so that there will be conclusions reached. Accordingly, when we compare the materials of an advanced enterprise with those of a backward enterprise, we must inquire and find out the reason that the backward enterprise cannot fulfill its task. This is completely necessary. Based on different needs, Lenin was best in using various methods for investigation. After the victory of the October Revolution, he instructed the Soviet Central Statistics

Bureau to sort out three types of enterprises, the best, the intermediate, and the worst, and some work of the Soviet agencies as model investigations.

Many times he also personally made investigation forms to investigate the economic conditions in the cities and the rural areas. He instructed how to apply special topic investigation methods and expanded the advanced experiences of the model units and the good workers. As for those materials that were obtained through various methods of investigation that were verified, besides using them fully in his theoretical studies, Lenin also utilized them as a basis of improving the practical works. He once pointed out, "A factual economist would not make useless outlines, but he would carefully study the facts, the figures, and the actual materials and make a careful analysis of our own experiences and practical works. Then he would say publicly, 'We have committed errors in certain places, we must use certain types of methods to rectify them.'" (On Unified Economic Planning.)

In studying social conditions, Lenin strongly opposed partial conclusions and the playing of individual facts, but he insisted that attention be given to the historic relations among the entire body of materials, holding fast to the totality of facts. In the preface of the French and German editions of his book, Imperialism Is the Highest Stage of Capitalism, he said, in order to explain the position of the ruling class of the various belligerent countries during the First World War, "We should not use just one example and one material (under extremely complicated social conditions, any number of examples and facts can be obtained at any time to prove one type of opinion), but we must utilize the totality of the materials concerning all the economic conditions of the various belligerent countries." (Imperialism Is the Highest Stage of Capitalism, Lenin's Selected Writings, Vol. 2, first book, page 921.)

In his book, The Development of Russian Capitalism, in the preface of the first edition, he said that in order to answer the Russian capitalists concerning the problem of how the domestic market was formed and to refute the erroneous views of the national superiority advocates, who merely analyzed the errors in the opponents' views or merely used the facts in the formation and development of the domestic market as an answer to the problem, such was not enough, but instead, there must be a systematic study of the entire developmental process of Russian capitalism. In his essay on "The New Economic Movement among the Peasants," Lenin pointed out that the isolated study of one phase of the peasants' economy is a bankrupt method. If we separate a certain problem from the entire body of facts, no complete observation can be made concerning the entire problem. In his book, Capitalism in Agriculture, he said that if there was a lack of certain factors in the application of statistics, it would be an abuse of statistics. There "must be a difference between the great production of capitalism and the great production of the previous capitalism. There must be a study based on the various individual districts which are different in their agricultural conditions and which have different historic facts in the development of their agricultural industry."

Just because of this, Lenin believed that the stress on the totality

and historic relations, in regard to the adjustment, classification, and processing of materials, was definitely not a simple technical problem, but it was an important problem that had a definite principle. He said, "The problem of classifying the gathered materials through the investigation of modern agricultural enterprise is not completely a technical problem. Though it may seem to be so at first glance, the characteristic of these materials is that they are very rich and complete in dealing with each type of economy. But because of improper and careless coordination and classification, these materials become scattered, or even lost, colorless, and they are often not suitable for the study of the laws of agricultural development." "Such a classification of materials cannot manifest any outstanding characteristics, so as 'they are placed before an economist, they become a series of meaningless figures, a kind of statistics which is regarded as 'a play of figures,' instead of a processing of very meaningful statistical materials." (Lenin's Selected Works, Vol. 12, Moscow 1958 edition, pp. 227-228).

When Lenin was writing The Development of Russian Capitalism, he made his own set of scientific material classification methods based on the needs of materialist dialectics. He did his best to reflect fully the complicated process of agricultural development, the various forms of production, and the conditions of land cultivation.

Capitalist statistics are solely for the services of the narrow interest of the capitalist class. In the gathering of materials, especially in the compiling of materials, the statistics of the capitalist class all underwent various methods of false treatment. In his essay "The Strike of the Metal Workers in 1912," Lenin especially pointed out, "No matter whether it is the factory's strike statistics or the government's strike statistics, they always lack content and they are always untrue." In his book, The New Materials Concerning the Laws of Development in Agricultural Capitalism, when he was discussing the conservative and foolish factors in American statistics, Lenin not only exposed the apologetic nature of the American statistics, but also pointed out that these statistics were for the service of the ruling class. When he discussed the statistics of American agriculture, especially concerning the classification of cultivation lands, in the above book Lenin wrote, "It can be seen that there is a contradiction concealed in capitalism. These conditions are basically untrue and they are completely falsified, but they are welcome by the capitalist class. It also can be seen that the small farmers' conditions have been white-washed and that these statistics are a defense for capitalism. But the white-washing for the small farmers has also been falsified and it similarly is welcomed by the capitalist class."

However, if the capitalist class's investigation materials undergo a critical estimation and a scientific process, they can be used to explain a certain problem. In order to study the process in which the peasants were divided into rural capitalism and proletariat, Lenin utilized the rich documents of the rural and peasant economy, especially the statistical materials in the local autonomous bureaus of the various provinces and hsien. But because most of the statistics workers were advocates of

national superiority, their statistical materials were falsely treated in compiling and were classified with erroneous methods. Thus, the value of these materials was greatly reduced. In the process of capitalist development, the difference and marks of the nature of the various types of peasants were concealed by column after column of average figures. Lenin made an all-out study and careful investigation and compilation of these materials from the various local autonomous bureaus. He personally calculated and summarized them. Then he made them into tables and gave the materials concerning the peasants' economy a Marxist analysis. In using the rich materials from these local autonomous bureaus, Lenin demonstrated the actual and true conditions of Russia's economic development; he also criticized the erroneous views of the national superiority advocates. In order to explain the development of the large industries under Czarist Russia, Lenin studied many factory statistical materials, including compiled materials, special study materials, official records, and various newspaper and magazine reports, etc.

From the above discussion, it can be seen that Lenin, no matter whether it was theoretical work or actual work, paid a great deal of attention to the investigation and study of the actual conditions. In the gathering of investigation materials, Lenin assumed a very strict and earnest attitude. At present, we are just, based on the instructions from the Party's Central Committee and Chairman Mao Tse-tung, promoting an investigation and study movement and we are earnestly implementing the Party's policies. We are coordinating reality with the active development of theoretical study works. Accordingly, we must earnestly learn Lenin's attitude to coordinate study with reality and learn Lenin's valuable experiences in the investigation and study work. This will have, undoubtedly, a very great meaning in our theoretical work as well as in our practical work. (The End)

II. SCIENTIFIC

CAREFUL CONTROL OF PRECISION INSTRUMENTS

[Following is the translation of an article in Kuang-ming Jih-pao, Peiping, 17 April 1961, page 2.]

Expensive precision machines are important material items for instruction and scientific research. When used to carry out rigorous and precise experiments, they can perform tasks which ordinary instruments and equipment cannot perform. Therefore, strengthening control over expensive precision instruments and fully exploiting their role in raising the levels of quality of instruction and of scientific research is an important question.

In general, expensive precision instruments inherently have a high degree of exactitude, are comparatively complex, and are not easy to master. A small infraction of the procedural rules in handling them can easily result in damage. This is one aspect of the problem. There is a second aspect to the problem. There are comparatively few instruments of this type and they are constantly in demand for carrying out instruction and research on a comparatively high level. If they are to fulfill their role completely, a good job must be done in caring for them. The experience which the Peiping School of Mining has furnished us in this respect is most informative.

The experiences of the Peiping School of Mining have made it clear that careful care of expensive precision instruments requires that personnel be specifically designated to care for and to use them. It is absolutely necessary that the requirements for each instrument be taken into account as a basis for establishing rules for proper handling, compiling lists of points which require particular attention, and in determining the conditions under which it may be lent out. Because each expensive precision instrument has its particular capacities and requirements, naturally systematized regulations for its use should be compiled if good results are to be obtained.

Since expensive precision instruments play an important part in instruction and scientific research, it is not enough to merely have a strict control system. The experiences of the Peiping College of Mining make it plain that in order to fully exploit the role of expensive precision instruments, an ideological education should be given to those who care for and use them, and it is even more important that the relevant personnel master the regulations governing the capacities and handling of the instruments and the particular points to which attention should be paid. This is a positive approach to protecting the instruments. It

is not the negative sort of protection afforded by simply locking the machines up. Damage to the instruments may be avoided and greater use may be made of them only if the thinking of those who are in charge of them and use them is raised so that they will be prepared to extend loving protection to the country's property, and if the ability of those who use the instruments is improved so that they possess the requisite knowledge and skill in using them.

Since there is a comparatively small number of expensive precision instruments, and since it is not necessary for each unit to buy and install the same instruments, a question of mutual lending and borrowing arises. How should these questions be resolved? Experiences gained from the Peiping College of Mining in this respect would indicate that where there is a real need the instruments should be lent out and sometimes personnel should be sent along with the instruments to help the units borrowing them to complete their tasks. In this fashion, the safe use of the expensive precision instruments is assured and communism's spirit of cooperation is manifested through mutual help.

THE PEIPING MINING COLLEGE STRENGTHENS ITS CONTROL
OVER PRECISION INSTRUMENTS

[Following is the translation of an article by P'eng Ying-lu (1756 2019 4389) in Kuang-ming Jih-pao, Peiping, 17 April 1961, page 2.]

The Peiping College of Mining regards the control of expensive precision instruments and equipment as a serious matter. It is vigorously enforcing its system of regulations which require that designated personnel be in charge of the instruments and that they have sole use of them. In this way the school is energetically seeking to assure the safety of the instruments and to fully exploit the important role which expensive precision instruments and equipment play in teaching and in scientific research.

In order to strengthen the supervision of the laboratories in 1959, under the leadership of its president, the Peiping College of Mining organized a laboratory control team whose membership was composed of assistant department heads who were in control of instruments and equipment, and of personnel from related units. In addition to periodically examining and studying existing control problems in the laboratory and finding prompt solutions, this team made concrete regulations in respect to the use and control of expensive precision instruments and equipment. All expensive precision instruments and equipment which would be generally used by the whole college would be the responsibility of an appropriate laboratory designated by the college. Expensive precision instruments and equipment of special use to particular departments would be the responsibility of the appropriate laboratory designated by the department. The lending out and use of this sort of instrument and equipment would require the permission of either the college head or the head of a department.

A number of laboratory directors and associated teachers and laboratory personnel made separate precedural regulations and lists of points requiring special attention for different instruments and equipment and they established procedures covering the periodical inspection, maintenance, and use of the instruments and equipment. When units which are not connected with the college wish to borrow expensive precision equipment or instruments, the college feels it should always adopt an attitude of positive helpfulness when there is a genuine need. For example, last year when a certain section of the Army Railways Corps, which was pursuing an important item of research, requested the use of a high level

expensive precision instrument, the directors of the college not only acceded to the request but selected and dispatched two teachers who were familiar with the instrument to oversee its transportation and to help the unit borrowing it to realize its full use. These positive and effective procedures not only enormously increase the effective rate of use of the expensive precision instruments and equipment, but they also guarantee their safety.

In carrying out its control of expensive precision instruments and equipment, the Peiping College of Mining paid great attention to educating the personnel in charge of these instruments and equipment and the teachers and students who use them to love and look after the country's property, and to truly assure the safety of these instruments and equipment. This education enabled them to understand the intrinsic value of expensive precision instruments and equipment and the important role which these instruments and equipment play in a complete education and in scientific research.

At the same time that this ideological education was being carried out, some laboratories organized their capacity in order to familiarize the personnel who would use the expensive precision instruments and equipment with their performance, utility, procedural regulations, and points which require particular attention, thus helping them to become adept in their operation. On the other hand, when the expensive precision instruments and equipment were too complicated to operate and when the personnel were not yet sufficiently familiar with them, personnel were especially dispatched to the unit in question to carry out training. Some teaching and research teams and laboratories arranged course in expensive precision instruments and equipment for some teachers and laboratory personnel, and optional courses in expensive precision instruments have been established for older students who are specialists.

Recently, the laboratories of the Peiping Mining College carried out an inspection of expensive precision instruments and equipment and discovered that certain laboratories were not paying sufficient attention to protecting precision instruments from dust and from effects of temperature and humidity of the place of storage. Other laboratories had not sufficiently perfected their control and organization of precision instruments and equipment. At present the various laboratories are actively adopting procedures to improve maintenance and control of expensive precision instruments and equipment.

A BRIEF HISTORY OF THE UTILIZATION OF PHONETICS TO HELP LITERACY EDUCATION

[Following is the translation of an article by Ni Hai-shu (0242 3189 2562) in Kuang-ming Jih-pao, Peiping, 19 April 1961, page 4.]

(Continued from the No. 19 issue of this bi-weekly section, published on 5 April 1961.)

In 1950 the Ministry of Education of the Central People's Government held the First All-China Workers' and Peasants' Educational Meeting. "The Chinese Dictionary Editing Committee" of the Peiping Teachers' College made a proposal "concerning the utilization of 'Chinese phonetics for the reading of characters' to promote the workers' and peasants' literacy education," saying that "the present stage of literacy education should concentrate its efforts on the method of utilizing 'phonetics for the reading of Chinese characters'" because "the masses are required to be able to read 1,000 characters of different forms. This requires much time and mental energy." It is hard to attain results and it is even harder to attain rapid results." Only "through printing all reading matter with 'the phonetic letters alongside the Chinese characters' so that when the masses see these phonetic letters, they will be able 'to recognize' them, and as soon as they pronounce these phonetic letters, they are able to 'read,' will the contents of the reading matter be 'understood' by them in their minds. This will definitely reduce the difficulties in reading the characters and cherish the aim of shock attacking the eradication of illiteracy."

The proposal asked for "the adoption of utilizing 'phonetic letters for the reading of characters' as the best method for the workers' and peasants' literacy education" and it believed that "through the 'phonetic letters for the reading of characters' method, the masses of workers and peasants will march on the transitional bridge into the realm of their new words." In addition, the Committee also proposed a learning method.

"(1) First learn the alphabet and the pronunciation. This requires about four weeks.

(2) After having learned the alphabet, use one month's time to practice reading (must use those printed matters that have 'the phonetic letters along the side of the Chinese characters').

(3) In reading, principally pronounce the phonetic letters along the right side of the characters so that the aim of 'reading' can be fulfilled as soon as possible. Then, slowly learn the Chinese characters

on the left side of the phonetic letters; gradually, the aim of 'understanding the characters' will be fulfilled. This is called the principle of 'learning reading first, and learning the understanding of the characters later.'

(4) In writing, when the writer knows the Chinese characters, he should write them, but if he forgets the form of the Chinese characters, he should just write down the phonetic symbols for this particular character (like the Japanese way of writing). This is the principle of 'when one forgets the character, he writes down its phonetic letters.'

Though the proposal has suggested the 'phonetic letters for the reading of characters,' and in its learning method, it has also suggested how to understand the characters. The spirit and the method are nothing but the advocacy of a transitional period for 'the changing of Chinese characters.' This does not completely agree with the aim of the present eradication of illiteracy by being able to understand the characters. Accordingly, this proposal is not practical and it is difficult for the eradication of illiteracy movement to adopt it. However, its proposal of being able to understand the characters through reading is a creative suggestion in literacy education.

III

In 1931 the proposal of a new Latinized language was originated among the Chinese workers who were then in Soviet Russia. In 1933 this proposal was introduced into China and was being discussed. Later it was broadly promoted throughout the country, forming an unprecedented large-scale mass movement for phonetic pronunciation.

The principal aim of this movement was to try to utilize pronunciation to substitute for the Chinese characters; thereby the goal of reforming Chinese characters would be reached. After the movement was launched, attention was paid to helping it in the literacy education movement.

The earliest mention of this problem was in November 1940, when the "New Language Society of the Border Areas among Shensi, Kansu, and Ninghsia Provinces" published a leaflet entitled, "The Establishment and the Origin," which said, "At present, what we wish to do is to utilize this new language to eradicate illiteracy so that the people will be able, within the shortest possible time, to learn politics and sciences through this new language and also able to learn the Chinese characters through this new language." But before this period, 1938-1939, the World Book Company in Shanghai had already published more than 20 varieties of reading matter including such stories as Yueh-fei and Hua-mu-lun, with both the new alphabet alongside the Chinese characters which were edited by Chen Hao-ch'in (7115 7729 3830).

In July 1948 the liberated areas of Shantung Province were prepared to call an all-province educational meeting. The old man Hsu especially wrote a letter for the three delegates to take to the meeting, asking them to make a proposal for the promotion of the new language. The letter

discussed the function of the new language and pointed out that it could be used for "Learning sciences and learning Chinese characters."

This problem was most thoroughly discussed by Hu Yu-chih (5170 1937 0037) in an article, "May Fourth Movement and the Language Reform," published in the Chin-pu Jih-pao, Tientsin, May 1949. In the article he said, "Language and all the other forms of spiritual life cannot be changed by order nor can they be reformed within a very short time. It is only through a long-term and gradual process that the old can be completely eradicated and the new established." "From the gradual reform of Chinese characters, the education of Chinese characters will be assisted and the new language will supersede the Chinese characters. This is the aim of the movement for a Latinized new language. That is to say, first use the phonetics of the new language to help the children and the illiterate to learn the square form characters; this will partially overcome the difficulties such as hard to understand and hard to write. Then, mix the Chinese characters with the new language and finally the new language will supersede the Chinese characters." The author commented, "For the last 20 years the new Latinized language movement wasn't able to follow this direction" and he believed that "it has been partial in its advancement."

In the same month of the same year, the Literacy Committee of the city of Dairen edited and published four textbooks for "mass culture." It adopted the new Latinized language to provide the pronunciation for each new word or character. In the preface of these new textbooks, in pointing out its "purpose," it said, "In the lessons, the phonetic pronunciation is given on the basis of the individual phrases, which are provided with the new Latinized language. This merely helps the masses to learn but not to force the masses to learn two different languages. If the masses are not willing to learn the pronunciation or if the teacher does not know the new language, only the Chinese characters may be taught by one. But, we believe, if the beginners have learned the pronunciation method, then after they have learned the first book, they will be able to learn the second, the third, and the fourth books." This was the earliest help the Latinized language gave to the practice of literacy education.

In September of the same year the Chinese People's Republic Consultative Conference held its first membership meeting. "The Hong Kong New Language Society" made a proposal "concerning the establishment of a new Latinized language experimental organization for the gradual fulfillment of Latinizing the Chinese language in order to facilitate the early eradication of illiteracy and the promotion of modern cultural construction." The proposal pointed out that the laboring people, after having learned the new Latinized language "will further learn Chinese characters and they can do so without a teacher."

In July 1950 the Ministry of Education of the Central Government published "only for use as a reference" a "temporary standard textbook for the elementary schools (preliminary draft)." In connection with the Chinese language textbook, in the third point of the facts concerning the editing and selecting of reading materials, it stipulated that "for the

pronunciation of a new word, besides giving the pronunciation of an old word, it should be provided with the new Latinized language. In cases where the teacher has not yet learned the new language, and where the elementary school still uses the 'phonetic symbols,' the teacher should use the 'phonetic symbols' for the time being, but he must strive to learn the new language to facilitate his teaching." As a matter of fact, in this period all the dictionaries printed or reproduced mostly used the new language for pronunciation or with the new language pronunciation added.

In October of the same year, the No. 44 issue of The New Language Weekly published an article entitled, "Some Impressions Concerning the New Latinized Language Movement after the Liberation," written by Ni Hai-shu. The article listed several types of works that the existing new language might do, among which the second item was "to help the literacy education." The article said, "We workers of the new Latinized language from now on must help or participate in literacy education. Only by this method can we genuinely correlate with reality and we will not be language reform idealists if we wait."

In July 1951 Cultural Learning, a bi-monthly magazine, which has the highest circulation, reaching 180,000 copies, published by the Hua-tung People's Publishing Company, used the new language to provide the pronunciation for those characters that were not regularly used starting from its second volume.

In June 1952 the Tung-fang Book Company of Shanghai published A Textbook for the Understanding of Characters by the Northern Dialect Pronunciation, edited by Ni Hai-shu. In August it also published A Textbook for the Understanding of Characters by the Shanghai Dialect Pronunciation. After this, because in the early stage of the Liberation the new language was more broadly promoted in the Army, some cultural instructors in the Army used it as a means to eradicate illiteracy among the soldiers and they attained definite results.

The new Latinized language workers did not do enough work in helping the literacy education. The reason was that they paid attention only to the pronunciation of Chinese characters but neglected the other two tasks of the pronunciation movement in Chinese characters.

IV

In 1951 the Army began to promote Ch'i Chien-hua's (4359 1696 5478) "Rapid Method for the Understanding of Characters." In 1952 this method of understanding characters was promoted throughout the country.

"The rapid method for the understanding of characters" is a method that is based on the rich living experiences and the strong reasoning power of the adults, and also on their demands for rapid achievement and their passion for attacking the problem individually. Under the highly concentrated conditions, it uses the phonetic letters as a "walking stick" in understanding the characters. Through the relation between the pronunciation and the meaning of the characters, the learner is expected to shock attack within a very short period of time to learn the new words

(to remember 2,000 words). The learner must first be able to "recognize" and to "speak." Then he will "give up the walking stick" and begin to read and write; thus, he will be able to "write" and to "use."

"The rapid method for the understanding of characters" can also be regarded as one of the methods in using pronunciation to help literacy education. However, its utilization of pronunciation is not thoroughly applied because it has been used only in the shock attacking of the new words and it has been given up in the later stages. It has not made a sufficient estimation on pronunciation with regard to the entire process of understanding the characters. But the aim of utilizing pronunciation is to understand the characters. This has been very clear.

"The rapid method for the understanding of characters," in its contribution to literacy education, is to start from the reality of the adults' learning, to separate the "four abilities" and to divide the difficulties into two steps: "recognition" and "speaking," "writing" and "usage." But it has one very serious defect, which is the cutting-off of the relationship between character understanding and the reading mechanism, isolating the large amount of memorizing Chinese characters. This not only causes studying to be uninteresting, but also makes it a burden on the learner, who has become spiritually tired. Furthermore, because pronunciation has not been fully utilized, the new words, "on the one hand, have been shock attacked in large number, and on the other, have again become new words." Many students, in the stage of shock attacking the new words, have failed utterly, and they haven't any more energy to acquaint themselves with reading and writing. Under these circumstances, this method, under general conditions, has no effect on the common people. Accordingly, since 1953 the promotion of this method has been stopped.

When "the rapid method for the understanding of characters" was being promoted, the workers for the phonetic letters movement contributed some opinions, such as, do not give up the "walking stick" too early and also use the pronunciation letters in reading and writing. But the creators and promoters of the "rapid method for the understanding of characters" did not earnestly consider and adopt these opinions. Again, because of the way the workers of the phonetic letters movement made their proposal, people began to doubt that their aim was "to reform the Chinese characters." Thus, this aroused opposition among certain people, who believed that if the "walking stick" was to be given up too late, the progress of understanding the characters would be delayed and the time for the fulfillment of the task would be prolonged. If the pronunciation symbols are used in reading, the student would have a tendency to depend on the others and he would not have determination to consolidate his Chinese characters, to possess the forms of the characters, and to recognize the natural law in the structure of Chinese characters. As a result, he would always rely on the "walking stick" and he would be "soft-footed" all his life.

These people also believed that the workers of the phonetic letter movement made their proposal as the starting point for the "transformation of the Chinese characters into pronunciation symbols," which would be "disrespectful" towards the Chinese characters and also an "unreal-

istic" viewpoint and method. Later, though the workers of the phonetic letter movement did modify their opinions, they acknowledged that they had not clarified the aim and task of the "rapid method for the understanding of characters" which was to attain a basic understanding of the Chinese characters rapidly nor did they clarify the aim and task of this method on the basis of teaching, which was to enable the student to memorize the Chinese characters "with determination" (the shock attack of the pronunciation of the characters must take possession completely of the forms of the characters). (See The Chinese Language, September 1952 issue, by Li Chin-hsi (7812 6930 3556), answering the comments by ten readers of the Kuang-ming Jih-pao and Language Teaching, containing the article "A Discussion of the Problems Pertaining to Teaching under the Rapid Method for Understanding the Characters"). But they still believed that "the vanguard for language reform is undoubtedly the promotion of the 'rapid method for the understanding of characters'" (from the same source as above). Here, there are errors in the opinions of either side. On the one hand, the estimation of the difficulty in understanding the characters and the function of pronunciation has not been fully made. On the other hand, the relation between literacy education and the future language pronunciation had only stressed one phase of the relationship but did not pay attention to the phase of difference.

V

In 1957 the resolution for the pronunciation of the Chinese language was successfully formulated. In November the 60th Plenary Meeting of the China People's State Council adopted a resolution concerning the pronunciation of the Chinese language. The resolution pointed out that "the application of the resolution for the pronunciation of the Chinese language is to use the phonetic letters for the pronunciation of Chinese characters as a means of helping the understanding of the characters, and of unifying reading, and it will have a promotional effect on the improvement of language teaching in the schools, on the expansion of the Mandarin dialect, and on the eradication of illiteracy."

On 10 January 1958, Premier Chou En-lai made a report at the All-China Political Consultative Conference, "Concerning the Task of the Present Language Reform." His report said, "I believe that we must admit that Chinese characters are hard to read and write; therefore, they are hard to remember. At present we are, on the one hand, simplifying the strokes of the Chinese characters, and on the other hand, providing them with phonetic letters. The aim is to reduce the difficulties in reading and writing of Chinese characters so that they will be easily understood by the masses. The utilization of the phonetic letters will raise the teaching efficiency of Chinese characters. This has been proved by the experiences in the past 'rapid method for the understanding of characters' and in the present preliminary teaching of phonetic letters in the elementary schools. It is expected that after the adoption of the resolution for the pronunciation for the Chinese language by the All-China People's Delegates,

the language textbooks for the elementary schools and the textbooks for eradication of illiteracy in the Mandarin dialect areas will use the phonetic letters to provide pronunciations for the Chinese characters. Thus, the literacy education in the elementary schools and the eradication of illiteracy work will be greatly facilitated. This can be predicted."

In February, at the Fifth Plenary Meeting of the First All-China People's Delegates Conference, Wu Yu-chang (0702 3768 4545), the chairman of the Chinese Language Reform Committee, made a report concerning the present language reform activities and the resolution for the pronunciation of the Chinese language. The report discussed the functions of the resolution for the pronunciation of the Chinese language, saying, "First, it is used to provide the pronunciation for the Chinese characters, raising the teaching efficiency of the Chinese characters. It is first used to provide pronunciation for the elementary school textbooks and the textbooks for the eradication of illiteracy in the Mandarin dialect areas. In addition, it may be used in children's books, serial cartoons, popular newspapers and magazines. In this way the children and the illiterates can rely on the pronunciation of the phonetic letters to read books and newspapers and further understand more Chinese characters."

Finally, the Meeting adopted: Decision (1) to approve the resolution for the pronunciation of the Chinese language; (2) in principle, the Meeting agreed with Wu Yu-chang's report concerning the present language reforms and the resolution for the pronunciation of the Chinese language. It realized that the simplification of the Chinese characters must be continued and the Mandarin dialect must be actively expanded. The resolution for the pronunciation of the Chinese language as a means of helping the learning of Chinese characters and the expansion of the Mandarin dialect must be first used in the teaching in the Teacher's Colleges, the high schools, and the elementary schools, accumulate experiences, and at the same time, it must be gradually promoted in the publication enterprise, and in the process of applying the resolution it must be further completed.

In April Kiangsu Province began to use phonetic letters to help the eradication of illiteracy in Chinese characters on a small-scale basis. In June Shantung Province began on experimental points in four hsien and one city with the same method and it was in this province that the term "pronunciation to eradicate illiteracy" (later it was changed to "phonetic letters to eradicate illiteracy") was used the earliest. Following this, Hopeh Province also began it on experimental points. In August Shantung Province summarized its experiences and affirmed that this method was effective. In the same month, the Central Language Reform Publication Company began to edit and publish textbooks for phonetic letters to eradicate illiteracy, and it also published other teaching materials, reading matter, tool books, and pronunciation newspapers. In September the elementary school language textbook for the first grade used the new edition, which first taught phonetic letters for the Chinese language. All children in the first grade throughout the country formally learned their phonetic letters in class.

After September, Honan, Shansi, Liaoning, Kirin, Heilungkiang, and

Fukien Provinces also began the "phonetic letters to eradicate illiteracy" on experimental points. In December, the Ministry of Education of the Central Government issued a circular, "Concerning the Phonetic Letters to Eradicate Illiteracy on Experimental Points in the Two Provinces of Shantung and Hopeh" and it suggested that the various provinces, cities, and autonomous regions should all begin this work. Accordingly, this uncompleted historic task of using phonetic letters to help literacy education during the socialist construction period, when industrial and agricultural production were attaining great leaps forward, attained a new development and entered a new stage.

In March 1959, Wu Yu-chang, the chairman of the China Language Reform Committee, returned to Peiping after a tour through Honan, Liaoning, Kirin, Heilungkiang, Shanghai, Kiangsu, Shantung, and Hopeh Provinces and cities. He published an essay, "On the Utilization of Phonetic Letters to Help the Eradication of Illiteracy and the Promotion of Mandarin Dialect," in Jen-min Jih-pao, summarizing the experiences of using phonetic letters to eradicate illiteracy in five points. The essay said, "Is there no difficulty in the use of phonetic letters to eradicate illiteracy? We must say there are difficulties. Because this is a new activity we cannot say there is no difficulty at all. But these difficulties are easily overcome.

"But, how can this activity be well performed? Based on the experiences obtained in Kiangsu, Hopeh, and Shantung Provinces, these can be summarized into five points: First, the Party Committee gave guidance and the secretary of the Party Committee assumed leadership. This is the key to the good results in the use of phonetic letters to eradicate illiteracy. In the three provinces of Kiangsu, Hopeh, and Shantung, wherever the Party Committee pays attention and strengthens its leadership, the result has been obvious.

"Second, publicity was penetrating and the masses were aroused. Because this is a new activity its publicity must penetrate into the masses, making clear to them the function of the phonetic letters and the aim of learning them, eliminating all doubts and misunderstandings, and promoting a mass movement so that it will become a vigorous drive.

"Third, the movement was united with production and under unified arrangement. In the form of teaching and the arrangement of time, it must be closely united with production, united with the political movement, united with the central activity, and united with the policy of unified arrangement.

"Fourth, cadres and teachers were trained. In the eradication of illiteracy, we must first train a number of cadres, who in turn will go back to the rural areas to train teachers for the people. Most of the teachers in the elementary schools had learned the phonetic letters, so we can make use of their strength to train and help the teachers for the people.

"Fifth, teaching material was edited and reading matter was supplied. We must edit and print phonetic letter readers, textbooks with phonetic pronunciation, textbooks for the advanced elementary schools, and

supply textbooks that have both the Chinese characters and the phonetic letters."

In May the Central Committee of the Communist Party and the State Council jointly issued a circular, "Concerning the Continuation of the Eradication of Illiteracy Movement and the Consolidation of the Off-Hour Education in the Rural Areas." The circular pointed out that in the Mandarin dialect areas, experimental points for the use of phonetic letters to eradicate illiteracy must be started. When experiences have been attained, the movement should be gradually expanded.

In June the China Language Reform Committee held a joint meeting with Shantung, Hopeh, Honan, Liaoning, Kirin, and Heilungkiang Provinces participating, to discuss the consolidation and development problems concerning the work of using phonetic letters to eradicate illiteracy. After the meeting, the Central Language Reform Publication Company began to edit and publish the "basic books for the use of phonetic letters to eradicate illiteracy." These books included 22 categories: two on the understanding of characters through pronunciation; two on teaching methods; one textbook for reading; one teaching handbook; ten phonetic supplementary readers; one on each of the alphabets, the rhyming letters, the syllables, and word-carding system; one word chart; one pocket dictionary with phonetic symbols. It printed a total of 16,000,000 books.

In the autumn of that year, in response to the appeal for the anti-rightist movement and arousing high morale, Hupeh, Anhwei, Shensi, Kansu, Szechwan, and Inner Mongolia Provinces also began experimental points to use phonetic letters to eradicate illiteracy. Those provinces that had already started the experimental points now aroused a higher morale for a further promotion of this work.

In this continuous leap forward year, there appeared the experience of Wan-yung Hsien, Shantung Province, in the use of phonetic letters to eradicate illiteracy, showing the use of pronunciation to help literacy education during the last 70 years.

On 27 December 1959 the Education Department of the Shansi Provincial Government and the Shansi Provincial Committee of the Communist Youth League held an on-the-spot meeting for the promotion of phonetic letters to eradicate illiteracy and the expansion of the Mandarin dialect throughout the province. Participating at this meeting, besides the delegates from the various parts of the province, there were delegates from the Central Language Reform Committee, the All-China Women's League, and from 14 provinces and autonomous regions such as Kiangsu, Fukien, Anhwei, Shantung, Hopeh, Honan, Hupeh, Szechwan, Shensi, Kansu, Kirin, Liaoning, Heilungkiang, and Inner Mongolia. At this meeting all of the 600 delegates affirmed that the utilization of pronunciation to help literacy education by Wan-yung Hsien was a creative development and summarized a set of preliminary experiences in the use of pronunciation to help literacy education during China's socialist construction period. This set of experiences is called the "Wan-yung Experiences."

The characteristics of the "Wan-yung Experience" in teaching is the thorough utilization of pronunciation. It facilitated reading and also

helped the understanding of characters. At the same time, it correlated the understanding of characters with reading, and because of reading, more characters could be understood. However, it did not separate the understanding of characters from reading mechanically. There are four popular sayings describing this method:

Easy pronunciation makes reading not difficult.

As the sound reaches the mind, the "meaning" is understood.

After much reading, "the character forms" are familiar.

Read more and understand more; understand more and read more.

Because this method not only can be used to eradicate illiteracy, but can similarly be used in off-hour education and elementary school teaching, it was called "understanding of characters by phonetic letters."

After the Wan-yung Meeting, many areas aroused a high tide to learn from Wan-yung and to catch up with Wan-yung. Several provinces held on-the-spot meetings on the understanding of characters through phonetic letters. The Jen-min Jih-pao, Kuang-ming Jih-pao, the China Youth Pao, and the Shansi Jih-pao issued special supplementary pages, published essays and editorials. The Jen-min Jih-pao's editorial called this method "the more, faster, better, and cheaper method to understand characters."

On 22 April 1960, based on the report of the Shansi Provincial Party Committee, the Central Committee of the Chinese Communist Party issued instructions affirming the Wan-yung experience as "an important creation of China's cultural revolution and it must be rapidly promoted throughout the country." The instructions believed that it has "solved two great problems in the eradication of illiteracy. One is the elimination of those who have been made literate but have relapsed into illiteracy, and the other is the guarantee to those peasants who have understood 1,000 characters, can read a great number of books and newspapers themselves without the help of teachers and to increase the number of characters understood by them in self-learning. This will greatly hasten and facilitate the off-hour education activities, create a reading atmosphere in the rural areas, and genuinely show that culture has reached the rural areas." The instructions pointed out, "To eradicate illiteracy among the young and strong ahead of schedule is an important problem in the realization of the 40 items in the agricultural outline. Thus, the promotion of Wan-yung Hsien's more, faster, better, and cheaper experiences in the eradication of illiteracy is a very important task."

On 11 May, in a streaming headline, Jen-min Jih-pao published the instructions of the Central Committee of the Communist Party. On the same day, it also published the report of the Shansi Provincial Party Committee and an editorial, "Energetically Promote the Understanding of Characters through Pronunciation, Strive for the Eradication of Illiteracy Ahead of Schedule." The editorial pointed out the five superiorities of understanding characters through pronunciation:

(1) "Eliminate the relapsing into illiteracy after one has become literate.

(2) Hasten the speed of eradicating illiteracy.

(3) Solve the reading and writing problems in the early stages.

(4) Facilitate the workers and peasants to use the in-between hours in laboring for self-education.

(5) To create favorable conditions for the promotion of the Mandarin dialect."

The editorial also believed that "the understanding of the characters through pronunciation is an important teaching reform for the eradication of illiteracy and off-hour education, opening a short-cut for the workers and peasants to acquire knowledge. Accordingly, it is an outstanding matter. This is a matter that is free of all doubts."

After the Central Committee of the Communist Party had issued the instructions, the majority of the provinces and regions throughout the country began a large or small-scale experimental point. Though in 1960 there was an unprecedented natural disaster within the last one hundred years, and there was no large-scale promotion in the entire country, this experience has undergone a more penetrating and more broadly applied fulfillment than in the past. It can be positively said that there will be a set of more over-all and complete methods for the understanding of characters through phonetic letters created in the very near future. The uncompleted historic task of utilizing pronunciation to help literacy education within the last 70 years will be inevitably completed in China's socialist cultural revolution. (The End)

IS WATER DRAINING NECESSARY IN THE IMPROVEMENT OF BRINY SOIL?

[Following is the translation of an article by Hsiung I (3574 3015) and Wang Tsun-ch'in (3769 6690 6024) in Kuang-ming Jih-pao, Peiping, 20 April 1961, page 2.]

In soil improvement activities a problem which has long existed is whether to use water conservation measures or agricultural measures as the principal method for the improvement of briny soil. Is it necessary to use water draining measures for the improvement of briny soil? This is an academic problem and it is also a production problem which has realistic meanings. In accordance with the policy of "let 100 flowers bloom and 100 schools of thought contend," we are willing to raise this problem to attract further discussion. Through a mutual exchange of opinions and full discussion, it is possible to render our subjective understanding of this problem to approach gradually the objective truth.

In order to discuss this problem, we must first understand where the salt element in the soil comes from and how briny soil is formed. On the surface of the earth, many rocks contain salt. After the rocks have undergone weathering, the salt is transported by the water to the lowland areas. In drought or semi-drought regions, where rainfall is light, the salt element is not washed away and it remains after evaporation, is accumulated in the surface of the earth, and this is then formed into briny soil. The dryness in the climate and the lowlands is also an essential factor in the formation of briny soil. But this is not to say that all soils in dry climate and lowlands are briny soils. This depends on the conditions of underground waters. In drought or semi-drought areas where the surface water and underground water are not properly drained, on account of the limitations of natural conditions or improper artificial measures, the level of underground water rises causing the formation of or increasing the seriousness of briny soils.

In the prevention work against briny soil in such areas special attention must be paid to the conditions of the underground water and effective water draining methods must be adopted to solve the contradiction between irrigation and the formation of briny soil. Some people look at problems from the surface and believe irrigation will cause the formation of briny soil. This isn't correct. It should be said that the formation of briny soil in irrigated areas is not the inevitable law, but it is the result of unreasonable irrigation measures.

Some people may, on the one hand, admit that it is necessary to drain away the water in order to improve the briny soil, but inwardly they

believe that the digging of ditches requires labor and land, and the water that has been attained after much hardship had to be drained away. Such is a regrettable fact. However, they do not understand the conditions that bring about the formation of briny soils, so they cannot decide to dig ditches. Some other people saw that after irrigation, briny soils were formed, so without analysis and without study, they blamed irrigation as something bad and they did not want their lands irrigated again. This is just like a patient who stops eating because of a sore throat.

Developing irrigation and improving briny soil in drought and semi-drought areas, without paying special attention to the draining of water, causes the formation of briny soil. Such illustration can be found in many areas. In these areas, because of the sudden rising of the underground water, some places have a more serious formation of briny soils and they stop irrigation altogether. In some places, for a long period of time, briny soil has never been thoroughly improved. In some other places, cultivation areas gradually become smaller or the briny soil gradually increases. Thus, agricultural production has been seriously affected.

After the Liberation, because many areas paid great attention to water draining measures, not only have soils been improved but production output has been raised. For instance, the large barren briny soil area in the eastern part of the Ta-yu-chang Irrigation District in Shantung Province, after ditches were dug and the salt washed away, the average yield per mou of paddy was 280 chin. In the briny soil lowland areas in Chieh-hsiu and Chiao-ch'eng, Shansi Province, after ditches were dug and water drained away, the per mou production of corn was over 500 chin. In the Lo-kuan-ho area in Ho-tao, Inner Mongolia, after the water was drained away, the low production of the past was changed. After a part of the Yen-ch'uan Irrigation District had dug water-draining ditches, the conditions have improved gradually. We should obtain experiences and lessons from the above illustrations and pay attention to the problem of draining water to improve briny soils.

Recently, after investigation and study, Shantung Province found out the causes of the formation of briny soils. In February, at the all-province irrigation meeting, it was unanimously agreed that in order to improve the increasing briny soils in the present irrigation district, attention had to be given to water draining, strict control over the norm of irrigation; they had to strengthen control over irrigation and point out clearly that the thorough prevention of briny soil formation requires the coordination between the water conservation soil improvement measures with agricultural technical measures. This is entirely correct.

Indeed, because the conditions in the various areas are different, the water draining measures adopted by the various areas must also be different. For instance, the coastal areas of the plains in North China, at present, are not able to provide facilities for large-scale water pumps, so they should have shallow and closely-linked water draining ditches for the growing of rice in the flooded fields. This will hasten the establishment of the neutralization layer and the consolidation of washing the

salt from the soil.

On the plains in North China, the lowlands that are easily flooded should adopt separate irrigation and drainage systems which should be arranged alternately to counteract the policy of coordinating drawing, storing, irrigating, and draining water. In areas where the altitude of the land is higher, such as, better natural draining conditions and deeper underground water, there should be no or very little establishment of a draining system, the irrigation norm should be strictly held, and the underground water should be controlled. The irrigation districts in Hotao, Inner Mongolia, and Yen-ch'uan, Liaoning Province, when they improve their present irrigation systems, should add the construction of the necessary draining system of ditches. In the Tarim Irrigation District, Sinkiang Province, in areas where there is a thick layer of flowing sands, underground draining pipes should be established, but in the clay soil area along the border of the alluvial fan, open draining ditches should be used. In areas where there is a difficult filtration into the soil, consideration should be given to the coordination between deep and shallow ditches and the salt should be treated with a surface washing.

In short, to prevent the formation of briny soils, attention must be given to the water draining measures. But how should the water be drained, what form of draining should be adopted, should the draining be partial or complete, all these should be determined in accordance with the natural conditions and soil conditions in the various areas, with due consideration to the level of development of China's national economy, to the local technical equipment, and to labor conditions so that they will be actively applied to the various localities and to meet the needs of the various periods of time.

Under the Party's appeal for the promotion of agriculture and grain production, to improve briny soil and to prevent the formation of briny soil in the irrigated areas is one of the important phases in the striving for a great area grain increased production. This must be earnestly treated. In many areas in northern China work for the improvement of the briny soils has been conducted and many experiences have been attained. If discussion on this matter can be started, and if the problem can be penetratingly and thoroughly discussed, it will have a great effect on existing agricultural production.

COORDINATING HERBALIST AND MEDICAL TREATMENT FOR BROKEN BONES

[Following is the translation of an article by Li Chen-tung (2621 2182 2639) in Kuang-ming Jih-pao, Peiping, 21 April 1961, page 2.]

The No. 3 Hospital of the Hopeh Medical College makes use of the coordinated herbalist and medical method to treat patients with broken bones and has attained rather satisfactory experiences. According to the results obtained in 140 cases of broken bones, the new method of treatment has several merits, such as accurate relocation of the bones, quick recovery in clinic treatment, excellent function of the joints, and lessening of pain for the patients.

The methods applied by this hospital principally include radiotherapy, use of modern anesthetics to treat the injured limbs, and relocation of the bones through the use of X-ray equipment. Then wooden boards are used to stabilize the injured parts, which do not include the neighboring joints. Based on the seriousness of the injury, the neighboring joints are given timely exercise.

At the same time, the patient is given Chinese herbs which treat the bones, muscles, and blood. Then, this is coupled with theoretical treatment and massage. The characteristics of this method are discarding the plaster casts that are regularly used by surgeons and the slings, which cause much pain to the patients, disproving the view in the past that "to stabilize the broken bones must include the neighboring joints," but instead, it coordinates organically the three links of relocation, stabilization, and exercise for the joints. This is not only beneficial to the relocation of the bones but also to the recovery of functions. From the 140 cases under treatment, the length of treatment has been much shorter than that under common medical treatment.

In the process of their learning the herbalist treatment for broken bones, the medical workers in this hospital began to summarize the medical treatment experiences that they attained in the past in regard to cases of broken bones. In addition, they sent workers to the sister hospitals in Peiping and Tientsin to learn their experiences. In clinic treatments they constantly summarized experiences, improved treatment methods, and determined methods for the exercise of the upper limbs. At the same time, they conducted a series of experiments with animals. At present, this hospital is accumulating clinical experiences and conducting theoretical and mechanical studies.

III. ECONOMIC

THE GREAT SIGNIFICANCE OF EQUAL-VALUE EXCHANGE FOR OUR COUNTRY'S PRESENT SOCIALIST CONSTRUCTION

[Following is the translation of an article by Ch'i Ch'i-sheng (3344 3825 3932) in Kuang-ming Jih-pao, Peiping, 17 April 1961, page 4.]

At present our country's people, under the brilliant guidance of the Central Committee and Chairman Mao, and under the illumination of the three red banners of the general line of socialist construction, the great leap forward, and the people's communes, are continuing to exert themselves to construct a strong socialist country possessing modern industry developed to a high degree, modern agriculture, and modern scientific culture. During the past 12 years, the socialist revolution and the socialist construction have already victoriously and completely established in our country two sturdy and flourishing forms of public ownership -- socialist ownership by the whole people and socialist collective ownership.

Above all, the people's communes which are growing stronger and developing more actively each day, have laid a most rational and solid foundation for our country's socialist organization at the basic social level. At the same time, they have opened a smooth road for our country in its future transition from socialist collective ownership to socialist ownership by the whole people and still further from a socialist society to a communist society. Since at this stage, ownership by the whole people and collective ownership are existing simultaneously, the establishment of ownership by the whole people as the only form of ownership can be accomplished only after a fairly long period of time, and the transition to a period in which the communist principle of "to teach according to his needs" will be realized will necessitate even more a very long period. For this reason, the production and exchange of commercial products necessarily exists and must be developed. It follows that the application of the law of value and the carrying out of equal value exchange become a necessary procedure, and in particular has an extraordinarily large practical significance in the consolidation and development of the rural people's communes.

First we will discuss the effects of equal-value exchange on the development of the State-operated economy which is owned by the whole people. The means of production and the products of State-operated enterprises belonging to the whole people are all in the unified possession of the State; hence, the exchange relationships of products between State-

operated enterprises consists in direct distribution being made by the State in response to social requirements and economic plans. Furthermore, economic accounting is made according to the exchange price and on this basis prices are calculated and payments made, and a final accounting is made of the transactions. Since each State-operated enterprise constitutes in itself an independent accounting unit and balances expenditures against income, it cannot but concern itself with the result of production and the conditions of operations from the point of view of material profit. When between two enterprises there exists an independence in the economic relationship, we cannot but take the social value of the products in question as the basis for standard pricing of distributed materials in the distribution and exchange process, and according to the principle of equal-value exchange compensate for labor costs incurred during production. This compensation should be sufficient to permit a certain amount of profit. After this it should be possible to complete the production value and profit plans determined by the State, and it will be possible to support continued production and to undertake capital accumulation and the realization of continued and expanded production.

Only in this way can an economic accounting system be conscientiously put into effect in State-operated enterprises. Then precise calculations can be made, rigorous economy effected, costs reduced, technology improved, labor's productive rate raised, management and supervision improved, economic results increased, and the positive function of inspiring progressive elements and pushing forward backward elements can be fulfilled. On the other hand, if in determining the exchange price of goods, the State does not base itself on the principle of taking the social value of products as a foundation and of thoroughly carrying out equal-value exchange, there will be an extraordinarily huge discrepancy in loss and profit for various enterprises, and the development of operations will become increasingly unbalanced. As a result, the positive character of production in these enterprises will be obstructed, all of which is not beneficial to the increased consolidation and development of ownership by the whole people. From this we may see that the thorough implementation of the principle of equal-value exchange is vitally necessary both to the exchange of material sources between State-operated enterprises which are part of the economy belonging to the whole people, and to the development of production.

As for the exchange of products carried on by State-operated enterprises belonging to the people, with various levels of organization under collective ownership, or when purchasing products made by collectively owned people's communes, big production brigades, and production brigades owned by the State which is the ownership of the whole people, then it is still more necessary to adhere to the principle of equal-value exchange. Although the two different forms of socialist public ownership which presently exist in our country, ownership by the whole people and collective ownership, have fundamentally parallel advantages, still the ownership of products and the means of production is divided between the two and

all rights cannot be heedlessly violated. Therefore, when enterprises whose form of ownership differs in this way establish economic relationships, and exchange commercial products, it is necessary that they follow the principle of not violating the respective rights of ownership and of not assuming the fruits of other's labor without compensation, and that they take equal-value exchange as their standard and exchange commercial products of a given value for other commercial products of the same value. Then we may be assured that they will mutually fill each other's needs, each will receive according to its worth, and profit will be equalized.

Progress also can be made in strengthening the alliance between industry and labor and the mutual help between the city and the countryside. Otherwise, if such methods as requisitioning goods without compensation or exchanging on a basis of unequal value are put into effect, this will result in an encroachment on the rights of ownership of one party to the transaction; the fruits of labor will be forcefully appropriated, and labor will not receive compensation according to its worth. The influence of such practices will result in an inability to maintain economic and exchange relationships between the parties concerned and it furthermore will have an undermining influence on the solid foundation which now upholds in our country the concurrent existence of ownership by the whole people and collective ownership and such influences will even go so far as to block the future transition from collective ownership to ownership by the whole people. These are the reasons for which the Party and the Government in numerous policies dealing with the people's communes have repeatedly made clear that the exchange of commercial products between units having ownership by the whole people and units having collective ownership must strictly adhere to the principle of equal-value exchange.

Second, the thorough application of the principle of equal-value exchange is of most particular importance to the further strengthening of the consolidation and development of the collectively owned rural people's communes. In the present phase, the fundamental system of our country's rural people's communes is the ownership by the three levels which takes the large production brigade as its foundation. In the rural people's communes, except for three forms of collective ownership, that is, ownership by the commune, ownership by the big production brigade, and ownership by the production team, there are, in addition, an extremely small amount of the means of production privately owned by commune members and individual ownership of consumer goods. When so many different owners are involved, and when they establish economic relationships and engage in exchange of goods, if those involved do not thoroughly carry out the principle of working for their mutual interest and of equal-value exchange, it will be difficult to properly manage their mutual relationship.

Since the right of ownership at the big production brigade level is basic, the commune level and the production brigade level should protect and strengthen from above and below the basic ownership by the big production brigade. In addition to furnishing to the big production

brigade a previously determined proportion of the common fund, it cannot requisition without compensation the big production brigade's means of production and labor force, which would constitute a violation of the big production brigade's right of ownership. Under unusual conditions, if a commune or a big production brigade requires the use of a certain production brigade's means of production, or labor force, it must proceed according to the principle of voluntarily working for mutual benefit and carry out economic cooperation based on an equal-value exchange of goods and labor.

Even in the future when a planned and staged transformation of the system whereby the commune is the basic level of ownership, still the big production brigade's means of production may not be assumed without compensation by the commune, but rather the various big production brigades will jointly possess such modern means of agricultural production such as tractors as well as commune-operated enterprises under the supervision of the commune.

Similarly, the protection and strengthening of the system whereby the big production brigades are the basic levels of ownership is the primary task of the production brigade and is also in its own fundamental interest. The principal part of the commune members' income comes from the collective economy of the big production brigade. The big production brigade is the commune's fundamental accounting unit and its unified distributing unit. The production brigade must turn over a fixed amount of its agricultural production and its economic income according to the provisions of a production contract to the big production brigade for unified distribution. Production in excess of the norm will remain under its [the production brigade's] own jurisdiction. In this way the foundation underlying the system whereby the big production brigade is the basic level of ownership will be progressively consolidated.

In the present stage, the right of ownership at the commune level is only partial. The development of the economy possessed by the commune should depend mainly on its own economic strength, on government loans and investments, and on increases in the common fund, of which a fixed proportion is furnished by the big production brigade and for which the development of the big production brigade's economy serves as a foundation. On the contrary, the commune cannot depend on the big production brigade to furnish an excessive amount of its capital accumulation nor can it requisition the big production brigade's things without compensation, which would be a method of weakening the brigade's economy in order to develop the commune's economy. The development of the economy possessed by the commune must be established on the foundation of the great development of the production brigade's economy. Therefore, the material and labor exchange relationship between the economy possessed by the commune and the economy possessed by the brigade must observe the principle of equal-value exchange and thus reinforce the stability and development of the system whereby the big production brigade is the basic level of ownership. Of course, the big production brigade must be subordinate to the guidance of the commune. The commune has the authority in carrying

out the State plan to make proposals to the big production brigade and to take necessary and rational measures to balance and regulate the big production brigade's plans.

The production brigade also has a small part of the rights of ownership. On the premise that it complete the tasks for which it is under contract, it has the right to supervise various forms of production within the scope of its own brigade and it has authority to distribute the labor premium given for exceeding the norm and whatever is saved from effecting economies in expenditures. At the same time, the land, draft animals, and agricultural implements belonging to the big production brigade are assigned for the use of the production brigade. The labor force is also assigned to the production brigade and neither the commune nor the big production brigade should thoughtlessly make changes or transfers inconsistent with these assigned rights. This is the material foundation which enables the production brigade to guarantee fulfillment and overfulfillment of the production tasks for which it is under contract, and thus has a direct bearing on the production brigade's rights of ownership of a small part of the economy and on the individual interests of the mass of commune members. If the commune and the big production brigade want to regulate or alter these things they must do so according to the principle of equal-value exchange and thus protect the interests of the production brigade.

The next point: carrying out equal-value exchange is of enormous use in promotion of the development of agricultural production. The rural people's communes' policy for developing production is while proceeding under the guidance of the State plan, on one hand, to change their way of life through their own effort, to coordinate the supervision of their work, and to develop production leading to self-sufficiency. On the other hand, they want to have a local base for their operations, to make a rational division of labor, and to develop the production of commercial products. The source of the big production brigade's cash income and of the wages distributed to the commune members depends principally on the development of commercial products. If the commercial goods produced by the brigade are not traded accordingly to the principle of equal-value exchange, one day the price will be lower than the value, which will not only result in there being no compensation for labor expended in producing the commercial articles, in not making up the cost and in reducing income, but further more there will be a contraction of the scale of output of commercial products, which will be an impediment to the development of the production of commercial crops. This is not beneficial to the supply of industrial raw materials and subsidiary agricultural products; it is not beneficial to the development of the whole national economy.

The next point: carrying out equal-value exchange can also promote activity in the rural market trade. At present, our country's rural market trade is organized as a part of a unified socialist market under the guidance of a State-operated economy. Since the emergence of the movement for a changeover to people's communes, buying and selling operations dealing in the principal means of production and livelihood which have a

bearing on the national prosperity and well-being of the people are essentially concentrated according to plans and contracts under the supervision of State-operated commerce. But there are still a good many sorts of miscellaneous goods for daily use and domestic subsidiary agricultural products of all descriptions which must still be traded in the markets.

In particular, the production brigades and individual commune members, after having assured the completion of production tasks under contract, can utilize empty bits of land in the fields and their own land still in their possession to undertake subsidiary production such as livestock raising, fish raising, vegetable growing, fruit growing, and household handicrafts. It is very difficult to incorporate these products into the State plan and to bring them under the supervision of State-operated commerce. Only in the free trade of the market can they be handled with comparative ease and they can play a supporting role to State-operated commerce and to supply and selling stations.

But there must be guidance and control of market trade. It is permissible to sell only products produced by oneself and to buy back for oneself required commercial products. Goods bought and sold under the control of the State may not enter the market trade. It isn't permitted for products to pass through several hands before being sold. It is prohibited to engage in speculation and the disregard for agriculture for the sake of engaging in commerce must be guarded against. The price of commercial goods in the market trade must be based on the spirit of benefiting the development of many kinds of enterprises and of establishing and stabilizing market prices. In the main, the prices should conform to those marked in State-operated commerce, perhaps a little higher or a little lower. As for small commercial products for which there is no marked price, this must be decided through discussion between the buyer and the seller. To sum up, exchange must adhere to the principle of voluntary mutual benefit and equal-value exchange and must assure the normal development of the market trade. Only by doing a good job of carrying through the principle of equal-value exchange, by rationally controlling the rural market trade, by energetically seeking to stimulate the market without engendering confusion and by controlling without stifling, can the continued development of the market trade be perfected.

Finally, carrying out equal-value exchange also plays an important role in implementing the "from each according to his ability, to each according to his labor" system. The fundamental principle of distribution under the socialist system is "from each according to his ability; to each according to his labor." In regard to these internal relationships between equal-value exchange and distribution according to the labor, Marx has made the following observation, "Here obviously the same principle prevails as that which regulates the exchange of commodities.... But as far as the distribution of consumer goods among the individual producers is concerned, the same principle prevails as in the exchange of commodity equivalents: a given amount of labor in one form is exchanged for an equal amount of labor in another form." (Selected Works of Marx

and Engels, Vol. 2, page 21.)

Here it is clearly stated that the principle of "to each according to his labor" is based on the same spirit as the principle of the exchange of compensation equal to the amount of labor furnished to the society. If he labors more he receives more. If he labors less he receives less.

At present our country's State-operated enterprises and the people's communes both base distribution on this principle of "to each according to his labor." There is only a slight difference in that wages are paid to employees of State-operated enterprises each month according to the wage standard of the whole national system and have no direct relationship with the income of the particular enterprise in question, while the standard of distribution for members of rural people's communes is arrived at on the basis of the collective income of the big production brigade. When the commune members discuss their work, and calculate their work credits which are distributed according to the amount of labor done, the actual value which should be distributed for each work credit received must depend on the amount of the big production brigade's collective income which is designated for distribution. If the sale of the brigade's products cannot be accomplished according to the principle of equal-value exchange, this will influence the collective income of the brigade and the result will be that the commune members cannot receive compensation equal to the amount of their labor. Therefore it is essential to firmly adhere to the principle of equal-value exchange in respect to both goods and labor. Then it will be possible to smoothly put into effect the principle of "from each according to his ability; to each according to his labor."

INSTRUCTION AND SCIENTIFIC RESEARCH COMBINE TO PLAY
A PART IN THE CONSTRUCTION OF HYDRO-ELECTRIC STATIONS

[Following is the translation of an article by Li Fu-chang (2621 4395 4545) and Hsu Chao-jan (1776 2600 3544) in Kuang-ming Jih-pao, Peiping, 17 April 1961, page 2.]

The Kirin College of water conservancy and hydro-electric power is combining instruction, scientific research, and productive labor to actively participate in water conservancy and hydro-electric construction projects at the local level and in the people's communes. This is promoting the technological reform of agriculture and is aiding agricultural production. At the same time, it is raising the quality and enriching the content of instruction.

During the past year, this college, guided by the thinking that agriculture should be taken as the base, has organized teachers and students for participation in rural water conservancy construction projects in 46 cities and districts of Kirin, Liaoning, and Hopeh, where they completed tasks involving surveying and planning for many reservoirs, irrigation projects, canals, and hydro-electric stations. Toward the beginning of last year, the college also organized 300 teachers and students to participate in a great investigation of Kirin Province's water conservancy project.

The college has also made contact with the rural people's communes and technologically, materially, and with manpower, helped them with their water conservation projects. For example, the Chiao-ta-tun Commune of Kirin City was in urgent need of solving its irrigation problem in order to develop its vegetable production. The College Party Committee immediately dispatched 95 teachers and students to help. Braving the wind, snow, and severe cold, they completed the task of surveying 64 square kilometers of land within a month. In addition, they planned a project for the irrigation of the area. Teachers and students of the Department of Hydraulic Dynamics helped the Chiu-t'ai District construct a hydro-electric station. It was the responsibility of the college to carry out fully the technological aspects of surveying and planning, of carrying out the actual construction work, and of shipping and installing the equipment. Now the work is already essentially finished. In addition, the school's electric equipment plant, exploiting its latent capacities to the full, overcame difficulties with respect to technology, raw materials, and equipment, and manufactured turbines, electric generators, and well-diggers for the countryside.

Through aiding rural water conservation projects, the college has promoted scientific research. For example, in order to solve the problem of switching over to water power in the Ch'iu-ling area, the college organized over 100 teachers and students for the purpose of carrying out research and experimental work on changing over to water power at the Liu-pa-shih administrative area of the Shu-kuang Commune in the Hai-lung District. This group of teachers and students wrote out a report of their investigations which served as a basis of dealing with such problems as flood prevention, measures to be taken in case of excessive rains, standard procedures for dealing with drought, irrigation, and irrigation norms -- problems which had to be solved in order to guarantee rich agricultural production in the Ch'iu-ling area. The teachers and students of the Department of Hydraulic Dynamics also did successful research in developing domestic automatic control equipment for small rural generating stations and "through-flow type" turbines. This type of turbine is a simple construction and in general can be manufactured by the district and commune machine plants and is suitable for use in rural generation stations.

During the past year, the Kirin College of Water Conservancy and Hydro-Electric Power, in accordance with production requirements, organized a program combining instruction with participation in genuine work projects which permitted teachers and students to increase their ability for practical work. For example, the students joined various project planning offices of the Manchuria survey and planning division under the Ministry of Water Conservancy and Hydro-Electric Power, and participated in important Manchurian work projects. Under the direction of engineers and teachers they have now reached the point where they can independently do a portion of the planning work. They have not only become familiar with the methods and phases of project planning; in addition, they have obtained a great deal of knowledge which does not come from classes. Students who joined teams engaged in supervising the construction of dams, while carrying out their work, encountered the technical problems involved in subsidence, the handling of different types of concrete, slippery slopes, double clay strata, and crushing belts. This sort of work required diversified knowledge. As a result, these students were obliged to further intensify their efforts to learn and work at the same time. As a result, they not only learned a great deal, but they also learned it well.

While participating in work projects in a practical way, teachers and students not only verified knowledge obtained from books, but they also checked the content and methods of instruction, which served to promote its reform.

For example, as a result of participating in Kirin Province's big investigation of water conservation, teachers and students discovered that the methods of calculation provided in teaching material for the "flood" section of the hydrology course could not be directly used in production. Therefore, they summed up the practical experience gained

from participation in the investigation of water conservation, and compiled a reference book entitled Calculations in Hydrology and Water Conservancy. This improved and supplemented the instructional content of this part of the course.

STUDENTS BUILD TWO DORMITORIES AND A CLASSROOM BUILDING

[Following is the translation of an article in Kuang-ming Jih-pao, Peiping, 17 April 1961, page 2.]

Last year, before their new schoolmates had arrived, the older schoolmates, in response to a housing shortage, went to work themselves to construct two four-story dormitories and one seven-story classroom building according to the directives of the Party Committee and under the guidance of worker teachers.

The training received by a good many of the schoolmates in the process of carrying out this practical work enabled them to attain the level of third class construction workers. When the Minister of Communications, Comrade Wang Shou-tao (3769 7445 6670) arrived at the school on a tour of inspection, he was extremely interested in the large buildings which the schoolmates had built with their own hands. He encouraged the new schoolmates, saying, "Your elder schoolmates have constructed large buildings for you. Later on, when you become older schoolmates, you, too, should use your labor to construct a memorial for the next group of new schoolmates. This custom should be passed on to each successive group." The schoolmates wrote this advice indelibly in their hearts.

ORGANIZE THE PEOPLE'S ECONOMIC LIFE

Following is the translation of an article by Ho Wei (0149 3956) and Yang Ch'un-hsu (2799 2504 2485) in Kuang-ming Jih-pao, Peiping, 24 April 1961, page 4.

Production and livelihood are closely related and cannot be separated. The relation between them is mutually dependent, mutually developing, and mutually transforming. The development of the socialist form of production naturally induces the establishment and development of the socialist form of livelihood. The establishment and development of the socialist form of livelihood further promotes the development of the socialist form of production. The distribution and circulation departments originally carry the important task for production and serve livelihood. Their operation activities are closely related to production and livelihood. They are the strong assistants to the Party's organization of the people's economic life.

Man is the principal factor in productive power, guaranteeing the rational needs of the people's livelihood, and is the essential factor in the development of production. Speaking from this viewpoint, to serve the people's livelihood is to serve productive construction. While we are promoting the development of production and performing the entire social distribution and exchange well, we must work hard and earnestly organize and arrange the people's livelihood, making good plans for consumption, successfully performing social services, administering a good welfare for the people's livelihood, and guaranteeing a gradual improvement in their livelihood. In the welfare of the people's livelihood, our principle is the development of production and the improvement of livelihood must both be carried out at the same time.

On the basis of developing production, livelihood must be gradually improved. Political prominence and material encouragement (material guarantee) must be carried out at the same time. Under the premise of political prominence, the proper and necessary material encouragement must be carried out. This is our Party's determined policy. And this policy has already attained a very great victory.

We all know that to guarantee the basic needs of the people's livelihood and to make gradual improvements are the essential factors for the development of production, while the development of production is again the material factor that guarantees the needs of the people's livelihood. To coordinate these two phases successfully is to enable society to develop in a constant forward march.

But here the important factor is, how should the position of production and livelihood be placed? Basically speaking, the position can be arranged in three ways. First, livelihood comes first and production second; second, livelihood and production are both first; third, production comes first and livelihood second. If we are speaking from the basis of ratio, the first method places the amount of livelihood consumption greater than the production output. For instance, the livelihood consumption amount is set at 100, but the production output is only 80. This not only cannot expand production again, but also cannot maintain a simple re-production. "Living without income will result in bankruptcy." This is obviously erroneous.

The second method places both livelihood consumption and production output on an equal basis, with production 100 and livelihood consumption 100, so there is no leeway. This can maintain only a simple re-production but cannot expand re-production, so it is also erroneous.

The third method is to place production output appropriately larger than the amount of livelihood consumption, so there is an appropriate leeway, enabling it to guarantee a constant expansion of re-production, and on the basis of production development it can gradually improve livelihood. This is the correct method.

This method is based on the Marxist dialectic materialist viewpoint, starting from reality and from the factual analysis of the relation between production and livelihood, the relation between long-term interest and present interest, the relation between entire interest and partial interest, and the relations in the other aspects; from all of these the conclusion has been reached. In order to develop production, livelihood will be gradually improved. In order to render the correct relation between production and livelihood become the guide to the people's actions, the truth of the mutual relation between production and livelihood must be thoroughly and repeatedly advocated to the entire body of cadres and the people throughout the country, raising the people's political ideological awareness. Thereby all positive factors will be mobilized, constantly and effectively promoting the masses' increased production economy movement, and based on a plan, rapidly making a proportional development in socialist construction.

Then, how can all the positive factors be mobilized? The policy of political prominence and material encouragement (material guarantee) being carried out at the same time must be implemented. Neither can be omitted or separated, because this would be erroneous. Only by coordinating the two of them successfully and correctly can socialist, communist material wealth and spiritual strength be developed, and can socialist productive power, the economic basis, and the upper structure be most effectively developed in the all-out and strengthened manner.

Here the problem is, how should the relation between political prominence and material encouragement be placed? From the theoretical analysis, generally there are four methods. First, there is only political prominence and there is no appropriate material encouragement (material guarantee). According to this viewpoint, the socialist principle of everybody does ac-

According to his best ability and distribution based on labor cannot be successfully and correctly implemented. As a result, the people's positive factors in production will be affected. Under these circumstances, such a political prominence actually does not firmly carry out the Party's various policies nor firmly implement the various economic principles of socialist construction.

Second, there is only material encouragement but no political prominence. According to this viewpoint, there is still a greater possibility that the socialist principle of everybody does according to his best ability and distribution based on labor cannot be successfully and correctly implemented. As a result, the various types of economic abnormalities will develop. Temporarily, they may promote the people's positive factors in production. But, basically, they have a negative effect that will hurt and damage the positive factors of socialist production.

Third, basically speaking, material encouragement first and political prominence second. Material encouragement is the principal factor and political prominence secondary, placing political prominence as something that is grown out of material encouragement. Though this does not deny the existence of political ideological factors completely, basically political prominence submits to material encouragement. This is also a very dangerous viewpoint.

Fourth, political prominence first and material encouragement second. Here we do not say that we may neglect the masses' urgent interests. On the contrary, we must start from the masses' urgent interests and we must successfully arrange the masses' existing livelihood.

The problem is that "the starting point" is not "the destination." If we regard the starting point as the destination, the masses' eyesight will be restricted. We must let the masses know that if they hold fast to present interests, they will be promoted to construct a more beautiful future. The present interests and long-term interests are mutually related and mutually transformed. Going from a near point to a far point, when we arrive at the far point we will find that the far point is merely the transformation of the near point. This is the law of material development.

Basing on this viewpoint we may say that only under the premise of political prominence can the active effect of material encouragement be correctly implemented and only through the proper implementation of material encouragement can the principle of political prominence be better implemented, and only under the premise of political prominence to implement material encouragement can production development and livelihood improvement, long-term and present interests, and partial and complete interests be well united. To organize and arrange the people's economic life, production, and livelihood must be coordinated; political prominence and material encouragement must be coordinated; passing good days, improving livelihood, planning consumption, working hard, and thrift and economy must all be coordinated; we must obey Chairman Mao's instructions to start from the standpoint of 650,000,000 people to make uniform plans and proper arrangements. The problem of proper arrangement between political prominence and material encouragement is a great Marxist-Leninist problem.

For the last 11 years since the establishment of the People's Republic, China's industrial and agricultural production has been rapidly developed and the people's livelihood has gradually improved. After communalization and because the Marxist-Leninist ideology of "holding fast to production on one hand and holding fast to livelihood on the other" of Chairman Mao Tse-tung and the Party's Central Committee has penetrated into the minds of the people, the arrangement of livelihood and the organization of livelihood have become a broad mass movement, and many valuable experiences have been accumulated.

Organizing the people's economic life is an essential need of the development of socialist construction, is an important phase in the consolidation and development of the people's communes, and also is a new development in distribution and circulation activities to serve production and the people's livelihood. With the great leap forward of the national economy, we have the realization of rural communalization, the establishment of city communes, the vigorous development of the various productive construction enterprises, the employment of a great number of the transient labor power in the cities and of housewives, and the gradual rising of the degree of collective production. Under these circumstances, the city people demand a more reasonably organized production, a more reasonable supply of commercial products, and the distribution of commercial products (here, by reasonable distribution of commercial products is meant that on the basis of planned economy, equal price exchange will be reasonably carried out in distribution), a more reasonably organized consumption, a further development of the various types of livelihood service enterprises, and of collective welfare enterprises. This would gradually realize the socialization of domestic labor and the collectivization of livelihood, and would demand that based on the principle of being beneficial to the socialist construction development and beneficial to the gradual improvement of the people's livelihood, the entire social economic life must be better organized.

The people's economic life, which includes clothing, food, housing, transportation, sewing, cleaning, repairing, and mending, and the related service enterprises such as life, old age, sickness, and death, and so on, must be organized. The masses must also be organized so that their economic life will be mutually cooperative and that they will serve themselves. In this manner, they will be able to develop the communist relations between one man and another so that the mutual relations among the laboring people would cooperate more closely, their joys and sorrows would be mutually related and they would have a brotherly affection. This not only strongly promotes the development of productive construction, but also greatly strengthens the mass basis of distribution and circulation, and raises the level of distribution and circulation activities. Experiences have proved that to organize the people's economic life and to establish and develop the socialist form of livelihood will have a great meaning in the development of production, raising of awareness, the social reforms and the transformation of customs. It is an enormous social economic work and it is also an enormous social reform task. Under the Party's

unified guidance, the socialist distribution and the circulation departments actively coordinate with the related departments in their activities of organizing the people's economic life. This is a great political and economic task.

The development of socialist construction not only requires that the people's economic life must be organized but also requires that the people's cultural life must be organized. To organize the people's cultural life can hasten the cultural revolution and technical revolution, and it can also enrich the people's spiritual life and raise the people's communist awareness. Accordingly, while we are organizing the people's economic life, attention must be given to the organization of the people's cultural life.

In the "resolution concerning a number of problems pertaining to the people's communes" adopted by the Eighth Plenary Meeting of the Sixth Party Congress, it says, "The people's commune is the organizer of the people's productive power and livelihood, and the basic purpose in production development is to attain the greatest satisfaction for the regularly increasing material and cultural needs of all the members of society. While the Party leads the communes in work, attention must be given to an all-out holding fast to ideology, production, and livelihood. Attention must be centered on man and the trend of only seeing matter but not man must be rectified. The greater the masses' morale, the greater must be the Party's interest in the masses' livelihood, and the greater will the masses' morale then become." In order to implement these instructions from the Party's Central Committee, many difficult works must be done in many aspects.

Among these, one of the important aspects is that, under the implementation of the above-mentioned policy, the people's livelihood must be well organized and arranged so that the livelihood materials thus produced and the existing material livelihood conditions will be well distributed, well arranged, well organized, and well utilized, enabling the existing materials to exert still greater functions causing the people's livelihood to become more comfortable and pleasant. Thus, the people's productive positive factors will be better promoted and the next productive procedure will be better begun.

In the distribution and circulation departments' organization of the people's livelihood, there are many aspects. Now it can be seen that there are principally four basic tasks.

The first basic task is to use grain as the key point and to operate good dining halls. The dining hall is a socialist battleground and is an important phase in the development of the socialist form of livelihood. The Party's plans towards the dining halls have always been active good cooperation, voluntary participation, meeting the needs of the time and the locality, and varied form so that all the dining halls would not be too uniform. In short, the dining hall must meet the masses' production and living environment. Everything must be factual. In the rural areas the peasants must be consulted. The size and form of the dining hall must be convenient to the masses. The masses' participation is completely

voluntary.

"Politics goes to the dining hall and cadres go into the kitchen" constitutes an important factor in operating a good dining hall. Controlled and organized livelihood must be established and strengthened, the class line must be firmly implemented, and democratic control over the dining hall by those who have participated in it must be earnestly carried out. The administrators and the cooks must be selected from those who have a good character, a good attitude, a good background, and are fair in all their dealings. These people must be selected democratically and they must be willing to accept the masses' supervision at any time. In every dining hall a control committee must be organized. The leading authority must be in the hands of the poor and low class peasants. A members' delegates meeting must be established to hold period discussions on the works of the dining hall and to fully promote the masses and rely on them to operate the dining halls well.

The cadres must penetrate the dining halls, participate in labor, and promote "experimental farms." The cooks and administrators must discover problems and solve them, and improve the work in the dining halls. The cooks and administrators must be trained. Their political awareness must be constantly raised. The level of their cultural and operational techniques must be raised.

In many areas the dining halls must be earnestly and actively operated well. Based on their own conditions, the members participate voluntarily. Consideration must be given to the special needs of the members and the national customs. These are enthusiastically welcomed by the masses, especially by the women.

In the people's livelihood, food is the first important thing. Under the problem of food, grain is the central problem. The first thing in a dining hall is to hold fast to the planned use of grain and the planned use of vegetables. The dining hall must plan the use of grain, economize grain, and successfully promote the production of supplementary food, actively establish sustenance for the dining hall so that there will be plenty of grain and vegetables and the commune members will eat enough and will eat well.

The amount of grain assigned to the dining hall must be accurate and consumption must be planned. The amount of grain used for meals must be based on the number of people taking the meal. The grain must be weighed before being put into the pot. The system of using the number of people to determine the amount of grain used and the meals served on the presentation of tickets, and the amount of grain economized belongs to the individual, must be firmly carried out. As for the surplus grain belonging to the various persons, those who desire to have grain should have grain, while those who desire to have money should receive money. All records must be cleared daily and closed monthly. The results must be published periodically and all the bills must be posted on the wall so that everybody will know his own standing.

The dining hall must plant its own vegetables, raise its own pigs, fowl, fish, etc. It must be self-providing in supplementary food and have

a surplus. It must promote vegetable production and gardening. It must have vegetable cellars, sufficient seeds, full warehouses, and fresh vegetables all year round, increasing supplementary food and increasing feed. Nutritionists should be consulted so that the food will contain the biologically-needed nutrition.

The dining hall must be sanitary and safe. The kitchen, the dining hall, the food, the cooking utensils, must always be kept clean. There should be absolutely no flies, no rats, no dirty water, and no dust. No unboiled water for drinking and no burnt rice for eating should be used. All utensils must be disinfected and contagious diseases prevented. All poisonous materials and medicine spraying equipment must be separated from the grain warehouses and dining halls to prevent the occurrence of poisoning. Raise revolutionary alertness and take careful precautions against any scheming by the enemy.

The second basic task is to make reasonable organization for product distribution and supply, to make over-all arrangement for livelihood, and organize consumption. In 1934 Chairman Mao Tse-tung said, "All the practical problems of the masses' livelihood are the problems to which we must pay special attention. If we have paid attention to these problems, solved them, and satisfied the masses' needs, we then have become the real organizers of the masses' livelihood and the masses will really follow us and enthusiastically support us." (Mao Tse-tung Selected Works, Vol. 1, page 131.)

These words from Chairman Mao have a very great instructive meaning in regard to our present and future work. At present the work of organizing the people's livelihood is more broadly and carefully penetrating. That is, the work of organizing the people's livelihood has already developed to a new stage. Under the conditions where everybody has work to do, and every family has no unemployed persons, production is developed and livelihood improved. The masses demand more reasonably organized product distribution and supply more planned and organized consumption and the arrangement of livelihood. In this way the people will assign more time and energy, have more pleasant feelings, and be in higher spirits to perform labor, work, and learning, to participate in political activities, to make better arrangements for rest. They will eliminate fatigue with good thinking, good working, good laboring, good learning, and good resting so that they will become red and specialized. This requires the reliance on the masses for the overall arrangement of product distribution, supply, and consumption.

Here the socialist distribution and circulation departments carry the great task. They must cooperate with the communes, the production brigades, the dining halls, and the various individual members to perform the distribution of self-providing products successfully. At present, China has 500,000,000 peasants who constitute the greatest majority of the population. If the self-providing product distribution among these peasants can be performed well, a good basis for the entire social product distribution work will be created. The entire product distribution and circulation work will be successfully carried out. This is very difficult

and complicated work for which we must promote the masses and rely on the masses to carry out. We must constantly summarize the experiences and expand advanced experiences. Only through reliance on the masses and the basic level organizations to perform the distribution of the self-providing products well can the distribution and circulation departments better promote the commercial product distribution and exchange work, promote commercial product purchasing, processing, transportation, sales, and storage work.

The socialist commerce department carries a double duty. On the one hand, it has to hold fast to the distribution of self-providing products and, on the other hand, it has to hold fast to the purchasing and selling of commercial products. In this way the finance and trade departments, the State's economic department, will possess a more broad, mass nature. This requires the finance and trade workers to cooperate more closely with the masses, mutually support each other, jointly discuss how to solve the problem when there are too many products and jointly to discuss how to make arrangement when there is an inadequacy of products so that the masses will go a shorter distance, will not wait as long in lines, or not have to wait in lines at all. They should give considerations to both self-providing products and commercial products, and make reasonable arrangements. This will not only serve production, facilitate the people, but also perform successfully product distribution, supply, and consumption without increasing the number of commercial workers but economizing much time for the consumers. This is not only an overall operational problem, but it is also a great problem concerning production relations and it has a direct relation to the development of productive power.

At present there are three forms of commercial product supply. One form deals with the implementation of the planned supply of several materials that are closely related to the national livelihood. This is a guarantee of the basic needs of the people's livelihood and is beneficial to the promotion of production development. Another form is the people's selected purchasing and reasonable distribution. The third form is the freedom of price bargaining and the freedom of purchase and sale in the preliminary market of the rural areas. This is a supplementary form in the socialist market. The first and second forms of commercial product distribution and exchange are directly undertaken by the socialist State-operated commerce departments, while the third form is undertaken freely, under the guidance of the socialist State-operated commerce departments, by the rural people's communes, production brigades, and between the brigades and their members.

The direct undertaking of the socialist State-operated commerce department, no matter whether it is the first or second form, relies on the masses and is carried out along the mass line. For instance, many stores have established a "record of residents." Thus, the store clerk becomes a "residents' clerk," knowing well the level of the masses' livelihood, their living habits, knowing the general needs and also the special needs. He has a plan in mind and makes reasonable distribution. In the process of distributing commercial products, they also develop two lines.

One is the store supply line, that is, the store -- the retail department -- the sales clerk (the economic residents' clerk); the other is the mass supply line, that is, the livelihood service station -- the residents' livelihood delegates. This is the mass movement within the socialist commercial industry coordinating with the mass movement within the society.

The third basic task is, based on the overall conditions, to promote the various social service enterprises and livelihood welfare enterprises with a plan and step by step. The scope of the relation of this type of work is very broad and it is closely related to the people's livelihood. It established the socialist form of livelihood and it is an important phase in the promotion of the communist relationship between one man and another. The distribution and the circulation departments must closely coordinate with the basic social organizations and the great masses who are operating the various types of service enterprises and welfare enterprises separately and on the basis of keypoints and gradually performing well such enterprises that are related to the masses such as birth, child care, learning, laboring, marriage, old age, sickness, and death.

At the birth of a child there must be the organization of a maternity ward to look after the mother and to take care of the child's health, and even to help the mother take care of her housework. When the child grows older, there must be an organization of the infants' center and the children's home, and the sending of the child to the center or the home and his returning and care must be organized. When the child reaches school age, the parents must be helped to send the child to school and his going to and returning from school must be well organized. When the child grows into an adult, he must join labor, get married, become old and weak, then meet sickness and death. All these services and welfare works must be performed by society. Haircuts, food, sewing, mending, cleaning and dyeing, photography, repairing, bathing, shoe polishing, health promotion, household work, repairing furniture, selling old materials, delivery of clothing, starting savings accounts, preparing tea and hot water, keeping watch, delivering meal tickets, receiving grain tickets, subscribing to newspapers and magazines, selling stamps, filling residence reports, booking theater tickets, relaying telephone messages, delivery travelling tickets, making hotel reservations, moving luggage, hiring cars and giving road directions, locating friends and relatives, and many other activities ranging from service from the head to the legs, from the family to society, from clothes and food to residence and travel, and from birth to death. Any service or welfare activity that is beneficial to the liberation of labor power, beneficial to the development of production and the improvement of the people's livelihood, and beneficial to socialist construction, must be started from reality, based on the needs of the masses and on the Party's policies, and must be done in the best possible manner and in a wholehearted way. In order to strengthen and improve the work of the State-operated service enterprises and to gradually establish and develop the mass social service stations, the State-operated service enterprises must be closely coordinated with the social service stations.

The fourth basic task is to help actively the related departments

in organizing the people's cultural life, that is, to correlate with the related departments in helping the communes to establish schools for the eradication of illiteracy, to conduct off-hour schools, to open public reading rooms and clubhouses, etc. They must create among the masses tense production activities, rich cultural activities, laboring and leisure activities, forming a pleasant atmosphere and a happy sphere of spiritual life.

The organization of the people's livelihood must be jointly done through the close cooperation of the distribution and the circulation departments. The distribution and the circulation departments, in correlation with the related departments, use the State as the center and the commune as the basis to coordinate the special service of the finance and trade departments closely with the masses' self-service and to coordinate the special organisms of the finance and trade departments closely with the local comprehensive organizations, for the arrangement of livelihood, for the organization of livelihood, for planned and reasonable supply, for guided consumption and organized consumption, and for the service to production and the promotion of production. In this way the organization of the people's livelihood will be performed in a faster, better, and cheaper manner, and the development of socialist construction will also be promoted in the same manner.

In organizing the people's economic life, an active attitude must also be adopted to meet the capitalistic elements and their dependents. Only if they are willing to participate must they be organized immediately. But they must not be involuntarily organized, and be allowed to live as separate families. Most of the capitalistic elements and their dependents are willing to rely on us and hope to follow us, so we must, in the various aspects, promote them to attain progress so that they will become self-supporting laborers.

As early as January 1934 in his report, "Concerning the Masses' Livelihood and Pay Attention to the Working Method," made at the All-China Workers' and Peasants' Delegates Meeting held at Shui-chin in Kiangsi Province, Chairman Mao Tse-tung said, "I must emphatically point out to this meeting that we must pay profound attention to the problem of the masses' livelihood, from land and labor problems to the problem of daily necessities such as firewood, rice, kitchen oil, and salt. Women should learn how to use plows and harrows, but who shall teach them? The children must go to school, but have enough elementary schools been constructed? The small wooden bridge in front of us is too dangerous for people passing over it; can we repair it? Many people have contracted diseases, but what treatment do we have for them? All these are problems in the people's livelihood, and we must put them on our meeting agenda. They must be discussed, resolved, carried out, and investigated. We must make the masses understand that we stand for their interests that are mutually related to us. Through these matters we must make them realize the significance of our greater task, the task of a revolutionary war, in order to support the revolution and to expand the revolution to all parts of the country, to accept our political appeal and to struggle to the end for the victory of the revolution."

Though these words were spoken by Chairman Mao during the Second

Revolutionary War, yet as we read them now they are still very intimate and have a profound meaning. We must use the Mao Tse-tung ideology to arm our own ideology better. We must make the organization of the people's economic life and the organization of the people's cultural life the correct handling of the contradictions among the people and as an adjustment of production relations and the superstructure promoting the development of productive power. This is the important phase, the important front, and the important political task which will enable China's 650,000,000 people "starting from these things, to understand our greater task" and "to accept our political appeal" so as to construct China into a strong, modern industrial, agricultural, scientific, and cultural socialist country.